

Waikiki, Hawai'i

February 10-11, 2003

Collaboration & Change:  
A Future of Choices for  
Mind, Body & Spirit

**PAC RIM 2003**



# Aloha & Welcome to the 19th Annual Pacific Rim Conference on Disabilities Pac Rim 2003



As your host for the 19th Annual Pacific Rim Conference, the faculty and staff of the Center on Disability Studies at the University of Hawaii at Manoa invites you to enjoy and learn from this year's conference and related meetings and workshops. This conference has been planned and organized with the participation of numerous local, regional, and national collaborators, making a truly diverse, national conference. The theme for this year's event is "Collaboration and Change: A Future of Choices for Mind, Body, and Spirit".

This year the Pacific Rim Conference includes a number of internationally recognized Keynote Speakers, including noted persons with disabilities, national policy leaders, researchers, and program specialist. The agenda will include a Distinguished Speaker Series with national researchers providing their latest findings and implications for practice in classrooms, clinics, and the community. Further, more than 300 presenters will provide new information and materials in breakout sessions, roundtable discussion sessions, and a poster reception session. As in the past, the Pac Rim Conference provides a "once a year" experience to network with national leaders, researchers, and the Pacific ohana of persons working in the health, education, and human service areas focused upon persons with disabilities

We hope that your experience with the 19th Annual Pacific Rim Conference is one of ALOHA and learning. Please visit the conference website at [www.cds.hawaii.edu/pacrim](http://www.cds.hawaii.edu/pacrim) for online registration and additional details.

Aloha,



Robert A. Stodden, Ph.D.  
Director & Professor  
Center on Disability Studies  
University of Hawaii at Manoa

# Schedule of Events

## Conference Day 1: Monday, February 10

- |                     |   |
|---------------------|---|
| 7:00 am - 4:00 pm   | Registration  |
| 8:00 am - 8:30 am   | Chant by Malia Nobrega<br>Welcoming Remarks by Robert Stodden   |
| 8:30 am - 9:15 am   | Opening Keynote by Norman Kunc<br>Storyteller & Disability Rights Advocate  |
| 9:30 am - 12:15 pm  | Breakout & Roundtable Sessions  |
| 12:15 pm - 12:45 pm | Lunch   |
| 12:30 pm - 1:15 pm  | Afternoon Keynote by Joyce Metzger, Parent; Respite Coordinator, Hawaii<br>Department of Health, Early Intervention Section |
| 1:15 pm - 1:30 pm   | Comments from Stephanie Lee, Director, Office of Special Education<br>Programs, U.S. Department of Education                |
| 1:45 pm - 4:30 pm   | Breakout & Roundtable Sessions  |
| 4:30 pm - 6:00 pm   | Poster Session  |
| 6:00 pm - 8:30pm    | Conference Reception & Artists with Disabilities Exhibit  |

## Conference Day 2: Tuesday, February 11

- 7:00 am - 12:00 pm Registration
- 8:00 am - 8:15 am Welcoming Remarks
- 8:15 am - 8:30 am Ballroom Wheelchair Dancing by Tanis Doe & Michele Anderson
- 8:30 am - 9:15 am Opening Keynote by Dave Hingsburger, Consultant
- 9:30 am - 12:15 pm Breakout & Roundtable Sessions
- 12:15 pm - 12:45 pm Lunch
- 12:30 pm - 12:45pm Comments from Lex Frieden, Chairperson of the National Council on Disability; and Senior Vice President, TIRR (The Institute for Rehabilitation and Research)
- 12:45 pm - 1:30 pm Afternoon Keynote by Hamilton McCubbin  
Chief Executive Officer, Kamehameha Schools
- 1:45 pm - 4:30 pm Breakout & Roundtable Sessions
- 4:45 pm - 6:00 pm Closing Keynote by Olivia Raynor, Director of National Arts and Disability Center; Co-Director of the Trajan Center for Developmental Disabilities at University of California, Los Angeles, & Performance of “Actual Lives”



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# Keynote Speakers

Monday, February 10, 8:30 AM in the Maui/Molokai Ballroom



**NORMAN KUNC, Storyteller & Disability Rights Advocate (sponsored by the Hawaii State Council on Developmental Disabilities through a grant from the HMSA Foundation)**

Keynote Address: “The Right To Be Disabled”

Most people view individuals with disabilities as being “deficient” in some way and believe that by minimizing their disability the person will increase their quality of life. Norman Kunc challenges this perception, claiming that people with physical and mental disabilities reflect the diversity of the human community. He contends that we need to place far less emphasis on “fixing” people. Instead, we need to focus on the inherent assets that each person brings to the community and strive to find ways of welcoming ALL people into our midst.

Biography: Although Norman Kunc is a well known disability rights advocate, he now prefers to think of himself as a storyteller, continuing the long held tradition of using humor and narrative to initiate self-reflection and social change. Born with cerebral palsy, Norman attended a segregated school for children with physical disabilities; then, at the age 13, he was integrated into a regular school. From there, he went on to complete a Bachelor’s degree in Humanities and a Master of Science degree in Family Therapy.

Monday, February 10, 12:45 PM in the Maui/Molokai Ballroom



**JOYCE METZGER, Parent and Respite Coordinator, Hawaii Department of Health, Early Intervention Section**

Keynote Address: “Living Each Moment Deliberately And Harmoniously: One Family’s Journey Captured On Video”

Joyce Metzger will portray her family’s journey in life with the youngest member, 29-year-old Glen who has developmental disabilities with chronic medical concerns. Using pictures and video of Glen’s early childhood, adolescence, and adulthood paths, Joyce will retrace the changes in management of Glen’s needs and share the family’s continually evolving support systems and lifestyle. Visual images depicting Glen’s true spirit will balance the challenging times with the golden memories the family cherishes.

Words will complement these images to convey how Glen has been their master teacher in living each moment deliberately and harmoniously.

Biography: Joyce Metzger has been helping families of children with special needs as the Respite Coordinator at the Department of Health Early Intervention Section since 1989. She has three adult children, Jill, Jay, and Glen. Glen is a 29-year-old young man with developmental disabilities and special medical needs. Joyce and her family have been working with Hawaii’s systems that serve persons with disabilities from the time he was a young child to his adult life today. Along the way, Glen has taught their family to live each moment deliberately and harmoniously.

Tuesday, February 11, 8:30 AM in the Maui/Molokai Ballroom

**DAVE HINGSBURGER, Consultant**



*Dave Hingsburger by Jamie Hamm, an artist with Down Syndrome*

Keynote Address: “Job One: Just What Is It?”

With all the meetings, the paperwork waiting to be completed, the phone calls that have to be made, it can be easy to forget just what our primary job is in providing support to a person with a disability. Human service began with a focus on supporting individuals with disabilities, but now it seems like we spend more time supporting the system than we do the individuals in our care. Those honored with the responsibility of providing direct care to people with disabilities need to constantly arrange priorities. This session will suggest how to get back to the basics in providing really good care. It will challenge listeners to re-evaluate not only what they do, but how they do it.

Biography: Dave Hingsburger has worked for 25 years providing support to people with disabilities. Though he spends much of his time now consulting, writing and training, he has consistently

provided direct support to people with developmental disabilities. He has authored nearly 30 books on the subject of developmental disability as well as written for a variety of magazines and newspapers. His work has been the subject of a television documentary on the Discovery Channel and on the Canadian Broadcasting Corporation’s “Moving On” program. He authored and voiced the award winning two hour radio documentary: Life, Death and Disability. He has been the recipient of numerous awards for his pioneering work in the area of sexuality and disability.

Tuesday, February 11, 12:45 PM in the Maui/Molokai Ballroom



**HAMILTON MCCUBBIN, Chief Executive Officer, Kamehameha Schools**

Keynote Address: “Building Communities So They Promote Resiliency and Strength’s in Families and Children”

Dr. McCubbin will outline the key characteristics about Native Hawaiian communities that we must cultivate in order to promote the successful development of families and children.

Biography: Named Chief Executive Officer of Kamehameha Schools in January 2000, Dr. Hamilton McCubbin came to Kamehameha from the University of Wisconsin-Madison (UWM) where he had served as Dean of the School of Human Ecology since 1985. He received his doctorate in social welfare and behavioral disabilities, and is an expert on the subject of early childhood development. Dr. McCubbin is an internationally recognized authority in child and family studies with over 100 published professional journal articles, book chapters and books to his credit.

Tuesday, February 11, 4:45 PM in the Maui/Molokai Ballroom



**OLIVIA RAYNOR, Director of the National Arts and Disability Center and Co-Director of the Trajan Center for Developmental Disabilities at University of California, Los Angeles**

Keynote Address: "ARTS@Work"

The richness of the cultural arts should be available to all -including individuals with disabilities, as artists, arts administrators, teachers, mentors, students, volunteers, patrons, and as consumers of the arts. The National Arts and Disability Center (NADC) is dedicated to promoting the full inclusion of children and adults with disabilities into all facets of the arts community. Our work has helped forge new partnerships, create innovative programming, and enrich educational opportunities for artists with disabilities and the arts community. New initiatives of the NADC will be discussed.

Biography: Olivia Raynor is an occupational therapist who works actively with community, state, and national organizations, providing consultation, training, and technical assistance in the areas of: accessibility to the arts, career development for emerging and established artists with disabilities, advocacy, audience outreach and program development in the arts.

# Distinguished Speaker Series

Monday, February 10



**Ni'ihau Room, 9:30 am - 10:45 am**

**Presenter: Norman Kunc, Storyteller & Disability Rights Advocate**

Title: "Baking a Cake in a Washing Machine: Exploring the Intrinsic Problems of Health Care Bureaucracies"

The problems which arise in the health and human service system are usually attributed to insufficient funding, staff attitudes, or "client" resistance. Although these may all be relevant issues, many of the frustrations arise because we are attempting to provide individualized services within organizational structures that were specifically designed to eliminate deviation. As such, it is inevitable that the needs of individuals will continually be in conflict with the needs of the system. In this session, Norman Kunc elaborates the specific aspects of this dilemma and shows how a different conceptualization of the problem can generate new and alternative ways of supporting individuals with disabilities.

Biography: Although Norman Kunc is a well known disability rights advocate, he now prefers to think of himself as a storyteller, continuing the long held tradition of using humor and narrative to initiate self-reflection and social change. Born with cerebral palsy, Norman attended a segregated school for children with physical disabilities; then, at the age 13, he was integrated into a regular school. From there, he went on to complete a Bachelor's degree in Humanities and a Master of Science degree in Family Therapy.



**Ni'ihau Room, 11:00 am - 12:15 pm**

**Presenter: Glen W. White, Research & Training Center on Independent Living, University of Kansas**

Title: "Living and Working Well with a Disability"

Educators, health professionals and human service providers often have a difficult time understanding quality of life issues related to persons with disabilities living independently in their community of choice. As more and more persons with disabilities live and work in valued community roles it is important for everyone to possess a better understanding of accommodations and supports which fit a quality of life desired by everyone. This presentation will focus on what makes for a quality experience for persons with disabilities, living and working in the community. The presentation will be of value to all persons, especially those working in health, housing, education, and other roles supporting persons with disabilities to independently live and work in their community of choice.

Biography: Glen W. White, Ph.D., has been involved in the rehabilitation and independent living field for over 30 years. He is currently Director of the Research and Training Center on Independent Living at the University of Kansas. He serves as Principal Investigator of the recently funded

Research and Training Center on Full Participation in Independent Living. Dr. White has had numerous opportunities to work with consumers with disabilities in identifying, developing and shaping on-going disability research. He has conducted research in the areas of housing, advocacy, developing community support for independent living centers, and for the past several years he has been developing a systematic line of research in the area of health promotion and prevention of secondary conditions. He is past president of the National Association of Rehabilitation Research and Training Centers, Chair-elect of the American Public Health Association's Disability Forum, and serves as an advisor and consultant to many national organizations. Dr. White is currently an Associate Professor in the Department of Human Development and Family Life and Directs the Research Group on Rehabilitation and Independent Living at the University of Kansas, where he teaches in the area of behavioral and community psychology, and disability studies.



*Dave Hingsburger by Jamie Hamm, an artist with Down Syndrome*

**Ni'ihau Room, 1:45 pm - 3:00 pm**

**Presenter: Dave Hingsburger, Consultant**

Title: "Sexuality: Myths and Misconceptions"

Do people with disabilities have children with disabilities? What is the divorce rate of couples with disabilities? How does the quality of their marital relationships compare to our own? Does penis size matter? Who is Hikari Oe and why is his story important? What are hand-made babies, and what can we do to prevent them? Is the "mighty sperm" a myth or a fact? What does a fly swirling in the summer breeze have to do with all this? What are our deepest fears regarding sexuality and disability? This fun and fast paced session will look at the facts about sexuality and people with developmental disability. Participants should be prepared for a frank session full of information about sexuality and disability.

**Biography:** Dave Hingsburger has worked for 25 years providing support to people with disabilities. Though he spends much of his time now consulting, writing and training, he has consistently provided direct support to people with developmental disabilities. He has authored nearly 30 books on the subject of developmental disability as well as written for a variety of magazines and newspapers. His work has been the subject of a television documentary on the Discovery Channel and on the Canadian Broadcasting Corporation's "Moving On" program. He authored and voiced the award winning two hour radio documentary: Life, Death and Disability. He has been the recipient of numerous awards for his pioneering work in the area of sexuality and disability.



**Ni'ihau Room, 3:15 pm - 4:30 pm**

**Presenter: Stephanie Lee, Director, Office of Special Education Programs, U.S. Department of Education**

Title: "Working Together to Improve Results for Students with Disabilities: NCLB and IDEA"

Information will be presented on the "No Child Left Behind Act" and how the major educational reform in NCLB will help improve results for students with disabilities. She will also discuss the current status of the reauthorization of the Individuals with Disabilities Education Act (IDEA) and special education implementation issues.

Biography: Prior to joining the Education Department, Lee served as a government affairs representative for the National Down Syndrome Society where she worked directly with elected officials and grassroots organizations on policy issues relating to individuals with disabilities. From 2000 to 2002, Lee served as a member of the Ticket to Work and Work Incentives Improvement Act Advisory Panel, which made recommendations to the president, members of Congress and the Social Security Commission on ways to empower individuals with disabilities to enter the workforce. Lee previously served as a senior staff member for the U.S. Senate Labor and Human Resources Committee and worked on employment and disability legislation for the chairman of the Subcommittee on Employment, Poverty and Migratory Labor. Stephanie Lee holds a Bachelor of Arts degree in political science from American University. She is also a parent of a child with a disability, and was highly involved and influential in the 1997 reauthorization of the IDEA.

Tuesday, February 11

**Lanai Ballroom, 9:30 am - 10:45 am**

**Presenter: Hill M. Walker, Institute on Violence and Destructive Behavior, University of Oregon**

Title: "Risk Factors and the Prevention of Behavior Problems in our Public Schools"



Many youth with disabilities leaving secondary schools are not well prepared to transition into the adult roles of community living and employment. Resulting outcomes for such youth are poor often leading to an unsatisfactory quality of life and continuous struggles to maintain a lifestyle independent from institutional or other long term support situations. This presentation will explore the current state of the field in addressing behavioral disabilities leading to school failure, dropout and other destructive outcomes such as substance abuse and delinquency. Risk factors operating in the lives of vulnerable children and youth will be described along with the protective influences that can buffer and offset long term risk exposure.

Biography: Hill M. Walker, Ph.D., is a Professor of Special Education, Co-Director of the Institute on Violence and Destructive Behavior, and Director of the Center on Human Development in the College of Education at the University of Oregon. He has a long-standing interest in behavioral assessment and in the development of effective intervention procedures for use in school settings with a range of behavior disorders. He has been engaged in applied research during his entire career, dating from 1966. His research interests include social skills assessment, curriculum development and intervention, longitudinal studies of aggression and antisocial behavior, and the development of early screening procedures for detecting students who are at-risk for social-behavioral adjustment problems and/or later school drop-out. He is the co-author, along with Herbert Severson, of Systematic Screening for Behavior Disorders (SSBD) (Sopris West, 1990); author of The Acting Out Child: Coping With Classroom Disruption (2nd edition, Sopris West, 1995); co-author, along with Phillip Strain and Michael Guralnick, of Children's Social Behavior: Development, Assessment and Modification (Academic Press, 1986); and co-author, along with Geoffrey Colvin and Elizabeth Ramsey, of Antisocial Behavior in School: Strategies and Best Practices (Brooks/Cole, 1995). He the author, along with Michael Epstein, of Making Schools Safer and Violence Free: Critical Issues, Solutions, and Recommended Practices (PRO-ED, 2000). His most recent book is Interventions for Academic and Behavior Problems II, with Mark Shinn and Gary Stoner, published in March, 2002 by NASP.

**Lanai Ballroom, 11:00 am - 12:15 pm****Presenter: Martha Thurlow, National Center for Educational Outcomes, University of Minnesota**

Title: "Linking Curriculum Standards, Assessment, & Instructional Practices when Educating Children with Disabilities"

Since the 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA), educators and parents of children and youth with disabilities have been focused upon preparing individualized educational programs focused upon general education curriculum content standards. Critical to the process of linking IEP goals to curriculum content standards is the process of assessing student achievement or progress toward the curriculum standards. Of similar importance is the need for teachers to design and implement individualized instructional strategies that will support children and youth with disabilities to learn rigorous curriculum content and to make progress toward the curriculum standards. Dr. Thurlow will discuss the critical need for special educators to address the general education curriculum content standards and present practices for linking standards to assessment processes and instructional decisions when planning and implementing instructional programs for children and youth with disabilities.

Biography: Martha L. Thurlow, Ph.D., is Director of the National Center on Educational Outcomes, where she addresses the implications of contemporary U.S. policy and practice for students with disabilities, including national and statewide assessment policies and practices, standards-setting efforts, and graduation requirements. Dr. Thurlow has conducted special education research for the past 30 years in a variety of areas, including assessment and decision making, learning disabilities, early childhood education, dropout prevention, effective classroom instruction, and integration of students with disabilities in general education settings. Dr. Thurlow also is a co-Editor of *Exceptional Children*, the research journal of the Council for Exceptional Children.

**Ni'ihau Room, 11:00 am - 12:15 pm****Presenter: Lex Frieden, Chairperson of the National Council on Disability; and Senior Vice President, TIRR (The Institute for Rehabilitation and Research)**

Title: "Rehabilitation: A Global Perspective"

Governments around the world are struggling with public policy issues pertaining to the treatment of people with disabilities in society. Issues of concern range from the domains of human rights, health care, public assistance, and benefit provision through those of physical access, infrastructure accommodation, employment and economic responsibility. Various piecemeal approaches to addressing these issues have been taken by government authorities around the world. Despite these efforts, unemployment among people with disabilities continues to be phenomenal and people with disabilities continue to be frustrated by lack of care, lack of services, and lack of integration. Perhaps the greatest barrier to full participation by people with disabilities in the community is attitudinal. Most often, such attitudinal barriers are manifested through discrimination, intentional and otherwise. To remedy this, national and international standards for the accommodation and treatment of people with disabilities are now in the process of being updated and expanded. New standards for nondiscrimination on the basis of disability are being

installed in some countries, and the United Nations is considering a call for a treaty banning discrimination on the basis of disability and confirming equal rights for people with disabilities worldwide.

**Biography:** Lex Frieden is Senior Vice President at TIRR (The Institute for Rehabilitation and Research) in Houston, Texas. He is also Director of TIRR's Independent Living Research Utilization Program and Professor of Physical Medicine and Rehabilitation at Baylor College of Medicine. Mr. Frieden was appointed by President Bush and confirmed by the U.S. Senate on July 26, 2002, as Chairperson of the National Council on Disability, an independent federal agency located in Washington, D.C. The Council is charged with making recommendations on disability policy issues to the President and Congress. Mr. Frieden currently serves as President of Rehabilitation International, a federation of 200 national and international organizations and agencies in 90 countries working for the equalization of opportunities for persons with disabilities and their families within society, and for the rehabilitation of people with disabilities. He is also a member of the United Nations Panel of Experts on the Standard Rules for Disability. He has received two Presidential Citations for his work in the field of disability, and he was honored by the U.S. Jaycees in 1983 as one of America's Ten Outstanding Young Men. In 1998, he received the Henry B. Betts Award for "efforts that significantly improve the quality of life for people with disabilities."

**Ni'ihau Room, 1:45 pm - 3:00 pm**

**Presenter: David R. Johnson, National Center on Secondary Education & Transition, University of Minnesota**

Title: "Preparing Youth with Disabilities to Successfully Transition to Postsecondary Education & Employment"



The Individuals with Disabilities Education Act (IDEA) as reauthorized in 1997, requires that Individualized Educational Plans (IEP's) must address the needs of youth with disabilities as they seek to progress within the general education core curriculum. By the time youth with disabilities have reached secondary school, they often are significantly behind their same age peers making this a difficult task for educators. The purpose of this session will be to explore ways to assist youth with disabilities to achieve rigorous educational curriculum as they prepare to successfully transition to post-school roles.

**Biography:** David R. Johnson, Ph.D., is Director of the Institute on Community Integration (UAP) and Associate Professor in the Department of Educational Policy and Administration, College of Education and Human Development at the University of Minnesota, and Director of the National Center on Secondary Education and Transition, (NCSET) at the University of Minnesota. Dr. Johnson's research interests include investigations of the postschool outcomes and status of young adults with disabilities, evaluations concerning access and participation of young adults with disabilities in postsecondary education programs, studies on systems change, cost-benefit analysis, and other policy-related research. Dr. Johnson has also served as consultant to several national, regional, and state organizations including NIDRR, National School-to-Work Office, Rehabilitation Services Administration, National Alliance of Business, Council for Exceptional Children, and several Congressional Committees. Dr. Johnson has published numerous journal articles, book chapters, research monographs, and technical reports and products on topics concerning secondary education, special education, rehabilitation, transition, school-to-work, and other themes related to the priorities of this research effort.

# Roundtable Sessions

Early Childhood Strand  
Health for People with Disabilities Strand  
Learning and Living Strand  
Positive Behavioral Supports Strand

Roundtable sessions are intimate and highly interactive formats. Each roundtable will consist of a presenter(s) and approximately ten participants. The presenter(s) will have twenty minutes to present essential “highlights” of their program or topic. At the end of the twenty minutes, a signal will be given by a facilitator and each participant will have five minutes to find another topic of interest and move to that table. Once the participants are reseated, the twenty-minute presentation cycle will begin again with ten new participants. This process will enable participants to experience up to three different topics within an hour and fifteen minutes.

## **MONDAY, FEBRUARY 10, 9:30 AM - 10:45 AM, LANAI BALLROOM** **Early Childhood Strand, facilitated by Stacy Kong**

- \* Akers, Adrienne & Roberts, Richard  
Improving Families Access to Services: A Web-Based Interagency Application Process
- \* Applequist, Karen  
Contextual Considerations of Delivering Services In A Rural And Culturally Diverse Context: The Navajo Experience
- \* Askew, George & Abbey, Rachel  
The Better Baby Care Campaign, Working Together For Babies!
- \* Briley, Margaret & Donne, Vicki  
Perception Of Sign Language: A Functional Vision Evaluation
- \* Hughes, Margaret & Dote-Kwan, Jamie  
Diversity Among Toddlers With Visual Impairments In Their Home: Is Anything Different?
- \* Kozak, Elizabeth; Smith, Sharon; & Borger, Candace  
Setting a Division-Wide Research Agenda For Early Years Intervention
- \* McDonald, Linda; Feldman, Maurice; Yu, Dickie; & Serbin, Lisa  
Supporting Healthy Families and Healthy Children
- \* Robinson, Tom; Taylor, Sharon; & Hagman, Juanita  
Meeting the Needs Of Pre-School Children Who Require Extra Support: A Collaborative Model For Service Delivery
- \* Scorgie, Kate & Wilgosh, Lorraine  
Parent Transformations in Ethnically Diverse Populations: Implications For Early Childhood Service Providers

- \* Segel, Pamela  
Infants and Toddlers At Risk - Early Childhood Trauma

**MONDAY, FEBRUARY 10, 11:00 AM - 12:15 PM, LANAI BALLROOM**  
**Health for People with Disabilities Strand, facilitated by Beppie Shapiro**

- \* Aguon, Cyrena & Dev, Tapashi  
The Relationship Between Children With Disabilities And Child Abuse
- \* Ciccarelli, Diane  
Increasing Choices To Individuals With Cognitive Exceptionalities
- \* Entwisle, Joe  
Comprehensive Healthcare And Earnings Query: Understanding The Compounding Impact Of Earned Income On Multiple Benefit Programs
- \* Gitlow, Lynn  
Low Technology Construction Strategies For Increasing Children With Disabilities' Access To Assistive Technology
- \* Goodwin, Donna; Nguyen, Mai Ahn; & Ratliffe, Katherine  
Perceptions Of Disabilities In Pacific Island Cultures: Myth Or Realities?
- \* Linn, J. Gary  
Facilitating Coping With HIV Disease: Evaluation Of A Partner Intervention Model
- \* Ruocco, Lou Ellen  
Geriatric Assessment Of Individuals With Intellectual Disabilities

**MONDAY, FEBRUARY 10, 1:45 PM - 3:00 PM, LANAI BALLROOM**  
**Learning and Living Strand, facilitated by Norma Jean Stodden**

- \* Edelen-Smith, Patricia & Ornelles, Cecily  
Practical Classroom Uses of Assistive Technology as Positive Supports for Students with Mild/Moderate Disabilities
- \* Ferrell, Kay & Rhine, Barbara  
Strategies for Teaching Students with Visual Disabilities
- \* Graham, Lesley; Robinson, Helja; & Wolffe, Robert  
Exploring the Effects of the Visual Environment on DD and ADD Students
- \* Knox, Jane  
Don't Smack Me in the Face with the Door!
- \* Murdick, Nikki; Gartin, Barbara; Shore, Paul; & Chittooran, Mary  
A Cross-Cultural Comparison of the Concept of "Otherness" and its Impact on Persons with Disabilities
- \* Pierson, Melinda & Glaeser, Barbara  
Activities to Identify and Remediate Loneliness in Adolescents with Disabilities

\* Simonelli, Shannon  
Wisdom in the Wound

\* Winquist, Tina & Carlson, Betty  
Voices from Incarcerated Youth: A Retrospective Look at Student Perceptions Regarding Supports for School Success

**MONDAY, FEBRUARY 10, 3:15 PM - 4:30 PM, LANAI BALLROOM**  
**Learning and Living Strand, facilitated by Jacqueline Rhuman**

\* Chmiliar, Linda  
Helping Teachers to Write and Implement Better IEP's - The Use of A Specially Designed Interactive Case Study on CD ROM

\* Dymond, Stacy  
Using Digital Video in Teacher Preparation

\* Inman, Dean  
Learning to Drive a Wheelchair Over the Internet

\* Iverson, Virginia & Cloninger, Chigee  
Specialized Instruction in Inclusive Settings for Students with Severe Disabilities

\* Maley, Susan  
First Steps to Success: A Community Collaboration

\* Surinak, Tricia  
Put the "I" in "IEP"

**TUESDAY, FEBRUARY 11, 9:30 AM - 10:45 AM, NI'HAU ROOM**  
**Positive Behavioral Supports Strand, facilitated by Susan Rocco**

\* Du Rivage, Jeanne & Langlois, Mare  
The Friends Program: Teaching Children Self-Regulation Skills

\* Kenneally, Laura & McCabe-Odri, Kathleen  
Beyond Report Cards: Effective Assessment Methods For Inclusive Education

\* Olson, Jennifer & Olson, Philip  
Working In Teams To Provide Positive Behavioral Supports In The Classroom And Home

\* Smith, Garnett & Edelen-Smith, Patricia  
Behavior Cusps And Target Behavior: Unleashing The Killer App

\* Stern, Jeffrey D.  
Communication Building: What Works, For Whom, Under What Conditions.

\* Thompson, James R. & Ezell, Dan  
Naming, Defining, And Classifying The Condition (Formerly?) Known As Mental Retardation

# Roundtable Sessions

## Postsecondary Education, Transition, and Employment Strand

Roundtable sessions in the postsecondary education, transition, and employment strand follow the format below:

- \* **Phase 1:** There will be a thirty minute presentation by a Facilitator, providing a general overview, setting the tone, raising issues, and providing content focusing the overall session.
- \* **Phase 2:** At the end of Phase 1, the audience will move into a roundtable presentation format. The presenter(s) at each roundtable will have twenty minutes to present essential “highlights” of their program or topic.
- \* **Phase 3:** At the end of the twenty minutes, a signal will be given by the Facilitator and each participant will have five minutes to find another topic of interest and move to that table. Once the participants are reseated, the twenty-minute presentation cycle will begin again with ten new participants. This process will enable participants to experience up to two different topics within an hour and fifteen minutes.

### **MONDAY, FEBRUARY 10, 9:30AM - 10:45AM, KAUAI BALLROOM**

#### **Topic: Technology/Real Choices, facilitated by Susan Reinhard**

- \* Burgstahler, Sheryl  
Using Technology to Maximize Independence, Productivity, and Participation of Students with Disabilities in College and Careers
- \* Doe, Tanis  
Assistive Technology Creating Better Employment Opportunities in California
- \* Dushin, Megan  
The NCSET Web: Your One-Stop Shop for Information on Youth in Transition
- \* Franklin, Amy; Erbland, Daniel; & Forrest, Steve  
Designing Accessible Forms for the Internet by Adobe System’s
- \* Kim-Rupnow, Weol Soon & Burgstahler, Sheryl  
Using Summer Study, Internet-based Mentoring and Internships to Promote College and Career Success for Teens with Disabilities
- \* Kinash, Shelley  
Disabled Online Learners
- \* Mayfield- Smith, Kathy  
South Carolina Real Choices Project - A statewide referral system

- \* Morgan, Bob  
A Job Preference Identification Program Using Motion Video on CD-ROM: Description of Research and Development Activities
- \* Schlieve, Amy & Varnavas, Christine  
Just In Time! AskABLE.

**TUESDAY, FEBRUARY 11, 1:45PM - 3:00PM, KAUAI BALLROOM**

**Topic: Adult Employment and Post Secondary Education, facilitated By Mary Mack & Kelli Crane**

- \* Brown-Wright, Holly A. & Massey-Garrett, Tamara  
Connecting to the Community Through a Student Disability Panel
- \* Christ, Thomas W.  
Post-Secondary Education, Transition and Employment
- \* Lee, Helen & Beukema, Nancy  
Travel Instruction and Orientation & Mobility: Differences between Professions
- \* Parrish, Linda; Lynch, Patricia; & Stough, Laura  
Transition for Individuals with Low Incidence Disabilities
- \* Whelley, Teresa  
Individuals with Disabilities Transitioning from Postsecondary Education to the Workplace
- \* Yagi, Rona, & Kofel, Sandra  
Coaching for Success

**TUESDAY, FEBRUARY 11, 3:15PM - 4:30PM, KAUAI BALLROOM**

**Topic: Youth Transition / Employment, facilitated By Sheryl Burgstahler**

- \* Getzel, Elizabeth Evans; Briel, Lori; & Lovelace, Erica  
Developing a Statewide Consortium to Enhance Services for Students with Disability in Higher Education
- \* Kovach, K.; Wilgosh, Lorraine; & Fleming, D.  
Students with Learning Difficulties: High School Students' Study Skills and Conceptions of Intelligence
- \* Millar, Dorothy Squatrito  
Guardianship or Self-Determination: What is Happening to Young Adults and Why?
- \* Modell, Scott J. & Jackson, Leah  
Increasing the quality of life of students with disabilities through appropriate transition planning
- \* Ness, Jean E.  
There is Life after Transition: A Retention Model for Native College Students
- \* Pollard, William; Becker, Joan; Stone, Mary; Johnson, Kevin; & Kreoger, Sue  
A Postsecondary Transition Enrichment Program for Students with Disabilities



## **Abstracts: Breakout Sessions**

# Abstracts: Breakout Sessions

(in alphabetical order)

## **Aborn, Dr. Lucinda**

Movin' On! Students with Disabilities and Higher Education Support and Services

El Camino Community College

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Co-presenter: Dr. Elizabeth Pearman, University of Northern Colorado, Mc Kee Hall 518 Campus Box 124, Greeley, CO 80639, Phone: (970) 351-2468, elizabeth.pearman@unco.edu.

Increasingly, students with disabilities continue their education beyond high school at community colleges and four colleges and universities. While legislation requires accommodations be made for students with disabilities, services, supports, and expectations are very different from what students have known in a high school setting. College and university administrators and staff of disability support services need to have a basic level of knowledge of legislation, services, and how to help students with disabilities navigate higher education systems. This presentation will share the results of a survey of California community college administrators and disability support service personnel on their reported current level knowledge of legislation, provision of services for students with disabilities, accommodations, information needs, and participation in training. The presenters will also share ideas based on the data for improving services for students with disabilities in higher education.

## **Artesani, Jim, Ed.D.**

Linking Functional Assessment and Positive Behavioral Supports to Classroom Management

University of Maine

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Co-presenter: Amanda Corey, M.Ed. University of Maine

There is an increasing body of research supporting the use of functional assessment and positive behavioral strategies for individual students in general education settings. There is also a considerable literature base covering general methods of classroom management. Despite the continued advances in behavioral research and methodology, special and general educators continue to face the significant challenge of conducting systematic behavioral assessment, support plan development, and implementation in general classroom settings. This presentation will examine functional assessment as well as the implementation of behavioral support and intervention within the context sound methods of classroom management. Emphasis will be given to evaluating classroom settings for effective elements of classroom management as a prerequisite for more intensive forms of behavioral programming. This presentation will follow a lecture/discussion format, and will include a case study. Attendees will be encouraged to share their experiences.

**Atkins, Bobbie J., Ph.D., C.R.C.**

Curb Cuts To Learning: Universal Design In The Classroom  
 3590 Camino del Rio North  
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 Phone: (619) 594-0170  
 Email: srobinso@interwork.sdsu.edu  
 Co-presenters: Mari S. Guillermo, M.S. Ena Harris, M.S.

Faculty and instructors at institutions of higher education and K-12 are teaching to an increasingly diverse student population. The diversity in terms of ethnicity, language, and disability presents an opportunity for instructors to enhance the curricula that will address the varied learning styles of students. This presentation will explore the concept of universal design and its principles in regards to teaching and learning. A model for applying the concept of universal design to one's course and instruction will be presented. Practical recommendations for administrators' role in supporting universal teaching and learning in K-12 and higher education environments will be presented. Examples of technology that have universal design implications for the classroom will also be provided. This presentation promotes the philosophy that all students can learn.

**Black, Rhonda S.**

Close Encounters of a "Simple Kind": Images of Sexuality for Individuals with Cognitive Disabilities in Feature Films  
 University of Hawaii at Manoa  
 Department of Special Education  
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 Wist Hall 127  
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This presentation will focus on the portrayal of sexuality of individuals with cognitive disabilities in feature films. Feature films profoundly influence society's perceptions; where stigmatizing or overly romanticized media images impact public policy and life opportunities of people with disabilities. Selected media clips will be shown during the presentation to illustrate themes mentioned below. Portrayals of individuals with cognitive disabilities as dangerous monsters or as disarmingly cute eternal children perpetuates policies and practices that are paternalistic and overly-restrictive. These media messages influence the hidden curricula that says "those" individuals with cognitive disabilities need to be protected from sexuality, and sex education should focus on maturational aspects (i.e., plumbing), and behaviors that are "unacceptable," rather than on building healthy intimate relationships. This presentation will discuss a few movies that portray cognitively-challenged characters as (a) dangerous because they don't fully understand "normal" sexual relationships (b) inexperienced in typical behaviors for one's age such as dating and kissing; (c) being in a close interpersonal relationship that is more reflective of a parent-child relationship than an equal partnership. Finally, this presentation will discuss a few newer films where sexual relationships and even parenthood are experienced by the cognitively-challenged characters. Portrayals in the feature films presented do little to enhance opportunities for community integration and developing interpersonal/sexual relationships for those with cognitive disabilities. These images reinforce stereotypes in our culture that individuals with cognitive disabilities need to be "protected from" close interpersonal relationships and sexuality for "their own good" and for the "good of society." These messages influence school and adult agency policies, curricula, and more importantly, expectations of teachers and human service workers. It is important, then, that these subtle messages are brought to light so that more equitable opportunities exist for all people.

**Blair, Regina B.**

Using Strategies to Enhance the Writing Performance of Students with Learning Disabilities

University of Oklahoma

820 Van Vleet Oval, Room 313

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Email: rbblair@ou.edu

Co-presenters: Joyce A. Brandes, University of Oklahoma & Christine K. Ormsbee, University of Oklahoma

This session examines the written language performance of students with identified mild disabilities who were taught to use writing strategies and visual thinking technology. Changes in the quality and quantity of students' written performance, as well as students' attitudes and instructors' observations of students' performances, will be discussed.

**Boyce, Glenna C.**

InReach: Using Technology to Support the Parent-Infant Relationship in the NICU and During the Transition to Home and Early Intervention

Utah State University

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Email: glenna@cpd2.usu.edu

Co-presenters: Adrienne Akers, Early Intervention Research Institute, Utah State University; Thomas Risk, KSAR Center for Persons with Disabilities, Utah State University; & Vanya Mabey, State of Utah Baby Watch Early Intervention.

Many infants begin life in a neonatal intensive care unit (NICU) due to prematurity and/or other conditions. These infants are at risk for medical and developmental problems, as well as a disruption in the developing relationship with their parents. NICU and early intervention (EI) staff, together with parents and researchers, designed a process for supporting the infant-parent relationship in the NICU and during the transition to home and community. The EI service coordinator came to the hospital to meet with parents and NICU staff to develop an Individual Family Service Plan (IFSP) prior to discharge. Benefits were identified for the family, NICU and EI staff. For families who live farther from the hospital, the IFSP conference is being conducted using desktop videoconferencing. Parents and NICU staff are at a hospital computer and EI staff are at a computer in the family's community). The desktop technology and procedures will be demonstrated.

**Brandes, Joyce A.**

Technology Support for Teachers

University of Oklahoma

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Co-presenters: Regina B. Blair, University of Oklahoma & Christine K. Ormsbee, Ph.D., University of Oklahoma.

This presentation will give an overview of several web-based support tools for teachers. These tools are available on the web, and are free to use. The majority of these sites were developed and maintained by educators, for educators. There is help for the overworked teacher; it is just a matter of knowing what is available, where it can be found, and how it can be beneficial.

**Bridenbaugh, Nancy**

Hands Across the Pacific: Partnerships for Progress

Gallaudet University Regional Center

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Co-presenters: Jan Fried, ASL/Interpreter Education Program & Linda Lambrecht, ASL Instructor, Kapi'olani Community College

Historically, deaf and hard of hearing children in the Pacific Region have been underserved due to a lack of accessible resources. Department of Education teachers lack the sign language proficiency and the knowledge of specific teaching strategies to ensure adequate services. In response to this situation, Kapi'olani Community College joined forces with the University of Hawaii Center on Disabilities Studies to become a viable and valuable training resource for programs in this region. In this session, we will describe how, as Deaf/hearing teams, we present intensive American Sign Language instruction, Deaf Culture workshops, and teaching strategies to DOE Special Education teachers, parents and community members in the Pacific. We will share the teaching philosophy, workshop models, and strategies we use during our trainings. In addition, we will address the challenges, relationships, processes, successes, and intercultural experiences we encounter.

**Brydon, Irene Ward**

Overturing Labels - The Outsider Artist

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Recently a phenomenon has occurred in the elite halls of establishment art. Artists with disabilities are entering mainstream galleries and demonstrating that disability is not a barrier to full participation in the arts and the cultural life of society. Dwight Mackintosh became a star in the field of Outsider art at the age of 90, and a recent book was published about sculptor Judith Scott. Both talented artists are from Creative Growth Art Center in Oakland, California, which the New York Times identified as one of the best known centers in the country for the production of outstanding art by artists with disabilities. Creative Growth has been a national leader in the field of arts and disabilities for over twenty-five years. The Gallery professionally exhibits the art of its artists side-by-side with mainstream artists, showing that labels such as disability no longer limit high achievement and success in the arts. The slide presentation will give an overview, some fund raising tips; how to build community and corporate partnerships and keep programs healthy.

**Burgstahler, Sheryl, Ph. D.**

Professional Development for Faculty to Promote the Success of College Students with Disabilities  
Director, DO-IT (Disabilities, Opportunities, Internetworking and Technology)

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Faculty members play an important role in making academic programs accessible to postsecondary students with disabilities. However, instructors do not always possess the knowledge, experiences, and attitudes that result in the most inclusive environment for these students. This session reports

on the results of a literature review and focus groups of students with disabilities and faculty that explore what faculty members need to know about accommodating students with disabilities in their courses and how they can best gain this knowledge. These results were used to develop a comprehensive set of training options that can be used with postsecondary instructors nationwide. The content of these options focuses on legal issues, accommodation strategies, and resources. Modes of instruction include on-site training, printed materials, distance learning, Web-based self-paced instruction, and video presentations. In this session useful resources will be discussed; handouts will be provided; and a “tour” of The Faculty Room ([www.washington.edu/doi/Faculty](http://www.washington.edu/doi/Faculty)) will be given.

**Burstein, Karen, Ph.D.**

Getting Youth Up to PAR: Self-Determination Strategies for Assisting Youth with Special Needs Transition to Adulthood

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Co-presenter: Tanis Bryan, Ph.D., Arizona State University & James Bryan, Ph.D., Arizona State University

Getting Youth Up to PAR is a project in which teams of youth with disabilities are taught to use the scientific method via participatory action research to solve the problems of daily life and to ameliorate the barriers to effective transition. Youth in transition and their families engage in PAR to identify barriers and test solutions to adopting healthy adult life styles, pursuing continuing education and employment. In this Youth-Centered Model for Transition, a network of educators, health care providers and critical stakeholders develop protocols for (a) training youth in personal health care and self-determination strategies necessary for making educated choices necessary for effective transition, (b) training adult health care and ancillary service providers in strategies specific to the care of young adults with disabilities, and (c) supporting families in their youth’s quest for independence. The Breakout session will examine the methods used, tools developed and evaluation of the first two years.

**Cahill, Anthony G., Ph.D.**

Using The Transtheoretical Model Of Change To Improve Health Outcomes For People With Disabilities: The Take Charge Challenge

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Co-presenters: Susan Gray, B.A., Director, Office of Disability and Health, New Mexico Department of Health; Judy Liddell, M.B.A., Associate Director, Center for Development and Disability, University of New Mexico; & Barbara Overman, C.N.M., Ph.D., Professor of Nursing, University of New Mexico

National studies of people with disabilities provides convincing evidence that people with disabilities utilize health care at a higher rate than those without disabilities; report higher incidences of illness, including more secondary health conditions; and report higher incidences of

at-risk health behaviors, including smoking, alcohol use and obesity. The Take Charge Challenge is a health promotion intervention designed to address these factors in people with disabilities. The Challenge is a personal goal setting behavior change and physical activity program grounded in the Transtheoretical Model of Change. Features of the Challenge include individual goal setting, a noncompetitive team structure, incentives and evaluation. Presenters will describe the theoretical basis of the intervention; outline components of the Challenge; report results of the multiple evaluations that have been conducted by presenters with support from the Centers for Disease Control and Prevention; and present a consumer perspective on the intervention's impact.

**Certo, Nicholas J., Ph.D.**

Transition Service Integration Model: Integrating Public Schools, Rehabilitation and Developmental Disability Systems To Produce A Seamless Transition

Session Coordinator

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Co-presenters: Rich Luecking, Ph.D. TransCen, Inc. Rockville, MD; Denise Mautz, M.A., San Francisco State University; Holly Wade, M.A. San Francisco State University; & Kimberly Smalley, Ph.D., Hawaii Developmental Disabilities Division

This project has developed and implemented the Transition Service Integration Model (Pumpian & Certo, 1996) in approximately a dozen communities in California, Maryland and, recently, Hawaii which has resulted in a seamless transition from school to integrated direct-hire employment, postsecondary education and inclusive access to a wide range of preferred community activities and settings for students with severe disabilities during their last year in public school. This model utilizes a one-stop workforce investment strategy which unifies the three primary systems responsible through enabling legislation for this transition: the public school system, the rehabilitation system and the developmental disabilities system. It results in students exiting school with a stable job and a scheduled routine for accessing non-work activities in natural community settings when they are not working, and it ensures the continued support needed to maintain these activities after graduation.

**Chmiliar, Dr. Linda**

Graduate-Level Teacher Preparation for Inclusive/Special Education Classrooms: A Proposed Distance-Delivery Universities' Collaboration

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Co-presenters: L. Wilgosh, University of Alberta; N. Grigg, University of Lethbridge; J. Lupart, University of Calgary; L. Jewel, Athabasca University; & N. Piquette-Tomei, University of Calgary

The presentation will describe a Canadian four-university collaboration to develop a distance-delivery graduate-level M.Ed. to prepare teachers to teach in inclusive and special education classrooms. Data will be presented from two surveys, a summary of a Needs Assessment survey of teachers and school administrators in Alberta (2001), and a more detailed and specific Market Analysis documenting perspectives of administrators (e.g., principals/superintendents) and teachers in Alberta and across Canada (N = 433). The Market Analysis documents the strong teacher interest in post-graduate opportunities and on-line program delivery. The developing program plan

(Concept Paper) will describe issues related to development of cross-university collaborative models of program delivery, particularly to meet the needs of rural teachers who cannot easily access traditionally-delivered graduate programs.

**Clark, Dr. Diane**

Teaching Strategies that Foster Resiliency for Students with Disabilities

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Co-presenter: Dr. Sandra Miller, Associate Professor, School of Education, Grand Valley State University

What is it that allows some children to bounce back from destructive and painful psychological and physiological trauma? What are factors that enable these students to succeed despite dire predictions of failure resulting from exposure to emotional stress, poverty, war and family dysfunction? Today educators and psychologists refer to protective factors (those factors promoting resiliency) and risk factors (factors putting children at risk for human developmental delay and dysfunction.). A study of these factors assists educators in isolating conditions and situations that pose a threat to normal childhood development and those factors that seem to promote healthy development. This presentation will provide educators with an understanding of resiliency enabling them to identify and foster protective factors while minimizing the impact of risk factors. Materials provided to participants include assessment inventories, organization and teaching schema that foster resiliency and can be generalized from the individual student to the community.

**Copenhaver, John**

Utilizing Section 504 as a Service Option for Children with Special Health Care Needs

Mountain Plains Regional Resource Center

U.S. Department of Education

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The increase and improvement of medical technologies and treatments has resulted in an increase of children with special health care needs attending public schools. Many of these children receive services in special education under the category of "other health impaired," but many could be eligible for and provided accommodations through Section 504 of the Rehabilitation Act. Section 504 as a service option continues to be neglected by schools. This session will focus on providing participants with a user-friendly approach to understanding the eligibility criteria for Section 504, suggest a model for referral through placement, compare Section 504 and special education, and provide examples of accommodations for children eligible for a Section 504 accommodation plan. Each participant will receive materials that provide information on Section 504.

**DeCaro, James J., Ph.D.**

PEN-International: Positively Influencing the Postsecondary Education of Students Who Are Deaf  
Professor and Director

Director, PEN-International

Office of the Vice President

National Technical Institute for the Deaf

Rochester Institute of Technology

50C-A292

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Rochester, New York 14623

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Co-presenter: E. William Clymer, Associate Professor and Coordinator, PEN-International, National Technical Institute for the Deaf, Rochester Institute of Technology

National Technical Institute for the Deaf at Rochester Institute of Technology (USA), Tianjin University of Technology (China), Tsukuba College of Technology (Japan), De La Salle University-College of St. Benilde (Philippines) and Bauman Moscow State Technical University have formed a cooperative partnership to address the postsecondary education needs of students who are deaf. Funded by more than two million dollars in grants from The Nippon Foundation of Japan and housed at NTID, the Postsecondary Education Network International (PEN-International) is the first attempt to establish such a multinational network. Faculty training, online learning technology, information technology, and instructional technology are used to improve teaching and learning, increase the application of innovative technology in postsecondary education, and expand career opportunities for students who are deaf. Two essential elements of this multilateral partnership are: (1) the creation of a unique faculty development and training plan that meets the needs of each participant institution, and, (2) the design and construction of a multimedia lab with videoconferencing capability at each institution. Each member university is moved from being an importer of know-how to self-sufficiency, and eventually to being an exporter of know-how within the home country. By sharing expertise between partner universities, this program seeks to improve and expand the postsecondary education of students who are deaf in the Pacific Rim and around the world.

**DePoy, Elizabeth**

Disabled Mentors: A Participatory Approach to Professional Education

University of Maine

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Co-presenter: Stephen French Gilson, University of Maine

Within the past two decades, there has been increasing recognition that people with disabilities are experts in their own lives and needs. However, while this principle has been supported in theory and rhetoric, pre-service professional education continues to rely on professionally dominated research, theory and teaching. In an effort to ground disability studies education for health, human service and education students in the lived experience of people with disabilities and thereby reduce inadequate service and education responses to disabled people, we instituted an innovative “disability mentor” component within a didactic two-course sequence. Different from “show and tell” class speaker approaches, each student is assigned to a disabled person or family member of a disabled child, for interview, exchange and feedback on all course readings and assignments. We share the innovation and its evaluation as a means to integrate, meaningfully, the expertise of disabled people in professional education.

**Derer, Kristine Renee**

Using a Learning Community Model to Change Assessment Reports in Early Childhood

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Co-presenters: Joyce Hill, New Mexico State University, Department of Special Education/  
Communication Disorders & Mette Pedersen, Early Childhood Services Center for Development and  
Disability, University of New Mexico

Fostering effective communication between professionals and families of young children with disabilities is crucial to ensuring that children receive the services they need. Presenters will summarize the results of a collaborative project between two major state Universities to develop guidelines for writing assessment reports for children birth through age nine. Presenters will discuss key elements in forming a Learning Community in Report Writing and creating commitment to the process. Details will be shared on (a) creating membership, including families, multiple disciplines, and multiple agencies; (b) designing activities that generate commitment to change; (c) using interactive video to reduce travel demands; and (d) supporting the learning community's work through using a facilitator and support staff. Presenters will share the project outcomes including the report writing criteria generated by the learning community, the change process, and results of the field test of the criteria.

**Derrington, Taletha M., M.A.**

Taking Research and Putting it into Practice in Early Childhood: An interactive exercise for families, practitioners, administrators, and policy-makers

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Co-presenter: Beppie J. Shapiro, Ph.D., Center on Disability Studies (UCEDD), University of Hawaii

The volume of research in Early Childhood and its simplification or distortion in popular media challenge professionals who work with young children and families who want to obtain the best services for their children. Professionals often wonder how to address the current political demand for evidence-based practice and outcomes accountability. How do you translate evidence into practice? What do you do to show "accountability"? We will discuss our experience translating research on early intervention Child Find into a project to improve physician identification and referral of potentially eligible children. This model also incorporates evaluation to document accountability. Participants will have time to experiment with translating research into practice in small groups with similar interests. We will have research examples available, or participants can bring their own evidence about families, programs, systems, or policies regarding young children.

**Doe, Tanis, Ph.D.**

Assistive Technology Enabling Better Health in California

Principal Investigator

Community Research for AT

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Email: anoakes@cfilc.org

Co-presenter: Amy Noakes, B.S., Community Research for AT Project Coordinator

The California Foundation of Independent Living Centers has a five-year NIDRR grant to look at how assistive technology impacts the lives of people with disabilities in many areas of life. Community Research for Assistive Technology will present the findings to date on the area of accessing health and improved health outcomes using assistive technology. The research is being done with and by people with disabilities using focus groups and survey methodologies. We encourage workshop participants to ask questions and provide ideas for ongoing research in this area.

**Doumanian, Dr. Barbara**

Learning to Participate\* Participating to Learn

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Co-presenter: Dori Helder, Instructor, School of Education, Grand Valley State University

The one who participates is the one who learns. Current research suggests that 25% of students answer 75% of all questions asked. This session will engage participants in discovering a variety of active involvement strategies to ensure the participation of all students, therefore, increasing learning for all. Additional benefits of implementing involvement strategies include; longer on task behavior, fewer discipline problems and longer retention of classroom learning. This presentation will incorporate specific strategies for the passive learner. These include outcome sentences, think-pair- share and whip around -pass. Many nonverbal techniques will also be demonstrated. Strategies will be grouped into two categories that will assist in eliciting independent thinking as well as collaborative thinking. This material will equip teachers to equalize participation for all students

**Dymond, Stacy**

Parents' Perspectives of the Services Available for Children with Autism

University of Illinois at Urbana-Champaign

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Recent data suggest that the number of children with autism spectrum disorders is steadily increasing. Unlike many other disabilities, the needs of these children are extremely diverse, with some children characterized as having "severe" disabilities and others with "mild" disabilities. Parents in Virginia have expressed concern about the lack of services and expertise on autism that is available to support their children, particularly in rural areas of the state. In response to this concern, the Virginia Institute for Developmental Disabilities at Virginia Commonwealth University recently completed a study requested by the General Assembly to determine the adequacy of services available for children with autism. This session will describe parents' perceptions of the availability of special education personnel and treatment professionals, the level of expertise found in the various areas of Virginia, the adequacy of available services, and the efficacy of existing treatment approaches. Implications for improving services will be discussed.

**Ekpone, Pamela M., Ed.D.**

Transitioning Students with Psychiatric Disabilities to the College Campus  
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HEATH Resource Center,  
2121 K Street, N.W. Suite 220  
Washington, DC 20037  
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Co-presenter: Dr. Rebecca Bogucki, Ed.D. Special Education Specialist

Postsecondary education provides the opportunity for students with psychiatric disabilities to become more active participants in their communities; however, this population is the least likely to access higher education options. At the same time, individuals with a history of mental illness have increasingly recognized the importance of higher education as a means to pursue personal and professional goals. Higher education provides the opportunity for qualified individuals with psychiatric disabilities to enhance their integration process. Although the services needed to integrate this population into the field of postsecondary education are in place, the students do not appropriately utilize these services. The difficulty with the students' integration process occurs because of a lack of understanding of their disability, poor social skills, a vague understanding of self-disclosure and what it entails, poor self-advocacy skills, and attitudinal barriers. Results from focus group discussions will elaborate upon these barriers as seen through the eyes of present day college students with psychiatric disabilities.

**Emerson, John**

Making the Grade: Successful Transition for youth with Disabilities in Foster Care  
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Casey Family Programs  
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Co-presenters: Susan Hannifin, Education Specialist, Casey Family Programs, Honolulu Division, (808) 521-9531, [shannifin@casey.org](mailto:shannifin@casey.org); & Mary Chung, Social Work Supervisor Casey Family Programs, Honolulu Division, (808) 521-9531, [mchung@casey.org](mailto:mchung@casey.org)

Youth with disabilities that are also in foster care face unique challenges as they transition out of high school. For many youth in care, graduation and their eighteenth birthday cause more anxiety than excitement, signaling the end of a youth's support from the foster care system. The eighteenth birthday often thrusts these youth into full-fledged adulthood, with all of its responsibilities and no family support. This presentation will focus on the unique needs of these students as they transition from high school to postsecondary education and employment. Participants will: be able to identify the unique challenges faced by youth as they transition to postsecondary academic and vocational programs; learn strategies to help prepare these students for a successful transition to postsecondary education; learn techniques to support students through their postsecondary programs and as they transition to employment; and hear one young adult's personal story of transition.

**Ferrell, Kay Alicyn, Ph.D.**

Motor Development of Infants with Visual Disabilities  
Professor and Executive Director  
National Center on Low-Incidence Disabilities  
University of Northern Colorado

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**Abstract:**

This session demonstrates, through video clips of the Milani Comparetti Motor Development Screening Test, the risks to acquisition of motor skills by infants with visual disabilities. Suggestions for facilitating motor skills are provided.

**Fritz, MaryEllen**

Incorporating Culture in the Preschool Classroom Instructor  
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 Southcentral Foundation Head Start Program  
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Incorporating Culture in the Preschool Classroom Instructor: MaryEllen Fritz, Inupiaq Eskimo, Teller, Alaska Director, Southcentral Foundation Head Start Program Breakout workshop will provide preschool teachers with resources to incorporate culture into the classroom curriculum. Examples from Alaska Native and other cultures will be given. Teachers will use a worksheet to determine the resources within their community, and discover ways to partner with parents and the local community to incorporate the local culture into daily lesson planning. Hands-on activity will also be part of the workshop: participants will make Eskimo Dance Fans out of traditional materials. They will learn the history and significance of the materials, and how to help preschool children to create their own dance fans. Emphasis will be given on how to adapt projects to accommodate varying levels of ability for all children in the classroom.

**Gardner, Dr. Paula M.**

Providing a Sensory Enriched Inclusive Educational Environment for Children Showing Signs of Sensory Integration Disorder  
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 California State University  
 Sacramento College of Education  
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 6000 J Street  
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 Phone: (916) 278-5540  
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Co-presenters: Ms. Sheila Grovhoug, General Education Teacher, Mariemont Elementary, San Juan Unified School District, 1401 Corta Way, Sacramento, California 95864, (916) 575-2360, grovilla@worldnet.att.net; & Ms. Claudia Malin, Inclusion Specialist/Special Education Coordinator, Auburn Union School District, 55 College Way Auburn, California 95603, (530) 885-7242 Ext. 18, cmalin@aesd.k12.ca.us

What is a sensory integration disorder and what can I do in my classroom to support the recommendations made by the occupational therapist? You may have a child in your classroom that is oversensitive to touch, movement, sights, and sounds. The child may have difficulty using a pencil, playing with toys, dressing, listening to music, and is easily distracted and impulsive. This child may be demonstrating signs of sensory integration disorder (SID). Participants will not only receive an overview of the building blocks of sensory integration but will also be guided through

activities that challenge the child's ability to respond appropriately to sensory input thus facilitating the child's ability to become a more efficient organizer of sensory information. Participants will learn strategies to create an environment that supports the types of challenges these children may be facing and better ways to help them cope with these challenges.

**Getzel, Elizabeth Evans**

VCU's Supported Education Model for Students with LD and ADHD  
Virginia Commonwealth University  
Rehabilitation Research and Training Center  
PO Box 842011  
Richmond, VA 23284-2011  
Phone: (804) 827-0748  
Email: Lgetzel@mail2.vcu.edu

This presentation will discuss the results of a two-year study conducted by the VCU Rehabilitation Research and Training Center for the National Center for the Study of Postsecondary Educational Supports. The study is designed to assess the effectiveness of educational services and supports using a supported education model for students with LD and ADHD. The model is incorporated as part of the services provided through the Disability Support Services Offices on VCU's academic and medical campuses. The study is analyzing such variables as students' GPA, retention, and successful progression through their program of studies, along with the services and supports provided. The presenter will discuss the design of the study, the development of the model, how it is incorporated into the Disability Support Services Offices, and student demographics and educational outcomes.

**Gordy, Dr. Douglas, Ph.D.**

Career Resources for Performers With Disabilities  
Program Specialist & Casting Liaison  
Media Access Office/EDD  
363 Civic Drive  
Pleasant Hill, CA 94523-1987  
Phone: (925) 602-1542  
Email: DGordy@edd.ca.gov

Dr. Gordy will present information garnered from his position as the director of the Media Access Office for Northern Calif. on various resources available for performers with disabilities. The Media Access Office is a unique partnership operated by the Calif. Governor's Committee on Employment of Disabled Persons and the State Employment Development Department. The Media Access Office actively promotes the employment and accurate portrayal of persons with disabilities in all areas of the media and entertainment industry, ensuring that the industry recognizes people with disabilities as part of cultural diversity. For over 20 years, the MAO has helped many performers with disabilities achieve their goals of working in the entertainment industry.

**Grigal, Meg**

How To Evaluate Services for Students with Significant Disabilities Ages 18-21 in Postsecondary Settings.  
Project Director  
1308 Benjamin Building  
Department of Special Education  
University of Maryland  
College Park, MD 20742

Phone (301) 405-6498

Email: megrigal@wam.umd.edu

Co-presenters: Debra Neubert, Sherril Moon, Department of Special Education, University of Maryland

Some schools systems now provide services to students with significant disabilities ages 18-21 in postsecondary settings such as universities, community colleges, community businesses, or adult service agencies (Grigal, Neubert, & Moon, 2000; Hart, Zafft, & Zimbrich, 2001; Hall, Kleinert, & Kearns, 2000). However, little information is available on how these programs and services are being evaluated, if they contribute to successful outcomes for young adults with significant disabilities, or increase collaborative efforts between schools and community organizations. With the rising costs of and impending budget cuts in special education, it is essential that school system personnel conduct evaluation activities (Johnson, 1998) and use the results of these activities to determine strategies for improvement in the services provided (Hasazi, et al., 1999). This presentation will provide participants with a rationale for conducting evaluation activities, an overview of various evaluation techniques, sample evaluation forms, and steps for creating a systematic evaluation plan.

**Harrison, Holly, Ph.D.**

Through Shared Windows: A New Framework for Observational Assessment of Young Children  
University of New Mexico  
Hokona Hall 377  
Albuquerque, NM 87131-1231  
hharriso@unm.edu  
Phone: (505) 277-0204

This presentation introduces the Performance Competence Framework, a new model of assessment, which focuses on a holistic view of the child within the context of personal characteristics, preferences, environments, family and culture. The Framework re-orders known information into a holistic picture that provides a reference for understanding a larger body of information. The model maintains that assessment of children requires attention to neurological underpinnings of performance and consideration of how all aspects of the child's abilities interact. The purpose of the Framework is to present "shared windows," through which family members and professionals from various disciplines may look in assessing or providing services to young children. The 'shared windows' encourage the inclusion of critical factors that support and compromise a child's performance and competence. The Framework provides a structure for team members from a variety of disciplines to understand and interpret key issues and plan appropriate supports and interventions.

**Hart, Debra**

Community College and Career Connection  
Institute for Community Inclusion  
University of Massachusetts & Children's Hospital, Boston  
300 Longwood Ave  
Boston, MA 02115  
Phone: (617) 355-7443  
Email:debra.hart@tch.harvard.edu

The presentation will cover an overview of the College Career Connection, a grass roots model for building a comprehensive youth service system that is composed of community partnerships to assist ALL youth in achieving successful outcomes as they enter adult life. The presentation will

also focus on how to create access to inclusive postsecondary education and/or competitive employment for students with significant disabilities, age 18+ , who remain under the auspices of their Local Education Agency. Several key strategies will be presented such as resource mapping, cost-sharing, person centered planning, the role of one-stop career centers, universal design for learning, and educational coaching. Additionally, outcome evaluation data will be reported (e.g., photovoice, empowerment evaluation, matched cohort follow-up study).

**Harvey, Arthur W., B.S., M.M., D.M.A.**

Bringing out Ability through the Power of Music: It's CommunicABILITY, IneffABILITY and ConnectABILITY!

Coordinator of Music Education

University of Hawaii at Manoa

Music Building Complex 11

2411 Dole Street

Honolulu, HI 96822

Phone: (808) 956-9657

Email: aharvey@hawaii.edu

A musical multi-media workshop demonstrating the many roles that music can serve to bring out ABILITY in the lives of persons with disabilities. Expand your horizons in looking both at the past significant work of VSA arts nationally and internationally, and what is ahead. These include the functional, vocational, therapeutic, cultural and aesthetic uses of music to promote positive mind, body and spiritual health. Be entertained, educated, elated, entrained, enriched, enthused, enlightened, edified, elevated, encouraged, and emancipated from preconceptions of limitations as you see evidence of exceptional adaptations of materials, methods and music. Observe and experience the ability of music to communicate ineffably, as unique DrMusic-Brain-Body connections are examined.

**Hausman, Ralph M., Ph.D.**

The Development of Interactive, Stand-Alone Multimedia Modules Via Parent/Professional Cooperation To Improve Early Identification

Professor of Special Education

The University of Texas at Brownsville & Texas Southmost College (UTB-TSC)

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San Benito, TX 78586

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Email: rhausman@utb.edu

In recent years, I have used new technology/software in developing interactive, stand-alone, CD-ROM-based multimedia modules to enhance live videoconferencing within a distance-training program for rural, bilingual educational diagnosticians along the Texas/Mexico border corridor, i.e., Project DEED, Distance Education for Educational Diagnosticians. Several multimedia modules targeting early identification skills have received excellent reviews from distal and on-campus graduate students as well as selected parents. Using Mentergy's QUEST utilities program, non-programmers can easily develop multimedia customizable for specific systems' as well as individual learner's needs. Working with several selected parents, syndrome-specific sections of the prototype modules have been enhanced with personal experiences, video-audio clips and developmental pictures focusing on early identification of the syndromes by a wide variety of health, education, and other individuals involved in contact with young children. Presentation purpose: To share our progress and demonstrate how participants could develop their own home-based programs through similar cooperative effort.

**Havranek, Joseph E., Ed.D., CRC**

Issues in Transition from School to Work for Students with Behavioral Disorders  
 Professor, Rehabilitation Counseling Program

Bowling Green State University  
 Bowling Green, Ohio 43403-0255  
 Phone: (419) 372-7300

Email: [jhavran@bgnet.bgsu.edu](mailto:jhavran@bgnet.bgsu.edu)

Co-presenters: Rich Wilson, Ph.D., Chair, Division of Intervention Services, Bowling Green State University; & Charles H. McBee, B.A., Pastor, Family Baptist Church

This presentation will address the promises and problems associated with transition from school to work for individuals with behavioral disorders. Potential problem areas and research-based solutions will be the focus of the discussion.

**Hingsburger, Dave**

The Ring of Safety

P.O. Box 2003

Angus, Ontario L0M 1B0

Canada

Email: [daveandjoe@sympatico.ca](mailto:daveandjoe@sympatico.ca)

It is a tragic fact that people with disabilities are the most victimized group in our society. The idea that “we” protect “them” clearly has not worked. The Ring of Safety was developed as a means of approaching the prevention of abuse of people with disabilities both who live in systems and who live more independently. From Sex Education through to self esteem, each component of the ring of safety will be discussed using real life examples. This session will inspire hope for safer futures for all people with disabilities. It will also suggest that people with disabilities need to be their own first line of defense, that they should not be dependent on the good will of others for their care.

**Hogan, Christina**

Personal SPACE: A Violence Prevention Program for Women

The Arc in Hawaii

3989 Diamond Head Road

Honolulu, HI 96816

Phone: (808) 737-7995

Email: [chrish@thearcinhawaii.org](mailto:chrish@thearcinhawaii.org)

Co-presenters: Cathy Eyre, Kapiolani Sex Abuse Treatment Center; Sarah Ahina, April Miura, Wendy Moriguchi, & Stephanie Zane, Self Advocates

The Personal SPACE Program is a unique gender violence prevention training program for women with developmental disabilities. It was developed by The Arc of Maryland. The mission of the Personal SPACE Program is to empower women with disabilities to take greater control of their lives by increasing their ability to protect themselves, or “To learn how to be strong women and how to protect ourselves.” The 8 session Personal SPACE curriculum is co-taught by women with and without disabilities. The curriculum contains the following sessions: 1)Orientation 2) What is Sexuality 3) Healthy Relationships 4) Sexual Harassment 5) Sexual Assault 6) Domestic Violence 7) When Someone Who Is Supporting You Hurts You 8) Safety Planning). Each session has a set of distinct objectives but the overall goals of the program are: 1. Increased self-confidence and self-control; 2. Improved problem-solving and decision making skills, including the ability to problem solve with intimates; 3. Heightened assertiveness and improved communication skills; 4. Evidence of positive change in attitudes and behaviors relating to peers and intimates. The Personal SPACE

curriculum provides guidelines for class discussions, role playing activities and uses visual aides. The program provides sample letters for communicating with family members or staff who may be providing support to the participants and who can help in their generalization of skills into daily activities.

**Johnson, Jean, DrPH**

Examining the Gap that MUST be Closed!

Center on Disability Studies

University of Hawai'i

1776 University Avenue

Honolulu, HI 96822

Phone: (808) 956-2653

Email: jeanj@hawaii.edu

Co-presenters: David Pfeiffer, Ph.D.; Josie Woll, RN; & Jill Kanda, B.A., Graduate Assistant

Goal 2 of the Year 2010 Health Goals for the nation calls for the elimination of health disparities based on, among other things, disabilities. This goal resulted, at least in part, by the publication entitled "Closing the Gap" which highlighted the disparities that exist in health care, health access, and preventative health services for persons with disabilities. This presentation will focus on the national issues and the locally available data. Recommendations will be made on how the Year 2010 Health Goal can be achieved for the State of Hawai'i through the reduction of health disparities that exist among persons with disabilities. The presentation will feature a panel consisting of a health policy analyst, a person with a disability, and a parent of a child with a disability, who is also a nationally recognized advocate for improved health services for persons with disabilities.

**Karge, Belinda Dunnick, Ph.D.**

The ABC's of Storytelling: Enhancing Literacy Using Puppets and Finger plays, and Flannelboard Stories

Professor and Department Chair

Special Education

California State University

800 North State College

Fullerton, CA 92834

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Email: bkarge@fullerton.edu

Co-presenter: Marian Dunnick Privett, M.S. Manager, Associated Students Campus Children's Centers, San Diego State University San Diego, CA 92182, (619) 594-7298

Abstract:

Research in effective teaching has validated that children with disabilities often need a concept to be introduced in a variety of ways in order to remember it (Vaughn, Bos and Schumn, 2002). Carnine and Silbert (2002) advocate for a direct instruction approach using clear visuals and mnemonics to enhance student recall of information and generalization. During this presentation, the participants will be introduced to a variety of story telling techniques using finger plays, flannelboard stories and puppets. The suggested stories are enticing visual and tactile aids that make learning a hands-on experience. By watching and then manipulating the puppets, children will solidify concepts while improving their motor skills. Puppets allow the young child a safe place to experience the world of imagination. Children learn about the relationships between spoken and written language as they hear, say, repeat and retell stories. They begin to understand how to create a story sequence, with a beginning, middle and an end. Children orally practice behaviors that will

later be critical to learning to read (the link between pictures and words) and to write (the ability to say it, sequence it, and show it in print). Many ideas will be demonstrated for the teacher who is looking for something to use immediately after the conference. The target audience is pre-K to 2nd grade teachers, paraeducators, teacher educators and parents.

**Kea, Dr. Cathy**

Cross-Cultural Competencies for Service Providers of African American Students with Disabilities: A Family Focus

Associate Professor NC A&T State University

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We must begin to view culturally diverse families through a strength-based model rather than a deficit one. Often a mismatch between the home and school culture occurs when working with African American children with disabilities and their families. We can connect with African American parents if we respect, acknowledge, and become grounded in their family patterns and value systems. Some African American families do not seek outside help for their child with disabilities due to (a) language barriers; (b) lack of diverse service professionals to discuss culture-specific issues and concerns; (c) beliefs that services rendered only meet the needs of European American families; (d) lack of accessibility of service delivery systems; and (e) a belief that the goal of many service providers is to disrupt the family and remove the child from the family unit. This can impede the development and implementation of transition services needed by the student.

**Kerper, Carole**

First Step - A Two Week Transition Program

Associate Director

Muskingum College Center for Advancement of Learning (CAL)

163 Stormont Street

New Concord OH 43762

Phone: (740) 826-8284

Email: ckerper@muskingum.edu

Co-presenter: Susan Mc Cauley, Learning Consultant, Muskingum College CAL

The presenters will address the benefits of a summer transition program for students with specific learning disabilities as they prepare for success in a liberal arts college. They will also guide participants in developing such a program. Muskingum College's First Step program addresses both academic and social needs of young adults with learning disabilities. During the two week program, students are immersed in the college experience. They attend mini-courses in local history and writing/speaking. They meet individually with program directors to discuss their strengths and needs and begin to develop a strategy plan for college. Students also meet daily with learning consultants who help them apply appropriate strategies to their course work. Current Muskingum students serve as mentors in the residence hall and, in conjunction with student life, provide opportunities for participants to hone their living skills. This experience is very valuable in enabling students to be successful.

**Kilroy, Kathryn**

Promote Inclusion: Standards/Research-Based Online Resources that Work!

ASSET Executive Director

C/O Kimberly Flack

7805 E. Titan Drive

Flagstaff, AZ

Phone: (928) 606 - 6809

Email: Kim.Flack@asu.edu

Co-presenters: Debra Lorenzen, ASSET Assistant Director; Kimberly Flack, ASSET Instructional Specialist Coordinator; & David Flack, AZ High School Special Educator & ASSET Course Author

The ASSET Education Portal provides individualized, standards/research-based professional development and curricular resources online that promotes inclusion practices for all educators. ASSET's mission is to improve student achievement through the use of technology in every classroom. Workshop participants will: 1) explore online professional development tutorials and courses, such as "Successful Inclusion in the 7-12 Setting" and "Enabling Students with Special Needs to Succeed in Math Class, Grades 4-8"; 2) review curricular resources applicable for direct instruction, guided practice, and independent practice/reinforcement including close-captioned, bilingual streamed video and interactive modules; 3) discuss ways the student (and his/her family) can use these resources at home as an extension of IEP goals; and 4) evaluate an online, self-assessment for educators that determines individual strengths and needs in the area of IDEA disabilities' definitions and accommodations. ASSET, Arizona School Services through Educational Technology, is a non-profit educational organization associated with KAET Public Television at Arizona State University.

**Kim-Rupnow, Weol Soon, Ph.D.**

Networking Across the Nation for Asian Americans and Pacific Islanders with Disabilities

Center on Disability Studies (CDS)

University of Hawaii at Manoa

1776 University Ave., UA4-6

Honolulu, HI 96822

Phone: (808) 956-5712

Email: kimrupno@hawaii.edu

Co-Presenters: Lucy Wong Hernandez, M.S. & Diane Hino, M.Ed., M.A., J.D., CDS, University of Hawaii at Manoa

As the population of the United States increases, so does its cultural and linguistic diversity. Congress has expressed concerns regarding inequitable treatment of culturally and linguistically diverse portions of the U.S. population within the vocational rehabilitation process (Section 21 of the Rehabilitation Act Amendments of 1998). To address these concerns, the National Technical Assistance Center (NTAC) for Asian Americans and Pacific Islanders with Disabilities has been established at the University of Hawaii at Manoa. The Center will focus on increasing employment opportunities by working in collaboration with the Vocational Rehabilitation Systems, Centers for Independent Living and consumer organizations to develop and implement best practices while providing employment related services for persons with disabilities from Asian American and Pacific Islander cultures. This presentation will share NTAC's network strategies designed to increase culturally relevant services for Asian Americans and Pacific Islanders with disabilities in both rural and urban areas nationwide.

**Kiyabu, Jean**

Integrating Related Services into the Curriculum

State Educational Specialist-Special Services

Department of Education

Office of Curriculum Instruction and Student Support (OCISS)

Special Education Section (SES)

637 18th Avenue Room C102

Honolulu, HI 96816

Phone: (808) 735 8250 ext. 267

Email: jean\_Kiyabu@notes.k12.hi.us

Co-presenters: Karen Chan, State Resource Teacher, Special Services; & Dr. Jean Ramage, State Educational Specialist, School Based Behavioral Health (SBBH)

The Department of Education (DOE) is mandated to provide related services to students identified under the 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Recently, related services such as Student Transportation, Intensive Instructional Support Services for students with Severe Disabilities, Occupational and Physical Therapy and School Based Behavior Health (SBBH) services were included in the DOE's administrative organization. This session will identify recent federal and local legislation as well as system changes within the DOE that have affected the role of the related service provider. With more emphasis on Standards Based Education and the need for special needs students to participate in the general education curriculum, related service providers are challenged to integrate therapy goals into the student's ongoing classroom curriculum. Rather than delivering related services in isolation, therapists and educators collaborate and work toward the same goals for the student in the normal classroom environment. An example of teaming and integrating school based behavioral health services within the classroom will be discussed.

**Kniest, Barbara A.**

The Vital Link: Collaboration Among Families, Health Care, and Early Intervention Providers

Co-Director, CFIT Physicians

Child Development Resources

P.O.Box 280

Norge, VA 23127

Phone: (757) 566-2843

Email: barbarak@cdr.org

Co-presenter: Nan Brennan, Training Consultant, CFIT Physicians & Child Development Resources Parent, to be identified

Abstract:

As health care providers are challenged by time and other constraints of managed care, it becomes increasingly important for them to partner with community resources to maximize their time and benefit their youngest patients with disabilities and their families. This session will examine what has been learned about establishing and maintaining effective relationships among families, health care, and other early intervention providers. Strategies will be presented for involving health care providers in local early intervention systems. Participants will learn about qualities of care that families have perceived as helpful and supportive; what families, health care, and other early intervention professionals need from each other; and benefits and barriers to this collaborative relationship. Participants will be invited to share strategies for building expanded relationships with health care providers. A PowerPoint presentation and handouts summarizing key information including a description of the training model will support the session.

**Knudsen, Kelly**

The Initial Line of Inquiry Overview (Screening for Understanding Student Problem Behavior)  
Kauai Complex School Psychologist  
P.O. Box 160  
Kalaheo, HI. 96741  
Phone: (808) 274-3504  
Email: K. Knudsen@hgea.org

The presentation will focus on an overview of the Initial Line of Inquiry as a tool for gathering data which gives teams an effective way to look at variables that impact behavior. This process is used as part of a Functional Behavior Assessment which leads to Positive Behavior Support Plans giving schools... a way to address problem behavior that move them away from reactive plans that are punitive in nature, to plans that are proactive and instructional in nature. The Initial Line of Inquiry is a strength-based approach that considers the “whole child” and the context in which the behavior occurs. The approach is geared at utilizing a student’s strengths to provide a basis for plan development, instructional programming, and behavior management that is geared to help students learn skills that will help them become successful in later life.

**Kortering, Larry**

Utilizing Vocational Assessments  
Appalachian State University  
LRE Depts./ASU box 32085  
Boone, NC 28608  
Phone: (828) 262-6060  
Email: korteringlj@appstate.edu  
Co-presenter: Patricia Braziel, Appalachian State University

This session provides an overview of how to use vocational assessments in a high school setting. The overview includes a brief introduction to the concept of vocational assessments, their strengths and limitations, and a practical approach to their use. This overview is followed by a hands-on activity where participants have the opportunity to take two sample assessments. This activity includes a preliminary interpretation of the results to help participants assess the accuracy and utility of such assessments with their students.

**Krahn, Gloria L., Ph.D., M.P.H.**

Promoting Health Opportunities at the Person, Provider and Policy Levels  
OIDD/CDRC  
PO Box 574  
Portland, OR 97207-0574  
Phone: (503) 494-8364  
Email: krahng@ohsu.edu

Co-presenters: Carla Culley, M.P.H.; & Charles Drum, JD, Ph.D., RRTC on Health and Wellness for Persons with Long Term Disabilities, Oregon Health & Science University

**Abstract:**

People with disabilities experience poorer health status than people without disabilities. At least some of these differences are due to preventable secondary conditions. The RRTC Consortium on Health and Wellness works to understand the determinants of these differences and to address them through work at the person, provider and policy levels. The research of the RRTC will be summarized in terms of the meaning of wellness as defined by persons with disabilities and population studies of health promotion behaviors of persons with disabilities; attitudes and behaviors of primary care providers for both children and adults with disabilities; and analyses of

health care access and healthy policies that promote or hinder wellness for persons with disabilities. Strategies to ameliorate these differences through focused training and dissemination of information will be summarized.

**Krampe, Dr. Kristina**

Commonwealth Center for Instructional Technology and Learning: A State-Wide Web-based System  
University of Kentucky  
229 TEB  
Lexington, KY 40506-0001  
Phone: (859) 257-7973  
Email: kmkram1@uky.edu  
Co-presenter: Dr. William H. Berdine, University of Kentucky

Supported with \$1 million in federal funds, the University of Kentucky is creating the Commonwealth Center for Instructional Technology and Learning (CCITL), an innovative technological approach to ensure that no child is left behind. Intended to support teachers and administrators in the state of Kentucky in their efforts to help students experiencing learning challenges, the project will offer access to on-line information about evidence-based strategies and interventions as well as on-line advisors who will provide suggestions and support for specific circumstances. In the session, project staff will provide: (a) an overview of the CCITL project; (b) needs assessment activities - Web-based forms and focused interviews; and (c) project development activities and issues - development of dynamic databases and an interactive mentoring component in a Web-based environment. The session will conclude with a tour of the prototype of the CCITL site that is being developed.

**Kugelmass, Judy W.**

Collaborative Leadership for Inclusive Education  
School of Education and Human Development  
Binghamton University (SUNY)  
3233 County Road 143  
Interlaken, NY 14847  
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This presentation provides evidence from case studies of leadership practice in inclusive schools in four countries (United States, England, Portugal and Romania) to address the question, "What types of leadership practice foster inclusion in schools?" The development of inclusive approaches does not emerge as a mechanical process in which specific organizational restructurings, or particular practices, generate increased levels of participation. Rather, an inclusive culture is needed to enhance student participation. "Culture" is defined as the norms, values and accepted ways of doing things. Collaboration as both a form of practice and a manifestation of the inclusive values of a school will be shown to be central to creating a community in which all individuals - staff and students - are valued. Within this context, leadership becomes redefined and distributed, reinforcing a sense of community and of mutual trust within which it is embedded.

**Lamb, Dr. Peg**

How Can Postsecondary Counselors and Faculty Promote Students' Self-Advocacy?  
C/O Holt High School  
1784 Aurelius Rd.  
Holt, MI 48842  
Email: mlamb@holt.k12.mi.us

Co-presenter: Ms. Cynthia Wright, Michigan Rehabilitation Services & Ms. Pam Davis, Disabilities Counselor Lansing Community College

Students with disabilities are entering postsecondary education in greater numbers; however, evidence suggests they experience difficulty in completing their programs. Under ADA 1990 college students with disabilities must identify their disability and request the accommodations they need. Consequently, self-determination and self-advocacy skills are critical for their success. The Bridges Project funded by the National Science Foundation has developed a College Success for students with disabilities to address this issue. Students learn how to self-advocate by developing a written self-advocacy plan, role-playing appropriate presentation behaviors with their peers and practicing with volunteer faculty members. The objectives of this session are to provide participants with: (1) an overview of the course components, (2) sample lessons on developing self-advocacy skills, (3) a description of a student led workshop on disability issues for college faculty, and (4) a summary of the student outcomes of the class.

The implications for service providers will be discussed.

**Leake, David, Ph.D.**

Study of Cultural and Linguistic Diversity, and Disability Factors, Related to Successful Transition to Postsecondary Education and Post-school Adjustment

Center on Disability Studies

University of Hawaii at Manoa

1776 University Ave. UA4-6

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Phone: (808) 247-4737

E-mail: dwleake@aol.com

Co-presenters: Tammie Picklesimer, Center on Disability Studies/UCE, University of Hawaii at Manoa; Karen Applequist, Institute for Human Development/UCE, Northern Arizona University; Sheryl Burgstahler, DO-IT Project, University of Washington; Margo Izzo, Nisonger Center/UCE, The Ohio State University; and Cathy Kea, School of Education, North Carolina Agricultural and Technical State University.

Youth with disabilities - especially those from culturally and linguistically diverse (CLD) backgrounds - are much less likely than their peers without disabilities to achieve success in postsecondary education. The five-year CLD Transition Success Project is conducting longitudinal research on factors that support postsecondary success for youth with disabilities from major CLD groups (African Americans, Asian Americans and Pacific Islanders, Native Americans, and Hispanic Americans). Five sites across the country (in North Carolina, Ohio, Arizona, Washington State, and Hawai'i) are using a questionnaire to gather information from 200-250 youth with disabilities, to be followed by focus groups and case studies to explore issues identified through the questionnaire in greater depth. Findings will be used to develop recommendations for improving policies and practices so CLD youth with disabilities are better supported to access and succeed in postsecondary education. This presentation will describe the project as well as early results from the questionnaire.

**Lundblad, Jessica**

Pohnpei Community Learning Center

Center on Disability Studies

Pacific Outreach Initiative

1833 Kalakaua Ave. #908

Honolulu, HI 96815

Co-presenter: Ewalt Joseph, Pohnpei State Department of Education

School-based community learning centers have been developed in Pohnpei State in the Federated States of Micronesia to support children and youth of all ages, and other sections of the community. The project is implementing a variety of interesting culturally sound activities with the support of the local community agencies and individuals. Traditional leaders and school administrators have a strong interest in the community learning centers to provide integrated education, social service, health, recreation and cultural programs. This presentation will focus on the cultural programs being offered, such as cultural music and dance, canoe making and horticulture.

**Martinez, Kathy**

Redefining Independent Living from a Cultural Perspective

Email: kathy@wid.org

During the month long 1977 sit-in at the Federal Building in San Francisco, CA, I witnessed an incredible coming together of people of all ages, races, and disabilities types. We had the support of other civil rights communities including the unions and the African-American Churches, women's groups and group supporting gay rights. Moving forward to the next stage of the movement, was the proliferation of centers of Independent Living - Berkeley being among the earliest models, which in the beginning replicated that same sense of inclusion and celebration of difference. The early days of this model preceded the realities of reasonable accommodations, accessibility and adaptive technology. The national model solidified independent living into a system, which categorically defined services available only through competitive funding. This launched the next era of independent living development in the 1980's which progressively took us away from the original celebrations of difference to encouraging a "homogenization" of the disability vision. This paper will explore: Whose definition of independent is dominating the movement? How did the model of independent living narrow from its original vision of inclusion? How do cultural definitions of independent vary from the dominant model? Can we accept a status quo - - where the majority of children and adults with disabilities (Blacks/Latinos, API and Native Americans) are outside the disability service deliveries system?

**Massey-Garrett, Tamara J.**

Zooming and Booming Along with Student Employees with Psychological Disorders

Auburn University Montgomery

AUM Center for Special Services

P.O. Box 244023

Montgomery, AL 36124-4023

Email: tmassey@mickey.aum.edu

Phone: (334) 244-3631

Co-presenter: Dr. Holly Brown-Wright, Auburn University Montgomery

Since 1999, the Center for Special Services (CSS) at Auburn University Montgomery (AUM) has had a peer counselor staff comprised of students with disabilities. CSS student survey ratings have jumped from "fair" to "excellent" and CSS believes their humanistic qualities, such as interest, warmth, and acceptance of others, have contributed to this improvement. More notably, current peer counselors have psychological diagnoses, the third most frequently diagnosed condition served by CSS, and have heightened CSS students awareness about services many initially shunned, for example seeking on-campus counseling services. However, CSS staff faced challenges related to supervising, scheduling, and providing reasonable job accommodations to these student employees. CSS learned that establishing good rapport and a true understanding of the employee's psychological disorder during and after work hours is just as important as flex scheduling. This presentation will provide supervision strategies and discuss three student employees and their psychological disorders impact in the work place.

**McCrea, Dr. Linda D.**

Mind, Body, Spirit: The Brain Gain

Associate Professor

Grand Valley State University

1167 MAK

Allendale, MI 49401

Email: [mccreal@gvsu.edu](mailto:mccreal@gvsu.edu)

Phone: (616) 895-2330

Co-presenter: Dr. Patsy Fox, Affiliate Professor, Grand Valley State University

Understanding the brain's physiology/chemistry can assist educators in designing safe/orderly environments conducive to learning. If the environment is not characterized by trust, safety, and mutual respect, the learning process will be stilted. Teaching strategies that incorporate physical movement and knowledge of the brain's structure provide educators with much needed insights into student learning. The presentation's objective: present teaching strategies and activities which incorporate current brain research to stimulate the mind, body and spirit, that benefit All students in All classrooms. Participants will experience, observe, and discuss at least 25 such teaching strategies.

**Metcalfe, Rand**

Actual Lives Performance Workshop

C/O/ Celia Hughes

3710 Cedar Street

Austin, Texas, 78705

Email: [celia@vsatx.org](mailto:celia@vsatx.org)

Phone: (512) 454-9912

Co-presenters: Celia Hughes, Executive Director, VSA arts of Texas; & Chris Strickling, Doctoral Candidate in English & Disability Studies, Austin

Actual Lives makes theatre from the raw material of daily life, with a focus on the lived experience of disability. Based on the successful collaboration of deaf performance artist Terry Galloway with producers Chris Strickling and Celia Hughes in Austin, Texas, Actual Lives has become the first and only disability-focused performance ensemble in Texas. For the conference workshop, participants will articulate their experiences in whatever expressive form they have, and workshop leaders will help translate those stories into performance. Using a blend of spoken word, movement, poetry, and whatever else works, Actual Lives captures the experience of living with disability and allows participants to have an authentic voice, while encouraging audiences to expand their notions of what disability really means. An excellent model for developing a theatrical presence for disabled adults that can be replicated in any community. 15 participants maximum, no need for previous writing or performance experience.

**Mitchell, Jessie, M.A.**

Antecedent WHAT?

Behavioral Counseling and Research Center, LLC

95-982 Wikao St. L204

Mililani, HI 96789

Email: [mitchellj003@hawaii.rr.com](mailto:mitchellj003@hawaii.rr.com)

Phone: (808) 554-8476

Antecedent Management Strategies are a valuable part of an effective behavior program. These strategies are often overlooked. We will discuss how antecedent management strategies are developed into effective tools for teachers and parents. Participants will assist in the development of ten easy to use antecedent management strategies, and many more will be discussed.

**Nakasato, Jean**

Positive Behavior Supports: Networking With School Cadres  
 Hawaii Department Of Education  
 Student Support Section  
 641 18th Ave, Bldg. V-201  
 Honolulu, HI 96816  
 Phone: (808) 735-8250, Ext. 316

Co-presenters: Team members from Mauanloa Elementary, Heeia Elementary, Kahakai Elementary, Konaweana Middle, Pope Elementary, & Keaau Elementary

This is an interaction session where participants will be able to dialogue with school cadre team members who are actively implementing a systems approach to proactive school-wide discipline. School team members will share their implementation practices, materials and data to illustrate the impact of applying the positive behavior support process related to school discipline and academic success.

**Nietupski, John, Ph.D.**

Iowa's Super Seniors Program: Employment Success through Person-Centered Planning and Intensive Community-Based Training  
 Grant Wood Area Education Agency  
 4401 Sixth Street SW  
 Cedar Rapids, IA 52404-4499  
 Email: Jnietupski@aea10.k12.ia.us  
 Phone: (319) 351-1191

Co-presenters: Judy Warth, University of Iowa; & Beverly Douglas, Amy Rider and Russ Johnson, Goodwill Industries of S.E. Iowa

Iowa's Super Seniors Program transitions students with disabilities into satisfying, long-term employment. Conducted in seven rural and urban communities, Super Seniors targets students who typically graduate at age 18 and either become unemployed or hold a series of part-time, low-wage, dead-end jobs. Super Seniors has two components designed to improve postschool employment outcomes: \*\*A high school element, where an personalized career plan will be developed, with job shadows and work experiences helping students make informed career choices. \*\*A 5th Year element, where 20-40 hour/week paid apprenticeships, coaching & off-site support lead to satisfying jobs. This session will describe the processes employed in assessing, career planning and vocational training. Sample forms/materials, examples of jobs obtained and strategies used to recruit employers also will be presented. Also discussed will be cost data for program elements and strategies for funding such programs.

**Nobrega, Malia**

Pacific Voices - VideoTeleconferencing Around the Pacific  
 Co-presenter: Lillian Segal, CDS; Martha Guinan, CDS; Jim Skouge, UH College of Education; & Kavita Rao, PREL  
 Center on Disability Studies  
 University of Hawaii  
 1776 University Ave UA 4-6  
 Honolulu, HI 96822  
 Email: guinan@hawaii.edu  
 Phone: (808) 956- 810

The Pacific Voices project builds a community of teachers who construct and share resources using a variety of educational technologies. The teacher teams are based in fourteen school sites around the Pacific. This year our focus has been on building a science curriculum and

videoteleconferencing strategies. Using the Peacesat Satellite system and the PRELStar network of stations, Pacific Voices has been coordinating collaboration and cultural exchange around the Pacific. Teachers are encouraged to use their own unique cultural voice in developing projects included in the curriculum. You will see examples of projects and videoconference sessions. The project highlights strategies that can be used for students with special needs.

**Pearman, Elizabeth L., Ph.D.**

Before the Academics: The School and Social Skills of Young Children with Disabilities  
Mc Kee Hall 518  
University of Northern Colorado  
Greeley, CO 80639  
Email: elizabaeth.pearman@unco.edu  
Phone: (970) 339 - 9537

Before young children, especially children with disabilities, can begin to learn, they need to acquire the skills and behaviors that will help them become successful learners. Unfortunately many children do not enter school with the classroom and social skills needed to be successful learners. Students with disabilities may need to overcome not only the effects of a disability in order to learn but they may also be delayed or lacking some of the essential school and social skills they need. This presentation will utilize the data on children's school and social skills using an easily completed questionnaire. Through role playing you will also learn how to measure and monitor young children's classroom and social skills, how to share these measures with parents, as well as tips and ideas for improving young children's skills.

**Pfeifer, John, M.S., C.R.C.,**

Designing Behavior Plans Based Upon Functional Assessment  
Director of Clinical Services  
Working Organization for Retarded Children and Adults  
1979 Marcus Ave., Suite E140,  
Lake Success, New York 11042  
Phone: (516) 327-9560 ext: 344  
Email: jmpfeif2002@yahoo.com

In order to provide individual specific positive behavioral support to people who exhibit behavioral challenges, one must first understand the purpose, or function, of the challenging behavior. This presentation will provide the audience with an overview of Functional Assessment, along with a fundamental method of designing a behavior treatment plan which addresses the function of an individuals challenging behavior. It is designed to teach the audience how to formulate a treatment plan which reduces maladaptive behavior while promoting personal growth and skill acquisition. The lecture will address methods of assessment for people with severe, cognitive and physical, impairment. Case studies of successful interventions will be reviewed. Suggestions for socially acceptable replacement behaviors, and treatment modalities will be offered. The presentation is designed for; psychologists, applied behavior specialists, administrative and managerial providers, and family members of people with disabilities.

**Pretti-Frontczak, Kristie**

Meaningful Service and Education Plans: Ensuring Family-guided, Collaborative Early Intervention Practices  
Kent State University  
C/O University of Nevada, Reno, COE  
REPC/MS 285  
Reno, NV 89557

Email: joannj@unr.edu

Phone: (775) 784-4921

Co-presenter: JJ Johnson, University of Nevada, Reno, Nevada AUCD

Early childhood intervention teams face many challenges in providing high-quality services. Challenges include accurately assessing children's current strengths and needs, individualizing intervention within the context of developmentally appropriate activities, monitoring performance across time, and possibly, above all, meaningfully involving families throughout all of these processes. To address the complexities and challenges of providing early intervention services to young children and their families, providers need to adopt and implement a collaborative, family-guided approach to intervention. Specific strategies and resources exist to help providers address two key challenges: 1) developing meaningful, functional and collaborative individualized education plans; and 2) communicating effectively with families, identifying resources, priorities and concerns most useful to the family's circumstances. This session will demonstrate how providers can improve the quality and collaborative nature of IEPs/IFSPs that are linked to curriculum standards and improve outcomes for children. Strategies and resources for actively involving families across program processes will be presented.

**Raynor, Olivia, Ph.D.**

"Artists Mean Business": Promoting Careers in the Arts for People with Disabilities

Tarjan Center for Developmental Disabilities

Box 956967, Ste 3310, 300 Medical Plaza

Los Angeles, CA 90095-6967

Phone: (310) 794-1141

Email: oraynor@mednet.ucla.edu

Panelists: Brian Shaugnessy, Actor, Open Door Theatre, Honolulu; Ed Chevy, Musician, Beethoven's Nightmare, Los Angeles and Honolulu; Dr. Betty Lou Williams, Painter, Teacher and Art Scholar, Honolulu; Dr. Douglas Gordy, Ph.D., Program Specialist & Casting Liaison, Media Access Office, San Francisco; & Mary Verdi Fletcher, President and Founder, Dancing Wheels, Cleveland, Ohio

The Hawaii forum will begin with an overview of the Statewide Forums on Careers in the Arts for People with Disabilities, a national initiative led by the National Endowment for the Arts, VSA arts National, and the National Arts and Disability Center at UCLA. The Hawaii panelists, who are artists, performers and administrators with disabilities, will share some of the problems, challenges, and opportunities they experienced to create a career in the arts. Among the roundtable facilitators and participants will be representatives from the Social Security Agency, Department of Labor, Department of Vocational Rehabilitation and Hawaii Consortium for the Arts organizational members.

**Ozaki, Rebecca Rude, Ph.D.**

Real Choices Web Showcase: [www.RealChoices.org](http://www.RealChoices.org): A Website for People Seeking Support Services

Project Coordinator

Real Choices ACCESS

Center on Disability Studies

University of Hawaii

1776 University Ave., UA 3-5

Honolulu, HI 96822

Email: rozaki@hawaii.edu

Phone: (808) 956-9376

Co-presenters: Chris Brainerd, CDS; Kevin Sypniewski, Shawn O'Donnell, Darin Uesugi, & Susan Redpath, AssistGuide, Inc.

Two federally funded grants will provide Hawaii the resources necessary to design and implement a web-based, multi-access information system. Developed through a collaborative effort between self-advocates, non-profits, state agencies, and the business sector the [www.RealChoices.org](http://www.RealChoices.org) website provides statewide in-depth, up-to-date information on available private and public services that support children and adults who have a disability and aging persons with long-term care needs to enable them to live and participate meaningfully in their community of choice. This presentation will introduce the first build of [www.RealChoices.org](http://www.RealChoices.org). A demonstration will show how one can effectively use the website as a source to learn about community resources related to topics such as employment, financial benefits and health insurance, recreation, and assistive technology. In addition, one will learn how to get services from non-profit, state, and private agencies.

**Reid, Dr. Melanie S.**

Easy Solutions - Big Results: Assisting Educators in Providing Effective Instructional Environments  
Metropolitan State College of Denver

802 Karlann Drive

Golden, CO 80403

Email: [reidme@mscd.edu](mailto:reidme@mscd.edu)

Phone: (303) 556-6337

Co-presenters: Dr. Lisa Altemueller, Metropolitan State College of Denver; & Mr. Rick Graham, Special Education Teacher, Molholm Elementary

This workshop is designed to provide teachers with the fundamentals for · making social/emotional connections with students · collaborating with teachers and parents, and · addressing the individual needs of students in and out of the general education classroom Activities include role-playing examples, case study examples, and a presentation of the best web sites available to assist teachers. In addition, participants will have opportunities to brainstorm and problem-solve, and to make and take easy accommodations that can be quickly implemented in their classrooms. Participants will be provided with materials and handouts.

**Revell, Grant**

Lessons Learned from the Provision and Funding of Employment Services for Individuals with Significant Disabilities: Implications for the Ticket to Work

Virginia Commonwealth University

Rehabilitation Research and Training Center on Workplace Supports

P.O. Box 842011

Richmond, VA 23284-2011

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Phone: (804) 828-1851

The goal of the Social Security Administration's Ticket to Work is to support job acquisition and job retention among SSA disability beneficiaries in job situations where earnings are sufficient to move these individuals off SSA disability cash benefits. This presentation will consider the adequacy of provider payment incentives in the Ticket to Work for assisting persons with Mental Retardation/ Developmental Disability meet the employment goals established for the Ticket. It will examine effective work support strategies in assisting persons with MR/DD retain employment, particularly SSI and SSDI recipients. The presentation will also provide an in-depth examination of experience to date in the funding and costs of employment services for the MR/DD population. Specifically, it will examine cost of job acquisition and retention services, the mechanisms used by state funding agencies to pay for those services, the experience to date in using performance-based funding to purchase those services, and the implications of this experience for the implementation of the Ticket to Work. It will conclude with a summary of key factors likely to be involved in the decision-making of Employment Networks in deciding on their involvement under Ticket.

**Riccio, L Lawrence, Ed.D.**

Seeing Things Differently-An Arts-Based Vocational Educational Approach

President/CEO

WVSA arts connection

Professor

Special Education, Trinity College, Washington, DC

1100 16th Street, NW

Washington, DC 20036

Email: [iriccio@wvsarts.org](mailto:iriccio@wvsarts.org)

Phone: (202) 261-0217

Co-presenter: Desiree Smith, Director, Employment Training, WVSA arts connection

Traditional employment training methods can be unsupportive and alienating to youth, particularly those with special needs. Nontraditional models have proven to be effective in promoting student achievement and successful transition from school to the community/world of work. WVSA's Articulate Employment Training Program, an arts-infused employment training program for youth 14-25 years old in Washington, DC, is such a program. Students who have difficulty learning, processing information, and/or demonstrating knowledge through traditional methods are more successful using the arts - a natural link to other disciplines, *\_languages\_ and *\_intelligences\_**. Presentation will share goals and obstacles, successes and failures, methodology and guesswork, which shaped the Program: a haven of exploration and achievement for youth who are at risk of failing to make a successful transition from school to the community. ARTiculate\_s unique physical and social environment, arts-based curriculum, and use of authentic assessment methods, which leads to "real-based" learning will be presented.

**Ripley-Ulu, Ms. Leone**

Self-Employment Success For Individuals With Disabilities In American Samoa

DVR Counselor Supervisor

P. O. Box 1149

Pago Pago, American Samoa 96799

Email: [ripleylc@hotmail.com](mailto:ripleylc@hotmail.com)

Phone: (684) 699-1371/1372

Co-presenters: Ms. Elizabeth Afoa-Mavaega - DVR Transition Coordinator; Ms. Neta Lilo - DVR Counselor; & Ms. Faleupolu Fuatagavi - DVR Counselor

This presentation looks at American Samoa's success at Self-Employment goals for individuals with disabilities despite limited resources, and limited job opportunities. The American Samoa Division of Vocational Rehabilitation saw the benefits of small business as a viable option that would allow individuals with disabilities to operate from their homes and still earn an income. An Entrepreneurship Program was thus formed and designed primarily for individuals with significant disabilities. The focus is to promote small business ventures that not only provide a public service to the community, but also allow individuals with disabilities the opportunity to become contributing members of society. Our rehabilitation counselors have had huge success in supporting and promoting these ventures. This presentation will look at American Samoa's unique set-up; the Entrepreneurship Team-representatives from Independent Living, Assistive Technology, Developmental Disability, Transition & Vocational Rehabilitation-along with the business profiles & assessments used to ensure a successful venture. So come and see how we do business... "Island Style".

**Robert, Henry**

Kosrae TEACH: Certifying Teachers in Remote Island Setting to Meet the Needs of ALL Kids.

Director of Education

Kosrae Department of Education (FSM)

C/O Dotty Kelly  
1833 Kalakaua Ave #908  
Honolulu, HI. 96815  
Phone: (808) 945-1432  
Email: dotty@hawaii.edu

Co-presenters: Wilson Kephas, Program Administrator, Kosrae Department of Education; Gibson Mongkeya, Evaluation Specialist, Kosrae Department of Education; Arthur Albert, Special Education Coordinator & Lead Facilitator, Kosrae DOE; Kalwin Kephas, Kosrae Campus Director, College of Micronesia-FSM; Richard Wolmac, Curriculum Coordinator, College of Micronesia-FSM; Meredith Fellows, Consultant, San Diego, CA; & Dotty Kelly, Consultant, Center on Disability Studies, University of Hawaii

Kosrae TEACH is a 30 credit hour program developed by the Kosrae (FSM) Department of Education in collaboration with the COM-FSM. Kosrae TEACH is a 5 semester program for teachers who are working without a credential or BA in Education. Each semester is 17 modules, one module per week. Teachers work 4 hours per week in small study teams at their school site. They receive ongoing support and supervision by facilitators from COM-FSM. Principals and facilitators observe teachers using their new skills in their classrooms and provide coaching and mentoring support. This interactive session includes an overview of an innovative model for preparing ALL teachers to address the needs of diverse learners. A panel will provide information on the day-to-day implementation, evaluation and policy changes made to support better teaching and learning for ALL children in Kosrae.

**Roberts, Richard N.**

Achieving a System of Care for Children with Special Needs  
Center for Early Intervention Research Institute  
Utah State University  
Logan, UT 84322-6580  
Email: richr@cpd2.usu.edu  
Phone: (435) 797-3346

Co-presenters: Diane Behl & Adrienne Akers, Early Intervention Research Institute, Center for Persons with Disabilities, Utah State University

Achieving a System of Care for Children with Special Needs "All Aboard the 2010 Express" represents a partnership among public, private, and family sectors at the federal, state and community levels. The federal plan describes steps needed to create a comprehensive system of care for children with special health care needs (CSHCN) to accomplish goals that include: families as decision makers; a medical home; adequate insurance coverage; early and continuous screening; a service system organized so families can use it easily; and, appropriate transitions to adulthood. This session will highlight "Measuring & Monitoring Community-Based Systems of Care", a federally-funded project that involves partnerships with 10 states (including Hawaii) to develop action plans and to measure the effects of their efforts to achieve these goals. These outcomes will be highlighted in describing state level interagency collaboration to develop action plans and measurement strategies. The importance of diverse stakeholder involvement, particularly families, is emphasized.

**Romoser, Mark**

Self-Advocacy Is Moving Forward in Hawai'i  
Self-Advocacy Coordinator  
Hawaii Centers for Independent Living  
414 Kuwili St., Suite 102

Honolulu, HI 96817

Email: [mromoser@diverseabilities.org](mailto:mromoser@diverseabilities.org)

Phone: (808) 522- 400

Co-presenters: Other trainers from the Hawaii Self-Advocacy Network on Disabilities

We will discuss Hawaii's ongoing efforts to build a complete, statewide self-advocacy program. The program includes a comprehensive self-advocacy training curriculum, as well as a statewide communication network that utilizes e-mail, phone tree, and a print newsletter to reach self-advocates on every island. We will review the self-advocacy activities we've held over the past year and a half. We will determine how to take the concepts of self-advocacy developed on the Mainland and make them more relevant to Hawaii's unique cultural environment. Everything from notions of what constitutes appropriately assertive behavior, to family support structures, needs to be adjusted to work well for Hawaii. We will also explore the major components of self-advocacy in detail, from basic building blocks like self-awareness to advanced topics like legislative lobbying and lawsuits on behalf of equal access.

**Rowland, Cyndi, Ph.D.**

Keeping Web Accessibility In Mind to Access the General Education Curriculum

Director WebAIM

Center for Persons with Disabilities

6801 Old Main Hill

Utah State University

Logan, UT 84322-6801

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Phone: (435) 797-3381

The Internet is transforming education in exciting ways. Accessibility to the Internet for students with disabilities is critical if they are to have access to the general education curriculum. Moreover, this access is critical if they are to learn the same array of technology skills as their peers. Project WebAIM is working with those in Pre-K-12 education to create Web accessibility curricula and systems-change so that students in the future have full access to the Internet. This presentation will detail (1) what happens when a student with a disability faces an inaccessible site, (2) the current state of affairs of Web access in our public school system, and (3) the WebAIM model of change to positively affect this situation.

**Rumrill, Phillip, Ph.D., CRC**

New Directions in Faculty Development, Accommodation Planning, and Technical Assistance:

Meeting the Ever-Changing Needs of Postsecondary Students with Disabilities

Professor and Director

Center for Disability Studies

Kent State University

413 White Hall, P.O. Box 5190

Kent, OH 44242-0001

Phone: (330) 672-0600

Email: [prumrill@kent.edu](mailto:prumrill@kent.edu)

Co-presenters: Bryan Cook, Lysandra Cook, & Mary Hennessey, Kent State University, Center for Disability Studies, Department of Educational Foundations and Special Services

The number of students with disabilities attending America's colleges and universities has increased exponentially over the past two decades. However, for all of the advances made in promoting academic and employment opportunities for students with disabilities, adult outcomes for these

students still lag far behind those of their non-disabled peers. An underutilized resource in making college and university campuses more inclusive exists among faculty members, whose concerns regarding disability issues frequently differ significantly from the concerns of students with disabilities. The purpose of this presentation is to highlight strategies and describe ongoing efforts to promote faculty awareness and understanding of disability issues in higher education. Demonstrated strategies to aid faculty members in (a) gaining authentic exposure to the lived experiences of students with disabilities, (b) understanding disability issues in a broad sociopolitical context, and (c) receiving timely and technologically current technical assistance regarding classroom accommodations will be presented.

**Salvador, Darryl, M.Ed.**

Are Religious Communities Ready For Our Children...Or Are They Children Of A Lesser God?

Argosy University/Honolulu

Department of Clinical Psychology

400 Pacific Tower

1001 Bishop Street

Honolulu, HI 96813

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Co-presenters: Sharon Williaford, B.S.W., University of Hawaii at Manoa, School of Social Work, (808) 722-5390, sharaloha@yahoo.com; Melinda Kohr, Ph.D, University of Hawaii at Manoa, Psychology Faculty, (808) 944-6922, Mkohr23250@aol.com; & Leolinda Parlin, State Coordinator, Family Voices, (808) 524-8313, leolinda@resqconsultants.com

Children with special needs and their families face many struggles in their lives and are in a continual search of supportive resources to help them address their needs. While many areas of support are offered through school and community resources, there remains a variety of areas where necessary supports are not available. Religious services and activities can serve as a source of natural support for these children and their families. However, attending these religious services and activities can be frustrating and challenging. Many families struggle to balance meeting their own spiritual needs, as well as those of their child. The following presentation examines the current status in Hawaii for meeting the spiritual/religious needs of both the family and the child with special needs.

**Salvesen, Christine L., M.A.**

Taking the Next Steps: A Guide to Help Students with Disabilities Transition from Secondary to Postsecondary Education

Coordinator, Learning Disabilities Services

University of Arizona-Disability Resource Center

1540 East Second Street

Tucson, Arizona 85721

Email: cls@email.arizona.edu

Phone: (520) 626-9234/621-3268

Co-presenter: Phyllis A. Cowman, M.S., Disability Specialist, University of Arizona-Disability Resource Center

Students with disabilities are significantly underrepresented in higher education and there is little understanding by students and families of the differences between secondary and postsecondary education. The Arizona Department of Education and several Arizona colleges and universities collaborated in developing a tool to help increase the numbers of students with disabilities at the postsecondary level. This tool, "Taking the Next Steps" is an easy-to-follow guide designed to direct students with disabilities through a step-by-step process for transitioning from high school to postsecondary education. Our presentation introduces the contents of the guide and tells how it

came about. We will discuss how effective educational programming at the secondary level impacts student success in higher education. You will be provided with a copy of “Taking the Next Steps” and strategies for using it with students, families, teachers, friends, and service providers.

**Schaff, Jennie I., Ph.D.**

LIFE: The Creation of a Post-secondary education program on a University Campus

Assistant Professor, Special Education

Director, LIFE program

George Mason University

4400 University Drive MSN 1F2

Fairfax, VA 22030

Phone: (703) 993-2056

Email: jschaff@gmu.edu

Co-presenter: Tamara O’Sullivan

This presentation will discuss the creation and implementation of a postsecondary education program housed on George Mason University’s campus, LIFE (Learning into Future Environments). The LIFE program is designed to accommodate students with mild to moderate mental retardation and/or severe learning disabilities by providing them with education and employment opportunities on the college campus. The presenters will address everything from conducting an initial needs analysis to constructing the overall format of the program and adapting the curriculum to meet each student’s individual needs. Video clips will be used within the presentation to highlight components of the LIFE program. The presentation will conclude with advice and lessons learned for others wishing to design a similar program. Additionally, we will provide a series of important considerations for those evaluating similar programs for their own needs.

**Seng, Harry H., M.A.**

Supporting Artists With Disabilities: A Look At The Signature Program For The Artistically Gifted

Acting Director

Signature Studio XI

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Morganton, NC 28655

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Director, Creative Therapy

Western Carolina Center

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Morganton, NC 28655

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Email: harry.seng@westerncarolinacenter.org

Supporting the individual who experiences developmental disability, who is also a gifted artist, is accomplished by providing a continuum of services that are designed to enhance the life individuals and lead to empowerment and standing in the community. The artists of the signature program in Morganton, North Carolina live and work together in the community, and enrich the lives of others with their talent and ability. Signature home, an adult DDA group home, supports six individuals and trains the skills needed in order to make independent choices and to determine for themselves, quality of life. At Signature Studio XI, the artists, four painters, a vocalist/pianist and a composer, are provided with a stimulating studio atmosphere in which they use their abilities to create powerful works of art. The exhibition and performance resume of each artist is a testament to the beauty and originality of their creations as well as to the dedication of persons supporting them. This session will explore the varied supports necessary to provide and maintain programming and supports for the artists.

**Shapiro, Beppie J., Ph.D.,**

Newborn Hearing Screening - A National Research Update

University of Hawaii

c/o Early Intervention Section

1600 Kapiolani Blvd # 1401

Honolulu HI 96814

Email: beppie@hawaii.edu

Phone: (808) 973-9644

Co-presenters: Patricia Heu, M.D., Hawaii Department of Health; Jean Johnson, Dr.P.H., University of Hawaii; Cheryl Prince, Dr. P.H., Centers for Disease Control and Prevention; & Karl White, Ph.D. University of Utah

Screening newborns for hearing loss has become “best practice” in neonatal care. During the past decade, technology, policy and practice for newborn hearing screening have developed rapidly. The research base is just beginning to catch up with this dramatic growth. In this presentation, a panel of experienced researchers from across the country describe a variety of studies addressing technology, policy and practice. Do you have a question about newborn hearing screening? Find out who has the answers and who is looking for answers!

**Sibbett, Jim, MSW**

Positive Behavioral Supports for DD Sex Offenders: A Team Approach

Administrator of Sound Support, Inc

PO Box 1090

McCleary, WA 98557

Email: soundsupport@techline.com

PhonCo-presenters: Steve Brill, Washington State DD Caseworker; Trudy Hoy, Sex Offender Treatment Provider; & G. Todd Dubble, Client Services Director, Sound Support, Inc.

In 1995 Washington State’s Division of Developmental Disabilities began serving Developmentally Disabled persons who were also registered sex offenders in voluntary “Intensive Supported Living” programs. Since that time there has not been any repeat offenses in the community at large by clients receiving this service. Clients live in their own homes in ordinary communities with 24 hour support staff. Sound Support, Inc is one of many residential service providers in the state. In addition to residential support, clients receive Case Management services, treatment with a Certified Sex Offender Treatment Provider (SOTP), opportunities for employment, as well as other services as needed. The residential service provider, Caseworker, and SOTP compose the basis of the Treatment Team. Treatment Team Meetings are held on a regular basis to ensure consistency of care. The Treatment Team oversees the Positive Behavioral Support Plan which enables the individual to live successfully in the community.

**Skouge, James R., Ed.D.**

Digital Supports For Literacy And Transition In Two Villages In American Samoa: Computer ACE, ACE Reading, and Beyond

University of Hawaii at Manoa

Center on Disability Studies AND

College of Education, Special Education

1776 University Ave. Wist Hall

Honolulu HI 96822

Email: jskouge@hawaii.edu

Co-presenters: Elisapeta Tuupo Alaimaleata, M.A.; Kate Moran Ph.D.; and invited American Samoan educators and parent volunteers

Under the leadership of the UH Center on Disability Studies community-based, volunteerism projects are underway in two rural villages in American Samoa, including a high school and elementary schools. The projects activate parent, community and high school volunteers to support bilingual literacy and transition education, utilizing commercially available software and tutoring techniques that have been validated in Hawaii among Pacific Island populations. This presentation will focus on a story in progress.

**Skouge, James R., Ed.D.**

Digital supports for Deaf Community-Building, American Sign Language and Literacy in the Pacific University of Hawaii at Manoa

Center on Disability Studies AND

College of Education, Special Education

1776 University Ave. Wist Hall

Honolulu HI 96822

Email: jskouge@hawaii.edu

Co-presenters: Nancy Bridenbaugh M.A., Linda Lambrecht, & Meanoa McFall, Gallaudet Center, Kapiolani Community College; and invited Deaf educators from Ebeye and Majuro in the Republic of the Marshall Islands, and Yap State in the Federated States of Micronesia

The languages of the Deaf are primarily visual, including gestures and body language, home signs, American Sign Language and print. Video, telecommunications and multimedia interventions on Pacific islands are proving to be powerful and motivational to build Deaf communities and promote literacy, including ASL courses via video teleconferencing, video supports for Deaf role modeling and self modeling, and an elaboration of "Shared Reading" in which video/book bags are shared between school and home. Highlighted projects include Hawaii, American Samoa, and the Republic of the Marshall Islands.

**Skouge, James R., Ed.D.**

Visualizing Inclusion in Saipan: Using Video Feed Forward As A Technique Promote Inclusion

University of Hawaii at Manoa

Center on Disability Studies AND

College of Education, Special Education

1776 University Ave. Wist Hall

Honolulu HI 96822

Email: jskouge@hawaii.edu

Co-presenters: Kathryn Ratliffe, Ph.D. & invited Related Services Trainers (RST's) from the Commonwealth of the Northern Marianas

Inclusion is a community phenomenon, but it is rooted in social values, systemic opportunities, and individual attitudes. We must influence all three areas in order to improve the inclusion of individuals with disabilities in our workplaces, schools, communities, and families. Media such as video technology, computers, the Internet, and telecommunications provide important avenues to effect change. Feed forward is a technique of portraying an event on video with a person (or a community) engaging in activities that would typically require support. This presentation is about an experiment of using the feed forward technique in Saipan with teacher aides to teach about inclusion. Three video tapes including children with disabilities will be presented, and a modified feed forward technique will be offered.

**Smalley, Kimberly A., Ph.D.**

In Pursuit Of Life: How To Assist Someone To Create A Bigger Life For Themselves And Decrease Behaviors In The Bargain

Deputy Program Administrator

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Positive behavioral supports are not simply “Behavior Mod” in new clothing. Providing support vs. modification requires a completely different mindset, but much of the same skill set. The matching, shaping, and crafting of environments and support does require a behavioral background, but the how and where is not ours to decide. This session provides practical information to enhance the social communicative lives of people with disabilities who challenge the system. It will attempt to augment the skills and influence the mindset of potential networks of support, who can provide exposure to more options, facilitate natural supports, and teach communicative social replacement behaviors. Examples of challenging behavior that restricted quality of life and how viewing that behavior as a communicative or social need, turned things around will be described.

**Smith, Donna**

Getting There: The Essential Piece to Achieving Life’s Goals  
Easter Seals Project ACTION  
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Washington, DC 20005  
Email: [dsmith@opa.easter-seals.org](mailto:dsmith@opa.easter-seals.org)  
Phone: (202) 347-3066 / (800) 659-6428

Easter Seals Project ACTION believes that accessible transportation is the key component to full inclusion of people with disabilities. Many people with disabilities do not have the option of driving a vehicle of their own as they prepare to transition from youth to young adult through the pursuit of post-secondary education and/or employment and often public transportation is the most appropriate option. Just as we prepare young people without disabilities to be able to drive independently, so we need to prepare young people with disabilities to engage in independent travel in accordance with their ability. In order to prepare young people with disabilities to meet this challenge, ESPA promotes the inclusion of appropriate skills training to enable independent travel in both familiar and unfamiliar environments safely and effectively, to increase the awareness of public transportation options including fixed-route systems, and to teach other skills associated with effective use of transportation.

**Sperry, Laurie, Ph.D.**

Structure - Promoting Independence in Everyday Activities for Individuals with Autism  
405B Beard Street  
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Phone: (808) 423-1398  
Co-presenter: Patricia Wright, Department of Health Hawaii

One of the goals of any educational system is to promote students to greater levels of self-sufficiency. There are many tools and strategies that promote independence. Through the utilization of visual supports many individuals with autism experience greater autonomy. Visual supports can be as simple as a post-it note on the door and as complex as picture cue cards to teach a person how to put a computer together. Through the use of schedules, cue cards, lists, etc., individuals with autism learn skills that they can engage in and complete independently. This session will demonstrate how visual supports benefit individuals with autism but will also reflect on how people

who are neurotypical rely upon visual supports every day. User stories, video clips and still photos will provide specific visual examples of how structure and visual supports can promote success. Examples will include all ages and all ability levels.

**Stahl, Barbara Jo**

Applied Collaboration

CSPD Consultant

MN Department of Children, Families & Learning

C/O Maureen Hawes

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Minneapolis, MN 55455

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Phone: (612) 626 - 8155 Co-presenters: Michael N. Sharpe, Project Director, Institute on Community Integration. Maureen E. Hawes, Project Coordinator, Institute on Community Integration, Janine Dahms-Walker, Associate Professor Educational Leadership

In response to challenges posed by standards-based reform initiatives, the project Applied Collaboration was developed and is currently being implemented on a statewide basis. Applied Collaboration is aimed at improving the preparation and ongoing professional development of general education and special education staff. This project is a professional development program that provides general and special educators with critical collaborative planning and instructional skills to help students with disabilities meet high standards within the general education curriculum. Applied Collaboration focuses on the infusion of collaborative, research-based instructional strategies with general and special education staff. The main objective of this professional development program is to promote greater access to general education programs for students with disabilities. It is the intent of the program to enhance collaborative IEP planning and decision-making among general and special educators. Applied Collaboration represents a model of exemplary practices that will be widely replicated on a national scale.

**Stoner, Julia B., MS/CCC-SLP**

Parental Perception of the Interaction Between Parents of Children with ASD and Education Professionals

Doctoral Student, Illinois State University

Illinois State University

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Co-presenters: Dr. James R. Thompson, Illinois State University & Dr. Stacey Jones-Bock,

This study investigated the perceptions of parents of children with autism spectrum disorder (ASD) regarding their experiences, roles, and relationships with education professionals. The interaction between parents of children with ASD is a critical issue in the field of special education because of increasing prevalence rates of ASD, increasing litigation involving parents of children with ASD and local education agencies, and the legal mandates of the 1997 amendments of the IDEA. Few studies have examined the interaction of parents with educational professionals from the parental perspective. This research utilized a qualitative methodology, specifically a collective case study (4 cases, 8 individual parents), with a cross case analysis. Confirmability was established through the use of triangulation, rigorous data collection, respondent validation, and member checking. This

research will provide the audience with an understanding of parental experiences that effect the relationship with education professionals, parental concerns including service provision, intervention, and procedural issues, and strategies to enhance parental participation.

**Strong, Dr. Carol J.**

Literature-Based Language Intervention  
Communicative Disorders and Deaf Education

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Utah State University

Logan, UT 84322

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Phone: (435) 797-1471

Co-presenter: Dr. William Strong Secondary Education, Utah State University

Children's literature provides a meaningful context that allows teachers and clinicians to guide students through activities that support oral and written language development. As children experience stories, they learn new vocabulary, figurative language, world knowledge, and sentence patterns; but in addition they use language to predict, summarize, problem solve, compare and contrast, retell events, share feelings, clarify information, and answer questions. In this interactive workshop, participants will learn the rationale for using children's literature in language intervention, including how to select storybooks and how to use teaching strategies that support language-skill development. The workshop offers guidelines for using engaging strategies with small and large groups as well as suggestions for linking intervention with the classroom curriculum. The demonstration and information will focus on enhancing reading comprehension and the development of writing skills—both critical for academic success.

**Strully, Jeffrey L.**

Changing The Way We Support People

Executive Director

Jay Nolan Community Services

35657 Anthony Road

Agua Dulce, CA 91390

Email: jeff@jaynolan.org

Phone: (818) 361 - 6400

Co-presenter: Cindy Strully, Director of Family Support, Jay Nolan Community Services

Jay Nolan Community Services provided very traditional services to people with autism and other challenging behaviors for almost 17 years. We wanted to do good and we cared about the people we supported. However, ten years ago, Jay Nolan changed the way we provided services to the people we support to one of personalized and individualized supports. This presentation is meant to focus in on how an organization transforms itself from providing traditional (group home and other congregated residential options, day behavior management/work activity/sheltered workshop and congregated and segregated family support programs) to providing only individualized, personalized and customized supports so that all people with autism and challenging behaviors can lead valued lives in the community. The lessons learned from ten years of converting services and the changes in how individuals are living their lives and how an organization has achieved these results will be shared with the audience.

**Strully, Jeffrey L.**

Challenging Challenging Behaviors

Executive Director

Jay Nolan Community Services

Board Member for TASH & National Autism Committee

35657 Anthony Road

Agua Dulce, CA 91390

Email: jeff@jaynolan.org

Phone: (818) 361 - 6400

Co-presenter: Cindy Strully, Director of Family Support, Jay Nolan Community Services

This presentation wants to challenge our collective understanding of people with autism and challenging behaviors from our current understanding to one that assumes competency. After ten years of changing the way we think we have learned how to better listen to the dreams and fears of the peoples we support. We have also learned how to support people in more valued ways. Finally, we have challenged our understanding of people with autism and other challenging behaviors and our assumptions. During these past ten years, Jay Nolan has demonstrated that by providing individualized and personalized supports all people with autism and challenging behaviors can live valued lives in the community.

**Verdi-Fletcher, Mary**

Careers in the Arts for People with Disabilities

President/Founding Director

C/O Jeanne Oliver

Dancing Wheels

3615 Euclid Avenue, Floor 3

Cleveland, OH 44115-2527

Email: proflair1@aol.com

Phone: (216) 432 - 0306

The presenters will address the needs and concerns surrounding the topic of Careers in the Arts for People with Disabilities. The presenters will site research conducted by the NEA, the RSA and the SSA during a recent national summit on the topic in which they participated. Additionally, the presenters will list three basic reasons why this issue exists and introduce overall concern and interest as well as discuss why there is not an immediate solution to these problems. They will also discuss the challenges that exist; the resolutions that have been proposed nationally and they will cite examples of success with a video. The Participants will align or develop strategies that will help resolve one issue on a state and local level.

**Wade, Holly, M.A.**

Sexuality Education for Youth with Developmental Disabilities: What Is Getting In The Way?

San Francisco State University and UC Berkeley

60 Kimble Ave

Los Gatos, CA 95030

Phone: (408) 354-6233

Email: hollywade@earthlink.net

This session will address how to increase the social opportunities of individuals with significant disabilities and offer strategies for identifying appropriate sexuality education curriculum to ensure individuals have access to the information they need to be safe and successful in a variety of work, school, and community settings. Information may be useful for parents, teachers and other professionals.

**Woll, Cassilly**

Supporting Students with Cognitive Disabilities in a Community College

C/O Bob Johnson

Department of Language Arts

Kapiolani Community College

4303 Diamond Head Avenue

Honolulu, HI 96816

Phone: (808) 734-9178

Email: [bjohnson@hawaii.edu](mailto:bjohnson@hawaii.edu)

Co-presenters: Josie & David Woll; & Bob Johnson

Opportunity for successful participation in community colleges is a remaining frontier for students with cognitive disabilities. Most efforts addressing post-secondary education for persons with disabilities have focused on access and support needs for persons with mobility and sensory disabilities. Less attention has been paid to the support and access needs of persons with significant cognitive or developmental disabilities. This session will highlight the successful experiences of a young woman attending a community college. The session will feature a panel discussion including the community college student, her parents, and a faculty member. The session will also feature a video that captures a typical day in the life of the student. Suggestions will be made on how this information can be utilized for consideration by students and their families as they plan for post-secondary life.

**Wood, Karren, Ed.S.**

Learning Through Mentoring: Relationship-based Practice in Early Intervention

OTR Southwest Human Development

202 East Earll, Suite 140

Phoenix, AZ 85012

Email: [kwood@swhd.org](mailto:kwood@swhd.org)

Phone: (602) 266 - 5976

Co-presenter: Eileen Molzen, MA Southwest Human Development

Participants will review the principles of relationship-based practice (Zero to Three, 2001) in early intervention. In support of this practice, professionals working with families who have young children with developmental challenges must be afforded time to reflect on their practice and build a repertoire of collaborative skills such as self-awareness, listening, questioning, and hypothesizing with families. This presentation integrates the core principles of relationship-based practice for early intervention into a system of collegial mentorship as an effective way to support change in practice. The nature of this mentoring model, which supports a functional approach of service provision to families, will be defined in the context of ongoing program supervision and traditional mentoring models. Challenges to and success with implementation of the model will be highlighted. Opportunities to reframe thinking will be provided through discussion, small group work and experiential activities.

**Works, Miriam**

Crossing Creative Boundaries: Increasing Artists' Accessibility to Venues and Revenues

WORKS Arts Business Consulting

16249 Main Street

Bellevue, WA 98008-4424

Email: [miriamaw@aol.com](mailto:miriamaw@aol.com)

Phone: (425) 644-2642

Co-presenter: Susan Maley Arts and Disability Advocate

There are few opportunities for artists with disabilities to acquire critical business and marketing skills required to develop professionally or profit financially from their artistic endeavors. Although some schools have begun to offer business and marketing courses for artists, classes are few in number, often expensive, and sometimes difficult to access. This presentation describes a subsidized seminar: “The Business of Being an Artist: Business & Marketing Skills for Artists with Disabilities”, intended for audiences of artists with a variety of physical and cognitive disabilities working in a wide range of media. It teaches artists professional presentation of work and effective business operations. Topics include identifying and building an audience, developing effective marketing materials, creating productive relationships with buyers and other arts professionals and business issues such as taxes, record keeping, and pricing. A description of the process of producing the workshop and the partnerships involved will also be given.

**Writer, Dr. Jan**

Meaningful Educational Program Design for Students with Severe Disabilities: Targeting Outcomes of Significance

Principal Consultant, Visions & Dreams

4113 Highland Avenue

Downers Grove, Illinois 60515

Phone: (630) 964-1401

This interactive, skill-building session will present information on strategies for linking appropriate, authentic educational assessment data to the design of relevant, outcomes-oriented individualized educational programs. It will provide tactics for identifying the unique educational priorities of students with severe and low incidence disabilities and strategies for addressing those priorities with meaningful, future-oriented goals and effective classroom instruction. Discussion, interactive activities, and practical handouts will be used to provide participants with focused instruction regarding meaningful educational program design.

**Youcha, Victoria, Ed.D.**

BrainWonders: Early development and the brain

Director, Leadership Development Initiative

Zero To Three

2000 M St., NW, Suite 200

Washington, DC 20036.

Phone: (202) 638-1144

Email: v.youcha@zerotothree.org

This session presents information on early brain development that parents and practitioners can use to shape their interactions with young children. Using slides we explore the anatomy of the brain and how it builds new connections through learning. We present current research on nature versus nurture, plasticity, critical periods, emotional development, stress, and language. Guidelines for being good consumers of brain research are reviewed. The presentation includes practical resources for both parents and professionals. The information in this session highlights the work of BrainWonders, a collaborative partnership between ZERO TO THREE, The Erikson Institute, and the Boston School of Medicine.

**Zeph, Lucille A., Ed.D.**

Supporting the Development of Inclusive Early Childhood Programs: A System for Self-Assessment and Program Development

Director

The University of Maine

Center for Community Inclusion, UCEDD  
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There is now a substantial body of research highlighting the importance of the first five years of a child's life. These research findings have resulted in greater public awareness of the need for high quality, developmentally appropriate early childhood experiences for all children. This awareness, paired with a growing number of families in need of childcare, have led to an increased focus on the quality of childcare available to young children and their families. Families of young children with disabilities must also have access to high quality, community childcare. Unfortunately, childcare providers are often unsure how to design high quality inclusive childcare programs. This session will provide an overview of an assessment system that can be used by early childhood professionals to guide the development of high quality, developmentally appropriate inclusive early childhood programs. The assessment system includes both an environmental scanning guide and a program development guide. These materials may also be useful to parents when choosing a childcare program.

## **Abstracts: Roundtable Sessions**

# Abstracts: Roundtable Sessions

(in alphabetical order)

**Aguon, Cyrena L.**

The Relationship Between Children With Disabilities And Child Abuse

MCH LEND Social Work Academic Trainee

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aguon@hawaii.edu

Phone: (808) 630-2391

Co-presenter: Tapashi Dev, MCH LEND Pediatric Fellow, 1561 Kanunu St. #705

Honolulu, Hawaii 96814, (808) 941-1059, tdev2aroy@aol.com

Children with disabilities are at a tremendous risk for becoming victims of child abuse. This roundtable discussion will focus on exploring the relationship between children with disabilities and child abuse. Discuss with others the reality of child abuse and its impact on the child with a disability, families, and society. Most importantly, the discussion will take a look at our role as service providers, family, and community members and the ways in which we can recognize indicators, raise awareness, advocate, and intervene.

**Akers, Adrienne L., M.S., R.P.T.**

Improving Families Access to Services: A Web-Based Interagency Application Process

Senior Researcher

Early Intervention Research Institute

Utah State University

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Email: akersa@cpd2.usu.edu

Co-presenter: Richard N. Roberts, Ph.D.

Many families who have children with special needs become overwhelmed when attempting to find services. The service system may appear as a complex disconnected network that creates additional frustration. In our technically advanced society, it is unbelievable that the services available to families have not created a more integrated approach for ensuring and providing services. The Opening Utah's Doors Project is developing a web-based interagency application process for families of children with special needs as they enter the service system. The project works in partnership with nine state agencies as well as community based programs and families. A prototype will be pilot tested for one year in several communities to ensure the success of this type of systems change effort prior to introducing the process statewide. The session will demonstrate this web-based application system that has good potential for adoption by other states and communities.

**Applequist, Karen, Ph.D.**

Contextual Considerations of Delivering Services in a Rural and Culturally Diverse Context: The Navajo Experience

Navajo Experience

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Early intervention programs on the Navajo Nation must be sensitive to the unique features of the context in which they operate. A wide range of issues that include geographical considerations in home visiting programs, policy and system issues, shortage of trained personnel and cultural dissonance must be addressed as these programs are designed and implemented. Several studies conducted over the past 10 years have sought to understand these challenges and potential solutions from the perspectives of participating families and service providers. A summary of the results and implications of these studies will be highlighted. Many of the issues identified by families and practitioners are not unique to this context. Early interventionists working in rural areas with culturally diverse families face many of these same challenges. Participants will be encouraged to discuss how these findings relate to their own experiences and consider creative solutions to building more effective programs.

**Askew, George L., MD, FAAP**

The Better Baby Care Campaign, Working Together For Babies!

Soros Physician Advocacy Fellow

501 Philadelphia Avenue

Takoma Park, MD 20912

Email: g.askew@zerotothree.org

Phone: (301) 589-2879

Co-presenter: Rachel Abbey, Project Director - Better Baby Care Campaign, ZERO TO THREE: National Center for Infants, Toddlers, and Families

According to a 2001 Urban Institute Report, nearly 5 million children younger than the age of three with working mothers are in the care of someone other than their parents. Despite these facts, we know that the quality of care for very young children in the US is far from adequate. What can we do? The Better Baby Care Campaign is a nationwide effort to improve the early care of infants and toddlers while their parents are working, in school, or in need of out-of-home services. The campaign works in collaboration with existing organizations to bring attention to the issues and to improve the policies that govern the quality of care for infants and toddlers. This presentation will address the history and the goals of the Campaign, state Better Baby Care Campaigns and their challenges and successes, and how to start a campaign in your state or community.

**Briley, Margaret L., Ed.D., COMS**

Perception of Sign Language: A Functional Vision Evaluation

Assistant Professor

Beeghly College of Education

1 University Plaza

Youngstown State University

Youngstown, Ohio

Email: mlbriley@cc.ysu.edu

Phone: (330) 942-3266

Co-presenter: Vicky Donne, Doctoral Student, University of Pittsburgh, Teacher for Deaf and Hard-of-Hearing Students, Hamilton County Board of Education, RESA VI

Participants will receive an overview of procedures for conducting a functional vision evaluation. Techniques, which have been used successfully with students who are deaf and multiply impaired attending schools in Ohio, Pennsylvania and West Virginia, for the modification of the functional vision evaluation to assess a student's ability to perceive sign language will be demonstrated. Techniques to modify the sign language window and other appropriate accommodations matching a student's visual and cognitive abilities will also be discussed. Finally, the participants will practice these techniques while under low vision simulation.

**Brown-Wright, Holly A., Ph.D.**

Connecting to the Community Through A Student Disability Panel

Interim Director

Center for Special Services

Auburn University Montgomery

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Co-presenter: Tamara Massey-Garrett, M.A, Student Services Coordinator, Center for Special Services, Auburn University Montgomery

Last year, the Center for Special Services at Auburn University Montgomery (AUM), implemented a student disability panel to help the greater Montgomery, Alabama community understand and identify more with disability issues. This program serves to educate the community and provides a service learning experience for the students involved. Through a state community outreach grant, funding was secured to operate this program. One panel presentation is made per month to a Montgomery business, agency, or organization. Each panel is comprised of 3-6 AUM students with various disabilities. During each panel discussion, students share information about specific disabilities, accommodations, stigma, barriers, and opportunities. Panel sessions last for approximately one hour. We are just beginning our second year of this program, which has been very beneficial for both students and community members. Students are strengthening personal communication and self-advocacy skills, while members of the community are being educated and enriched. We would like to share information and expansion ideas regarding this program with others so that maybe it can be replicated elsewhere with minimal funding.

**Burgstahler, Sheryl, Ph. D.**

Using Technology to Maximize Independence, Productivity and Participation of Students with Disabilities in College and Careers

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Today, technology plays a role in almost all educational, employment, and recreational activities. Computer access has the potential to help people with disabilities complete coursework independently, participate in class discussions, communicate with peers and mentors, access distance learning courses, participate in high tech careers, and lead self-determined lives. Although the benefits of technology may be even greater for people with disabilities than for those without disabilities, individuals with disabilities are less likely to own a computer or to use the Internet. Today, the full potential of using technology to prepare young people with disabilities for postsecondary education is not being realized. This poster session shares a rich collection of resources for effectively using technology to increase the success and self-determination of individuals who have disabilities.

**Winqvist, Tina, M. Ed.**

Voices from Incarcerated Youth: A Retrospective Look at Student Perceptions Regarding Supports for School Success

Olomana School

42-471 Kalanianaʻole Hwy

Kailua, HI 96734

Phone: (808) 263-1423

Email: tinawinquist@yahoo.com

Co-presenter: Betty Carlson, Ed.D., Education Department, Chaminade University, 3140 Waialae Avenue, Honolulu, HI 96816, 739-4613, bcarlson@chaminade.edu

This presentation shares the results of a study carried out with 29 incarcerated youth in a state school. Utilizing the Student Multiple Worlds Study instrument, developed at Stanford University's Research on Secondary Education Center, 29 young men participated in a survey/personal interview to determine their perceptions of their previous school year (prior to incarceration) in the following areas: Class Related Data (general view of classes, homework assignments, students' class schedules, and knowledge regarding discipline); Teacher/Staff Related Data (general view of teachers and staff, fairness of interactions, teachers' expectations of student graduation, and availability of teachers/staff members for assistance); and Overall Student Perceptions (school pride, participation in extra curricular activities, most satisfying/most negative school experience, suggestions to prevent school dropout and to help students learn and be more successful, and students' views of the ideal school). Student perceptions are presented with implications for curriculum change as well as systemic changes in how the needs of youth with disabilities can be best met in the public school system.

**Chmiliar, Dr. Linda**

Helping Teachers to Write and Implement Better IEP's-The Use of A Specially Designed Interactive Case Study on CD ROM

Assistant Professor

Athabasca University

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Sherwood Park, Alberta

CANADA T8E 1H4

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The CD ROM "Working with Leigha" is an interactive case study developed to assist pre-service and post graduate teachers to write and implement better IEPs for children with disabilities. The CD ROM involves the viewer in an interactive process where information about Leigha is provided in a multimedia format and viewers are involved in notetaking, evaluation of information, and goal writing. A model IEP is provided at the completion of the CD ROM where viewers can see video clips of Leigha performing the achieved short term objectives in the IEP. This session will demonstrate the CD ROM and present data gathered in a pilot study with preservice and post graduate teachers regarding their learning experiences with the CD ROM. The usefulness of the CD ROM as a teaching and learning tool will be examined.

**Ciccarelli, Diane, Ed. D.**

Increasing Choices to Individuals with Cognitive Exceptionalities

Family Care Council

4551 SW Image Drive

Port St Lucie, FL 34953

Email: ciccarelli@adelphia.net

Phone: (561) 708-4883

View a valid and reliable inventory that collects data on reported leisure/recreation awareness, leisure/recreation participation, barriers to leisure/recreation activities, and lifestyle satisfaction for individuals with cognitive exceptionalities. Find out if a relationship exists between the leisure/recreation variables and reported lifestyle satisfaction for individuals with cognitive exceptionalities.

Leisure and recreation activities assist individuals to lead healthy lifestyles and benefit an individuals' physical, emotional, social, and intellectual development. A positive relationship exists between reported leisure/recreation awareness and reported lifestyle satisfaction for individuals with cognitive exceptionalities. The Leisure Recreation Access Lifestyle Satisfaction Inventory (LRALS) assists individuals with cognitive exceptionalities to report perceived leisure/recreation and lifestyle satisfaction indices. The inventory can assist service providers to plan personnel, facilities, and equipment based on consumer choices.

**Doe, Tanis, Ph.D.**

Assistive Technology Creating Better Employment Opportunities in California

Principal Investigator

Community Research for AT

c/o CFILC

660 J Street, suite 270

Sacramento, CA 95814

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Phone: (916) 325-1690

Co-presenter: Amy Noakes, BS, Community Research for AT, Project Coordinator

The California Foundation of Independent Living Centers has a five-year NIDRR grant to look at how assistive technology impacts the lives of people with disabilities in many areas of life. Community Research for Assistive Technology will present the findings to date on the area of accessing employment and improved employment outcomes using assistive technology. The research is being done with and by people with disabilities using focus groups and survey methodologies. We encourage workshop participants to ask questions and provide ideas for ongoing research in this area.

**Du Rivage, Jeanne. M.A., O.T.R.**

The FRIENDS Program: Teaching Children Self Regulation Skills

114 A Waimele Place

Kula, Hi 96790

Phone: (808) 878-8290/244-7467

Email: [Jeanne.maui@verizon.net](mailto:Jeanne.maui@verizon.net)

Co-presenter: Mare Langlois, M.A., Owner, Education Therapies

Despite the recent advancements in understanding behavior from a biobehavioral perspective, educators are still seeking practical strategies that can be used to increase students self control and self-awareness skills. When students can manage their own behavior and attention, learning and self-esteem are greatly increased. Many students with learning disabilities and attention deficits have concomitant behavioral and emotional challenges. This presentation will introduce a successful program of self-regulation designed to teach school aged children how to regulate their behavior and attention. The FRIENDS Program is based on principles of neuroscience, cognitive behavioral approaches and educational theories. Through lecture, videotapes and audience participation, participants will learn the theoretical foundations of the program as well as specific strategies to help students manage their attention and behavior.

**Dushin, Megan**

The NCSET Web: Your One-stop Shop for Information on Youth in Transition

National Center on Secondary Education and Transition

Institute on Community Integration

University of Minnesota

150 Pillsbury Dr SE

Minneapolis MN 55455  
Email: dushi001@umn.edu  
Phone: (612) 626-8649

In this session you'll learn about the vast array of national resources available from the National Center on Secondary Education and Transition (NCSET) Web site and how to use this as a tool for educational reform, transition planning, technical assistance, program administration, and more.

**Dymond, Stacy**

Using Digital Video in Teacher Preparation  
University of Illinois at Urbana-Champaign  
288 Education Building, MC708  
1310 S. Sixth Street  
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Digital video is currently being used in a course at the University of Illinois to help students who are preparing to be elementary school teachers understand effective methods for educating children with disabilities. Most of these students have had limited access to children with disabilities in their fieldwork placements prior to taking the course. Through digital videos, students are able to observe general education classrooms that include children with disabilities; see specific instructional, material, and content adaptations; hear the perspectives of school personnel and parents as they work collaboratively; and integrate what they have learned from their university course with "real-life" examples. This session will describe the benefits of using digital video as a teaching tool, the process of developing a digital video library, barriers and solutions to obtaining quality video, the uses of digital video in teacher education, and preliminary student feedback regarding the effectiveness of digital video.

**Edelen-Smith, Pat, Ed.D.**

Practical Classroom Uses of Assistive Technology as Positive Supports for Students with Mild/Moderate Disabilities  
University of Hawaii at Manoa  
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Co-presenter: Cecily Ornelles, Ph.D., University of Hawaii at Manoa

There is a wide range of instructional technologies available to educators who teach students with mild/moderate disabilities. Two critical questions that face these educators are "How can I strategically use assistive technology to enhance my students' learning?" and "How can the tools be used by students to access the curriculum?" The integration of assistive technology needs to include evaluation of whether the tools provided are enabling students with disabilities to attain their IEP goals and objectives. This presentation will provide participants with examples of how to select assistive technology that matches the learners' needs; how to integrate assistive technology as a tool for learning into the curriculum; and how to evaluate the learning tools for effectiveness. Systematizing the selection and use of assistive technology with the purpose of moving students toward accomplishing specific learning goals will enable educators to maximize instructional time and insure student success.

**Entwisle, Joe**

Comprehensive Healthcare and Earnings Query: Understanding the Compounding Impact of Earned Income on Multiple Benefit Programs

Wisconsin Department of Health and Family Services

Co-presenter: John Tapogna, ECONorthwest

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With little to no options for private coverage, individuals with disabilities have experienced poverty level eligibility requirements of public benefit programs with confusing, if non-existent work incentives, which force a reliance on multiple benefit programs. This results in a lack in understanding of how, not only single programs are affected by changes in income, but how multiple benefit programs are compounding affected by fluctuation in earned income. Wisconsin's Department of Health and Family Services (DHFS) developed the computer-based Comprehensive Healthcare and Earnings Query (CHEQ) tool for beneficiaries, but also for benefit specialists, case managers, and policy analysts to understand and examine how changes in variations of earned income from employment affect beneficiaries' bottom dollar. The CHEQ tool accounts for SSI/SSDI, Medicaid/Medicare, HUD/Section 8 vouchers, food stamps, and low income tax credits at the state and federal levels to educate beneficiaries and innovate the employment of individuals with disabilities.

**Ferrell, Kay Alicyn, Ph.D.**

Strategies for Teaching Students with Visual Disabilities

Professor and Executive Director

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Co-presenter: Barbara Rhine, Ed.D., Director, Division of Special Education University of Northern Colorado

This session provides several strategies for teaching and learning with students with visual disabilities (blind, low vision, with and without multiple disabilities). Recommendations for both physical and cognitive access to the curriculum, in both general and special education classrooms, will be provided, including a description of Colorado's Literacy Plan for students with visual impairments.

**Getzel, Elizabeth Evans**

Developing a Statewide Consortium to Enhance Services for Students with Disability in Higher Education

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Co-presenters: Lori Briel, Virginia Commonwealth University, Rehabilitation Research and Training Center; & Erica Lovelace, Education Services Manager, VA Department of Rehabilitative Services

This presentation will describe the significant outcomes of a statewide consortium created to address pressing issues concerning students with disabilities enrolled in higher education. The consortium members represent two and four year colleges and universities, state agencies, secondary schools, advocacy organizations, and Virginia AHEAD. VCU's Rehabilitation Research and Training Center, as part of its work for the National Center for the Study of Postsecondary Educational Supports, partnered with the VA Department of Rehabilitative Services over three years ago to establish this consortium. The consortium has formed Participatory Action Teams to identify and prioritize issues, develop a series of lists (or action plans) of activities and timelines to address these issues, and identify specific outcomes. Program participants will learn what Virginia's consortium members have done to promote consistency in documentation requirements, facilitate interagency cooperation, assess issues in retention, and create resource information for students with disabilities and their families to facilitate the transition from secondary schools to higher education programs.

**Gitlow, Lynn, Ph.D., OTR/L, ATP**

Low Technology Construction Strategies for Increasing Children With Disabilities Access To Assistive Technology  
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The Individuals with Disabilities Education Act (IDEA) acknowledges that assistive technologies can improve the ability of children with disabilities to engage in school related activities. Despite how important AT can be in increasing opportunities for children with disabilities to participate in activities, barriers exist to obtaining AT. One barrier which interferes with access to AT is lack of a good match between the child and the technology that can result in technology abandonment. The costs related to AT have also been identified as another barrier to AT acquisition. One way of overcoming these barriers to AT acquisition is low technology construction. In this workshop, participants will be introduced to two low technology construction strategies. Participants will make and take away a tri-wall construction project and a switch construction project to demonstrate how low cost technology may often times be the best way to overcome barriers to AT acquisition.

**Goodwin, Donna**

Perceptions of Disabilities in Pacific Island Cultures: Myth or Realities?

C/O Mai Anh Nguyen

MCH-LEND

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Co-presenters: Mai Anh Nguyen, M.D. MCH-LEND; & Katherine Ratliffe, Ph.D., P.T. Center on Disability Studies, MCH-LEND

Perceptions of disabilities vary across Pacific Island cultures. Common perceptions of the causes behind childhood disabilities or developmental disabilities include themes such as negative family interactions, individuals versus nature, and individuals versus God. Each culture, however, has its own specific perceptions. These perceptions are grounded in personal, cultural, spiritual, political, and historical contexts and have salient effects on the treatment of individuals with disabilities. In striving to understand these perceptions, one must endeavor to develop a certain cultural sensitivity

and also develop an awareness that individual differences within groups may be as important as differences expressed between groups. This presentation will address local perceptions of disability in the Federated States of Micronesia, American Samoa, and the Commonwealth of the Northern Marianas Islands; and compare perceptions across these cultural groups.

**Graham, Dr. Lesley P.**

Exploring the Effects of the Visual Environment on DD and ADD Students

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Co-presenters: Dr. Helja Antola Robinson & Dr. Robert Wolffe, Bradley University

This roundtable discusses a pilot project of teacher action research focusing on enhancing the school environment with visual stimuli for all children including students with developmental disabilities and attention deficit disorders. The project compared how bland, standard and enriched visual environments changed children's attention in different classrooms during varied times of the day. Motion and moving visual images such as computers, video and people were contrasted with static visual stimuli. Moving visual images, more than the physical environment, affected student attention. The project team will describe the observational tool and coding system for systematic feedback. Student eye-fixation, teacher-student, and student-student interactions were observed, as well as task attention, and responses to other stimuli. The project heightened the teachers' interest in more purposefully planning and improving their classroom environments. Suggested school changes to improve the lives of all students are presented.

**Hughes, Margaret A., Ph.D.**

Diversity Among Toddlers with Visual Impairments in their Home: Is Anything Different?

Early Childhood Special Education

Program Director

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Co-presenter: Jamie Dote-Kwan, Ph.D., Associate Dean, College of Education, California State University, Los Angeles

The underlying assumption of early educational and family interactions are usually derived from relationships among home environment, family member interactions and the nature of children. In the field of Special Education much of the research has been based on studies of Euro-American families and their children with high incidence disabilities. Therefore, the results have not been generalizable across different ethnic populations and are not applicable to families from diverse backgrounds, specifically those with children with visual impairments, a low incidence disability. In light of this issue and the dearth of research on families and their young children with visual impairments, our research project examined various aspects of the home and family and their relations to child development from a cultural perspective. During this session we will present and discuss some specific influences of the home and family environment on the development of young children with visual impairments.

**Inman, Dean, Ph.D.**

Learning to Drive a Wheelchair Over the Internet  
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The purpose of this project is to investigate the effectiveness of teaching orthopedically impaired children to drive a motorized wheelchair over the internet. The system is networked which means that two or more children can enter the same virtual space and interact while they explore interesting virtual worlds together. The networking feature also allows a trainer or teacher to work with children who are in remote locations and cannot be easily transported to a central training location.

**Iverson, Virginia S.**

Specialized Instruction in Inclusive Settings for Students with Severe Disabilities  
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 Co-presenter: Chigee J. Cloninger, University of Vermont, Center on Disability and Community Inclusion

Specialized Instruction in Inclusive Settings for Students with Severe Disabilities In order to make a difference in the lives of students with severe disabilities, educators must design specialized instruction for the individual student and deliver it within general education lessons and activities. The goal of this session is to provide participants with a model for teaching and managing the programs of students with severe disabilities in inclusive classrooms. This model is predicated on the beliefs that: (a) Students lives should be better as a result of having been in school; (b) Students, families, and educators must be partners in all aspects of the educational program; (c) Good teaching for all students requires good planning, coordination and collaboration. This session will offer a logical, user friendly, step-by-step process that will enable instructional teams to design, implement, and evaluate specialized instruction for students with intensive special education needs in inclusive lessons.

**Kenneally, Laura, M.S.**

Beyond Report Cards: Effective Assessment Methods for Inclusive Education  
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 Co-presenter: Kathleen McCabe-Odri, M.Ed., Advance, Inc.

Students with autism and related disorders are being included in typical classrooms with increasing frequency. This trend provides educators and treatment teams with challenges on how best to assess student progress in a variety of areas: academic learning, social/emotional growth, and behavior improvements. assessing the effectiveness of behavior plans also critical in protecting the

rights of all students in the mainstream yet, many teachers and one-to-one support aides are not taught how to quickly implement accurate and objective data collection procedures. Students have a right to the least restrictive placements that provide effective intervention and instruction. Professionals have a responsibility to develop quick and accurate ways to assess student performance and progress. The goal of this workshop is to instruct inclusion professionals on methods that will enable them to accurately assess inclusion programs.

**Kim-Rupnow, Weol Soon, Ph.D.**

Using Summer Study, Internet-based Mentoring and Internships to Promote College and Career Success for Teens with Disabilities

Center on Disability Studies

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Co-presenter: Sheryl Burgstahler, Ph. D., Director, DO-IT (Disabilities, Opportunities, Internetworking and Technology), University of Washington, 3608 43rd. Avenue NE Seattle, WA 98105, (206) 543-0622, sherylb@u.washington.edu

As the end of high school approaches, so does the termination of the pre-college support systems for students with disabilities. Although higher education can enhance their vocational success, fewer young adults with disabilities participate in postsecondary education and earn degrees. Programs to help bridge the gaps between the critical stages of high school, college and careers are rare and, for those that exist, little evidence exists regarding their impact. This session reports the results of a research study of the interventions employed by a nationally-recognized transition program for teens with a wide variety of disabilities, DO-IT (Disabilities, Opportunities, Internetworking, and Technology). The research method was a Web-based survey to past participants in order to determine the impact of computer-mediated communication with peers and mentors, on-campus summer study participation and other interventions on the transition to higher education and employment. Participants in this session will discuss how other programs can apply successful practices.

**Kinash, Shelley**

Disabled Online Learners

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Today's post-secondary student enrolled in most campuses across the United States and Canada now has the choice of whether to take one, some, or all of his classes via computer-mediated education instead of traditional classroom based lectures. It has been suggested that online learning is advantageous for disabled students including the blind because of the accessibility of computer-mediated content, and the convenience of distance education. However, there is very little published research to back-up these claims. A 2001 review of the literature revealed only ten publications on institutions offering online courses to disabled students. None of these were presented from the perspective of the disabled learner. Come learn about some new research initiatives exploring the experiences of blind online learners.

**Knox, Jane**

Don't Smack Me in the Face with the Door!  
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Human beings are one of the few living organisms that consciously help one another. Interdependency and community support have helped humanity rise to the top of the food chain, masters of all we survey, fearing little, controlling our environment, our health, and our destiny. People with disabilities are often the targets of unnecessary or inappropriate "help" which disempowers, degrades, and demoralizes its targets, turning a person with a disability into a helpless cripple. Western society reinforces the "helper" with praise, adulation, and admiration, never recognizing the damage done to their victims. Benign arrogance, the helper's (mostly unconscious) belief that they know "what is best" is the most debilitating and insidious challenge to independence and self determination for people with disabilities. In this interactive workshop "helpers" will have an opportunity to interact with blinks, crips, gimps, and deafies to explore ways in which the "helpers'" benign arrogance impacts people with disabilities.

**Kovach, K.**

Students with Learning Difficulties: High School Students' Study Skills and Conceptions of Intelligence  
 C/O Lorraine Wilgosh  
 Dept. of Educational Psychology  
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 Co-presenters: L. Wilgosh & D. Fleming, University of Alberta

The study replicates and extends earlier studies investigating the relationship between thoughts about achievement and study habits, for secondary and postsecondary students. The present research examines the relationship between academic skills and conceptions of intelligence for high school students, related to gender, grade, and program (i.e., International Baccalaureate, matriculation, regular or special class). Particular attention will be given to results for students with learning difficulties and special needs, and exploration of the efficacy of directing interventions to individual study-skill weaknesses and feasibility of attempting to modify student conceptions of ability.

**Kozak, Elizabeth**

Setting a Division-Wide Research Agenda For Early Years Intervention  
 Assistant Superintendent Student Services  
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 Co-presenters: Sharon Smith, Assistant Superintendent Elementary Schools; Candace Berger, Educational Support Services Administrator; & Pat Adamson, Elementary Language Arts Coordinator

Risk factors related to literacy and numeracy development in low-socio-economic areas are not inherent, but rooted within the social contexts of learning and therefore amenable to change through education. "Beginning early makes a difference" (Neuman, 2001, p. 469). Research supports the value of quality early intervention with an emphasis on family involvement. Such initiatives lead to increased success for at-risk students (Ramey & Campbell, 1991; Neuman & Gallagher, 1994). Recognizing the need to address the needs of at-risk populations, the St. James-Assiniboia School Division has undertaken two initiatives to ensure that all children have an equal opportunity to develop skills critical to life-long learning. This session will provide participants with a plan for setting a division-or-district-wide research agenda based on Literacy Links, a program for developing early literacy awareness for parents and their pre-school children and the provision of full-day kindergarten in economically disadvantaged areas. These action research projects entail the collaborative efforts of teachers, administrators, university personnel and government agencies. Methods for quantitative and qualitative data collection, management and analysis will be discussed.

**Lee, Helen**

Travel Instruction and Orientation & Mobility: Differences between Professions  
C/O Nancy Beukema, Ed.D.

Travel Instruction

Western Michigan University

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Co-presenter: Nancy Beukema, Western Michigan University

Similarities and differences between Travel Instruction and Orientation & Mobility will be presented in this session. Section 300.26 of the Individuals with Disabilities Act (IDEA) specifies that travel training be provided, as appropriate, to children with cognitive and other disabilities (Federal Register, 1999). In the past, travel instruction has only been specified for students who were blind or visually impaired. The new regulation now applies travel training to a much broader population. There have been misunderstandings and confusion among service providers and administrators as to the role and responsibilities for each of these two professions. This session will compare and contrast the two professions and discuss the potential for professional collaboration.

**Linn, J. Gary, Ph.D.**

Facilitating Coping With HIV Disease: Evaluation of A Partner Intervention Model

Tennessee State University & VA

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Co-presenter: Betsey Fife, Ph.D., R.N., University of Indiana, Indianapolis

An experimental intervention to facilitate adaptive coping was evaluated. The design included a treatment and control group and random assignment. A psychoeducational model was implemented that incorporated sixty patients and their live-in partners in four clearly defined sessions. These sessions focused on communication, stress appraisal, adaptive coping strategies, and building social support. Data were collected at baseline, immediately following post-treatment, and three months post-treatment. Based on patient data, controlling for the effect of partner data, and using RM ANOVA, interaction terms indicated that change across time was significantly different for experimental and control groups; that is, the experimental intervention positively affected adaptive coping immediately post-treatment and the effect was sustained for a three month period. Policy Implications for policy will be discussed.

**Maley, Susan, M.P.H**

First Steps to Success: A Community Collaboration  
 First Steps Project Coordinator  
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First Steps to Success, developed at the Institute of Violent and Destructive Behavior, is a school based best practice model of early intervention/prevention focused on Kindergarten and first grade students with significant to severe behavior problems. SAMHSA has funded an expansion of this model as a Building Healthy Communities initiative. With First Steps as a base, wider screening is being done for students and families needing additional mental health support. Services are provided by a community collaboration of mental health service agencies, parent support groups, social skill building sessions in schools and First Steps Coaches and Family Support staff. Training is being provided to parent facilitators and mental health agency staff in the same best practices parenting curriculum by the staff of Oregon Social Learning Center, the originators of the model. This will provide a continuity of support and strengthen the community mental health support network.

**McDonald, Linda, Ph.D.**

Supporting Healthy Families and Healthy Children  
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Co-presenters: Maurice Feldman, Ph.D., University of Alberta; Dickie Yu, Ph.D., University of Manitoba; & Lisa Serbin, Ph.D., Concordia University

This presentation will examine resilience in families and young children with or at-risk for disabilities using a health promotion approach. Questions that will be addressed include: What makes families strong? What can we learn from families about health promotion? How can professionals support families in ways that promote resilience? Findings from a four-province longitudinal study of child and family resilience will be included in the presentation. Note phone number and fax number could not be submitted phone 780 492-2389 fax 780 492-1318

**Millar, Dorothy Squatrito, Ph.D.**

Guardianship or Self-Determination: What is Happening to Young Adults and Why?  
 Saginaw Valley State University  
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Some contend that developing self-determination in young adults with disabilities is the goal of education and promoting it will improve post-school outcomes. Although educators promote self-determination, the results may be negated if an individual's right to make decisions is challenged by another and a guardian is appointed. Guardianship is the process where a court appoints someone to make decisions for another, an "incapacitated person" (a ward). Depending on the court's ruling, the ward may lose all legal and civil rights. This is the first study examining guardianship as it affects young adults with disabilities and answers the questions: (a) What are the characteristics of the individuals affected by guardianship?, (b) What are the reasons courts appoint guardians?, and (c) What is the impact of guardianship? Guardianship alternatives will also be shared. Guardianship results in the curtailment of independence and dignity. The information presented will contribute to change in guardianship practices.

**Modell, Scott J., Ph.D.**

Increasing the Quality of Life of Students with Disabilities through Appropriate Transition Planning  
Associate Professor

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Co-presenter: Ileah Jackson, Disability Consultant, Sacramento, CA

Research suggests that adults with disabilities are more likely to be unemployed, lonely, and unhappy with their lives than adults without disabilities (National Organization on Disability, 1998). Therefore, it is critical that educators and professionals take the necessary steps to insure high quality of life for students with disabilities. One mechanism for insuring high quality of life in adulthood for students with disabilities lies within the transition process. In 1984, Madeline Will from OSERS designed a transition model that viewed the transition process as meeting a single outcome: school to work. It became clear in the literature that satisfaction with employment as a single outcome correlated poorly with quality of life. Recognizing the importance of quality of life, the Individuals with Disabilities Education Act (1997) mandated transition planning for all students with disabilities by the age of 14 to plan for and provide instruction with community experiences in a number of post-school outcomes, including post-secondary education, employment, independent living, recreation and leisure, and community participation. This session will provide the participants with specific strategies and best practices to develop meaningful post-school outcomes and ultimately high quality of life.

**Morgan, Bob**

A Job Preference Identification Program Using Motion Video on CD-ROM: Description of Research and Development Activities

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The presenter will describe the development and evaluation of a motion-video, CD-ROM based job preference program for youth and adults with disabilities. This program allows youth and adult participants with limited or no reading skills to watch videos of up to 120 jobs, listen as a narrator

describes key tasks in each job, and select preferred ones. A “short list” of preferred jobs can then be used by the participant and the planning team to guide placement efforts, specify job modifications, and identify training targets. Research and development activities included (a) conducting a national survey to identify job placements and emerging markets, (b) developing decision rules for including/excluding jobs in the program, (c) evaluating the program at 11 field sites across the U.S. with nearly 200 participants, and (d) analyzing results of reliability and validity studies. The presenter will describe research and development activities, then demonstrate the CD-ROM job preference program.

**Murdick, Nikki, Ph.D.**

A Cross-Cultural Comparison of the Concept of “Otherness” and its Impact on Persons with Disabilities

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College of Public Service

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Co-presenters: Barbara Gartin, Ed.D., University of Arkansas, bgartin@uark.edu; Paul Shore, Ph.D., Saint Louis University; & Mary “Rina” Chittooran, Ph.D., Saint Louis University

Throughout the world there has been concern that persons with disabilities are being characterized as different from the rest of society. Often this perception of difference results in disenfranchisement, harassment, and violence. In the United States, a legal and philosophical movement has progressed over the past 30 years from isolated instances of educational inclusion to a more inclusive view with the goal true societal membership and individual empowerment. This session will provide attendees with a brief overview of the view of persons with disabilities as different, a comparison of attitudes in the United States, Eastern Europe, and India, and a discussion of methods used in U.S. schools today to contradict this view. A presenter/participant dialogue of experiences will be encouraged.

**Ness, Jean E., Ed.D.**

There is Life After transition: A Retention Model for Native College Students

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Enormous efforts are often made to support Native students in the completion of their high school requirements. However, often less support is given or available for their transition and retention once in higher education settings. Often the supports needed are not in place for Native students to be successful and reach their goals in the college setting. Not only do students need to be prepared for the rigors of college, but their support system (family and community) need also be aware. In addition, faculty and staff at the college need to know strategies to support Native student retention. The presenter will share experiences based on a Title III Project at Fond du Lac Tribal and Community College (FDLTCC) in northern Minnesota. The strategies used at FDLTCC encompass all the players: students; their support system; faculty; and staff. Useful handouts will be provided.

**Olson, Jennifer J., Ph.D.**

Working in Teams to Provide Positive Behavioral Supports in the Classroom and Home  
Center on Disabilities and Human Development, University of Idaho

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Co-presenter: Philip D. Olson, PhD Center on Disabilities and Human Development, University of Idaho

This presentation shares information and provides hands on practice with an in-service training package designed for early childhood professionals and families working with children with challenging behaviors. This 25 hour training package is designed to create a community of learners who jointly sustain a system of positive behavioral supports in the classroom and home setting. The training package contains eight chapters with readings and exercises for parents and teachers and is particularly useful for teams in rural settings who may lack frequent contact with a behavioral specialist. University credit can be obtained through participation. The chapter content includes: a basic introduction to positive behavioral supports, functional assessments procedures, methods for identifying the purpose of behavior and suggested strategies for intervention in the classroom and home environments. Qualitative and quantitative data from field-test sites indicating statistically significant changes in knowledge and skills when interacting children with challenging behaviors is included.

**Parrish, Linda H.**

Transition for Individuals with Low Incidence Disabilities  
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Co-presenters: Patricia Lynch & Laura Stough, Texas A&M University

Transition from school to work and/or post-secondary settings for individuals with low incidence disabilities (LID) is the focus of a new graduate program at Texas A&M University supported by the U.S. Department of Education. This presentation will cover all aspects of the program (e.g., student recruitment, transition/LID course and practica requirements, etc.), including the research efforts of the faculty and students. Research questions being explored include: a) Do school districts hire less qualified teachers to work with LID populations? b) Do administrators attend ITP/IEP meetings for students with LID? c) Are students with LID encouraged to explore transition options after secondary education? d) What adult service agencies are involved in the transition efforts for students with LID?

**Pierson, Melinda R., Ph.D.**

Activities to Identify and Remediate Loneliness in Adolescents with Disabilities

Associate Professor

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Co-presenter: Barbara C. Glaeser, Ph.D., Department of Special Education, California State University, Fullerton, bglaeser@fullerton.edu

Current research regarding loneliness among adolescents with disabilities will be presented. Variables including type of class placement, gender, disabling condition, and ethnicity and how each may affect loneliness will be discussed. Specific assessment tools to determine the existence of and levels of loneliness will be introduced and demonstrated. Finally, each participant will receive practical strategies for remediating feelings of loneliness among adolescents with disabilities.

**Pollard, William, M.S.**

A Postsecondary Transition Enrichment Program for Students with Disabilities

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Co-presenters: Joan Becker, Ed.D; Mary Stone, M.S.; Kevin Johnson, M.Ed; University of Massachusetts Boston; & Sue Kreoger, Ed.D, University of Arizona

In Massachusetts and Arizona as in most states students with disabilities face a number of academic, social, and economic obstacles to their successful completion of high school. These obstacles also affect entry into and completion of post secondary education. These may include poor academic preparation, lack of access to college preparatory courses, lack of role models and information about post-secondary education, lack of access to technology, and negative stereotypes about disabilities all contribute to the problem. The University of Massachusetts Boston and the University of Arizona are partnering in the development of an innovative and low-cost program to assist recently graduated special education student's transition into a post-secondary environment and to develop a sense of community and disability pride. The program will provide participants with traditional college freshman orientation services (campus services, residential life, student policies, academic advising, extracurricular activities, public safety issues, alcohol and drug use, etc.) and a foundations course on Exploring Disability Identity and Culture through History, Art and Literature. It is the belief of the presenters that students participating in such a transition program will be more academically successful, enriched and empowered through a new positive group identity and that disability service providers will benefit from a more informed and prepared student.

**Robinson, Tom**

Meeting the Needs of Pre-school Children Who Require Extra Support: A Collaborative Model for Service Delivery

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Co-presenters: Sharon Taylor & Juanita Hagman

In remote and rural communities in northwestern British Columbia, a model to address the complex needs of children who have physical or cognitive delays in pre-school settings has evolved over a five year period. This approach was founded on the principles of individualized planning, the right to inclusion, community based service delivery, family centered practice and shared decision making. To truly enable a child to meet personal goals in child care environments a holistic approach involving a multi-disciplinary team, including behavioral and family support components, was crucial. Mentoring parents, orchestrating relevant training events and facilitating school

transition were all key components of the model. A five-year review of this model has demonstrated that there are critical factors inherent in capacity building for parents, early childhood intervention professionals and caregivers. Funding and rural isolation are comparatively minor barriers. Family support, ongoing team communication and coordination are significant contributors to meeting a child's multiple needs.

**Ruocco, Lou Ellen R.N.**

Geriatric Assessment of Individuals with Intellectual Disabilities  
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With increased life expectancy, individuals with intellectual disabilities will be exposed to increased risks for the development of dementia. Persons with Down Syndrome have long been known to be a susceptible group for Alzheimer's. Service and direct care providers are under increasing pressure to make judgments about the possible presence of dementia. They are being called upon to evaluate the impact of physical and medical changes, reactions to medications and laboratory findings. This presentation will report on the development of a geriatric screening scale intended to facilitate the assessment of individuals who are suspected of having declines possibly related to dementia.

**Schlieve, Dr. Amy**

Just In Time! AskABLE  
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Co-presenter: Christine Varnavas, M.S., Author and Coordinator, AskABLE Teachable Moments  
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Just in Time! AskABLE This workshop will present AskABLE a just in time website solely devoted to children and individuals with disabilities. The purpose of the website is designed to answer questions from behavioral, academic, assessment concerns to transition and job placement issues. Questions regarding a child's assessment, medication and behavioral issues can be asked and receive an expert answer from the privacy of their computer. AskABLE is a resource for teachers, service providers, postsecondary faculty, parents and children with disabilities. This workshop will demonstrate the project, how it has maintained a focus of faculty development by creating technology based resources and designing a just in time, one-stop shop of disability resources for the university's faculty and staff and K-12 educators throughout the United States. The workshop will discuss how the website meets the needs for best practices in teaching strategies, assessment, behavioral interventions and delivery services for students with disabilities. AskABLE is designed to answer questions from teachers, parents, and individuals with disabilities. Based on the Department of Education's AskERIC concept, its goal is support of the recruitment, retention and placement of student with disabilities to improve their educational outcomes. Any individual can post a question, which is then routed to an AskABLE expert and a human response is given with 48 business hours. This workshop will be interactive, addressing transition needs for children preschool through post-secondary education, with time for questions and answers.

**Scorgie, Kate, Ph.D.**

Parent Transformations in Ethnically Diverse Populations: Implications for Early Childhood Service Providers

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Co-presenter: Lorraine Wilgosh, Ph.D., Professor of Special Education, Department of Educational Psychology, University of Alberta, Canada

Many parents of children with disabilities attest to having been changed, or transformed, through parenting their children. Furthermore, these parents assert that professionals often profoundly influence their initial responses to the diagnosis of disability in their children. This session will examine an original conceptual model describing parent transformations, explore the three processes that facilitate them (image-making, meaning-making, and choice-making), and provide implications for early childhood personnel. Professionals involved in the diagnostic process not only need to understand how they impact the process of parent transformation (i.e., the formation of images, meanings and choices), but they also need to examine how their own assumptions about disability, and those of the organizations they represent, can either facilitate or hinder collaborative parent-professional relationships. Findings from Hispanic, African-American, and Caucasian parents who participated in four quantitative/qualitative studies are used to explore ethnic differentiations.

**Segel, Pamela, Ed.S.**

Infants and Toddlers at Risk -Early Childhood Trauma

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This presentation will explore neurobiological impacts, developmental impacts, interventions and the healing process with practitioners working with young children and their families experiencing trauma in the first three years of life. Cultural implications for intervention and healing will be explored relative to the presenter's experience with diverse populations. References and resources for further information will also be shared. Main points: Neurobiological Impacts: Trauma that occurs during the first 3 years of life will have destructive effects, given the rapid changes that occur in the brain during this developmental period; Developmental Impacts: Emotional Neglect can lead to disconnectedness from others and predisposition to violence. Cognitive Neglect can lead to severe learning problems, language delays and memory problems; Cultural Implications for Interventions and the Healing Process for Families and Caregiver: Traumatized children present with diverse ranges of problems necessitating the use of a variety of interventions.

**Sharpe, Michael N., Ph.D.**

Project Grad: An Analysis of Instructional Accommodations, Assistive Technology, and Employment Outcomes for Postsecondary Students with Disabilities

Research Associate

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Co-presenter: Margo Vreeburg Izzo, Ph.D., Program Manager, Nisonger Center, The Ohio State University, 257 McCampbell Hall, Columbus, Ohio 43210-1257, (614) 292-9218, izzo.1@osu.edu

This roundtable discussion will focus on the results of a survey with 139 individuals with disabilities who are currently attending or have graduated from various postsecondary institutions across the United States. Topics will include information about the range and types of instructional accommodations received, assistive technologies used, and subsequent employment outcomes of survey respondents. In short, the overall goal of this study was to examine the employment outcomes of individuals with disabilities in relation to the types of accommodations and assistive technologies employed. The study also sought to examine relationships in the frequency and types of accommodations and assistive technologies used in the secondary, postsecondary, and workplace settings. The role of various service providers will be discussed as well as issues related to student involvement in selection and use of accommodations and assistive technologies. Data will also be presented with respect to a wide range of variables of interest, including student demographics, disability type, types of accommodations used, average hourly wages and benefits, and other related information.

**Simonelli, Dr. Shannon**

Wisdom in the Wound  
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This presentation is based on research which illuminates the issue of Educational Wounding (an original term) and the potent opportunity for self actualization born from these experiences. Join Dr. Shannon Simonelli as she shares her research through key themes, stories, and imagery that reflect learning different, disabled and traditional learners experiences. Participants will consider the implications of inviting the whole self into education through supports for students and educators alike. This presentation is appropriate for teachers, administrators, parents, self advocates and all others interested in incorporating the whole self in education.

**Smith, Garnett J., Ed.D.**

Behavior Cusps and Target Behavior: Unleashing the Killer App  
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Co-presenter: Patricia Edelen-Smith, Ed.D.

A killer application or “killer app” is defined as an invention or innovation, that once in place, so profoundly alters, displaces or transforms organizational, business or social structures that it makes

existing organizational or social structures effectively obsolete. A behavioral cusp is similarly defined as a behavioral change, that once in place, so profoundly alters, displaces or transforms one's behavioral repertoire that it makes existing behavioral repertoire's effectively obsolete. We argue that providers of positive behavior supports should view the determination of target behavior from the perspective of the behavioral cusp. The following criteria will be offered as a primary set of guidelines for the a priori identification of "killer app" positive behavioral changes: (a) access to new reinforcers, contingencies, and environments, (b) social validity, (c) generativeness (a prerequisite or component of a more complex response) (d) competition with maladaptive or inappropriate behaviors, and (e) the response benefit to others.

**Stern, Jeffrey D., Ph.D.**

Communication Building: What Works, For Whom, Under What Conditions

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Expressive communication delays are often the target of focused intervention when working with children with neurodevelopmental disabilities. Goals typically include increasing a child's use of formal communication strategies (e.g., speech, signs, or pointing to pictures or symbols) and decreasing the child's use of inappropriate strategies, (e.g., pushing, leading, interrupting, whining, avoiding eye contact, etc.). In this presentation, we will look at what types of communication intervention strategies are recommended for what types of communication problems as a function of child, family, and environment variables. Findings from original research involving children who are deaf or hard of hearing will be presented to illustrate the use and usefulness of this method of treatment selection.

**Surinak, Tricia M., M. Ed.**

Put the 'I' in IEP

National Board Certified Exceptional Needs Specialist

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How can you motivate students with mental retardation and developmental disabilities (MRDD) to become effective self-advocates? Try to "Put the 'I' in IEP." This award-winning program educates students about their rights and responsibilities, the IEP process, assists them in planning goals and objectives for their next IEP meeting, and provides opportunities for practicing self-advocacy.

**Thompson, James R.**

Naming, Defining, and Classifying the Condition (Formerly?) Known as Mental Retardation

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Co-presenter: Dan Ezell, University of Central Florida

There are numerous intellectual, social, political, and economic influences on how the term mental retardation is used and defined. In this session, the leaders will present a summary of current and historical approaches to understanding and describing mental retardation. Special emphasis will be placed on (a) critiques of the 1992 AAMR definition and classification manual, (b) features of the 2002 AAMR definition and classification manual and how these features address (and do not address) the 1992 critiques, and (c) alternative directions for naming, defining, and classifying (including international approaches). Session participants will be asked to respond to a series of discussion questions, including: Is terminology, definition, and classification necessary? What are the presumed costs, and the presumed benefits, of various approaches to terminology, definition, and classification? Do different stakeholder groups (e.g., families, school professionals, adult providers, legal advocates, policymakers) have different needs in terms of terminology, definition, and classification?

**Whelley, Teresa, Ed.D.**

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In the population of individuals with disabilities that are of adult working age, 70% are unemployed. Despite policy changes and more developed supports, the rate of unemployment for individuals with disabilities has hovered at around 70% for the past 12 years (New Freedom Initiative, 2001). Even with a postsecondary education, only 50% of individuals with disabilities are employed (Swenson & Richards, 1999). Furthermore, this presentation will present a study of the National Center for the Study of Postsecondary Educational Support that explores “work” in a holistic manner and looks at the importance of support transition from postsecondary education to the workplace, life in the work place for employees with disabilities, and the role of employers in this process.





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