Monday, May 19

7:45 am – 8:15 am

**Diversity NOW! "Wheelchair Diaries"**  
Room 310  
For a description of this film, see "Diversity NOW! Mini Film Festival" in Special Events Section.

8:00 am – 5:00 pm

**Catalyst Institute: Relax, Renewal, Recharge**  
Room 312  
For a description of the Institute, see "Catalyst Institute" in Special Events Section.

8:30 am – 9:30 am

**Know Our Story: Life after ‘Lean on Me’**  
Room 301A: KEYNOTE: Teach for All  
For a description of this presentation, see "Keynote and Noted Speakers: Monday."  
(Pinky Miller)

**Disability and Public Health: Five Years Later**  
Room 301B: KEYNOTE: Diversity, Disability and Public Health  
For a description of this presentation, see "Keynote and Noted Speakers: Monday."  
(Charles Drum)

**Healing the Hurt: Using Trauma, Grief, and Pain to Fuel a Life of Service**  
Room 302A: Wellness and Mental Health  
Presenters explore how a mixture of alternative therapies, body work, counseling, and life-coaching techniques are being used to help people find ways that not just work through their hurt but also fuel them to create lives of service to others. (Rosa McAllister)

**Tools to Embark on a Wholehearted Life: Rejuvenate with Brené Brown’s Insights**  
Room 302B: Resiliency, Relaxation, and Rejuvenation  
Living with vulnerability and authenticity is one pathway to resilience. The presenter's discussion of the books "Gifts of Imperfection" and "Daring Greatly," a TED talk, and activities from a co-led life class with Oprah Winfrey helps attendees uncover new tools to critically examine their lives. (Susan Mrazek)
Young Adults with Asperger's in the Workplace: Effective Methods, Techniques, and Practices for Professionals and Practitioners
Room 303A: The Social Good: Step into the Future
This presentation provides an overview of how relatively modest changes or considerations in supervisory processes of business or corporate staffing/workforce can enhance "disability confidence," resulting in greater workforce participation and contributions by qualified candidate/employees who experience life with Asperger's syndrome. (Rob Crawford)

Lessons Learned: Three Years of Hawaiian Public School Writing Program Successes
Room 303B: Teach for All
This presentation is the culmination of a three-year grant to create and reinforce strong writing habits in a Hawaiian public school, grades K-8. The project is a hands-on exploration of an adaptable, effective teaching system that applies strategies of learning to write and writing to learn across the curriculum. (Norma Jean Stodden, Heather DeWoody, Kimberly Corbin, Martha Guinan, Elsie Ryder, Sharla Kaeo & Dax Garcia)

Defining Special Needs Students in the Pacific Island Region
Room 304A: Regional Focus: Showcasing Capacity in the Pacific and Asia Region
IDEA (2004) requires that students with disabilities be formally identified and placed under one of the 13 federal categories before receiving special education. This presentation discusses challenges of applying these federal definitions to special needs children in less developed areas of the Pacific region. (Richard Fee)

A Day in the Life of a Postsecondary Student: Coordinating Supports
Room 304B: ID and Transition to Postsecondary Education & Employment
This session discusses how theories, strategies, and promising practices are implemented every day in the form of supports. To conceptualize how a theory works in everyday practice is difficult, as illustrated in an examination of a week in the life of a student. (Shail Lopez-Ortiz & Rica McGinnis)

Leveraging People with Disabilities in Today's Workforce
Room 305A: Going Deeper with Diversity
This session is a discussion of successful techniques to increase employment of people with disabilities and data that support the techniques. The key is partnerships that provide a bridge between outdated placement models and an attractive business case for this untapped labor source. (Deb Russell & Meg O'Connell)

Learning The Ropes...by Climbing Them!
Room 305B: Youth Rising
This interactive session explores the development of social skills as a way of gaining 'social capital' for youth in transition. Highlighted are interactive and arts-based strategies such as theatre for teaching social skills, allowing youth to experience real world practice through a community project-based example. (Mary Harber)
Issues of Gender in Early Intervention and Early Childhood Special Education
Room 307A: Early Childhood
Children encounter gendered expectations well before reaching kindergarten. Participants will consider the identity needs of young children, changing roles of mothers and fathers, and the impact of a gender uniform workforce on young children with and without special needs. (Donald Piburn & Dewayne Bettag)

Current Trends and Future Directions in Special Education and Rehabilitation Research
Room 307B: Research as an Engine for Social Change
The presentation focuses on trends and future directions in special education and rehabilitation research. Presenters examine topics for future scientific inquiry, emerging research methods and data analytic strategies, evidence-based practice, and the role of people with disabilities as full partners in the research process. (Bryan Cook & Phillip Rumrill)

Supporting Postsecondary Students with Disabilities through Critical Junctures in STEM
Room 308A: Science, Technology, Engineering, and Mathematics (STEM)
Recognizing the need for a diverse population in STEM fields, the Pacific Alliance research team supported students with disabilities in postsecondary education with transition, retention, graduation, and exploration of careers. Results of the five-year process are presented along with participant success stories. (Kelly Roberts, Kiriko Takahashi, Hye-Jin Park, Steven Brown & Lisa Uyehara)

Challenging Communication: Professional and Parent Perspectives
Room 308B: Early Childhood
Professionals and parents discuss knowledge and expertise and explore common parent concerns. Participants will practice strategies for delivering difficult messages and responding to unpleasant messages, gaining tools needed for strengthening partnerships. (Diane Goyette)

A Bridge Model for Retaining College Students with Disabilities
Room 309: Youth Rising
From implementation of its Bridge Model, the Alabama Alliance for Students with Disabilities in STEM is seeing encouraging results in improved peer relations, academic self-efficacy, and overall academic success and progression. The model has also been applied to non-STEM students with positive results. (Overtoun Jenda, Mohammed Qazi & Brittany McCullough)

Don’t Catch Up, Lead!
Room 310: KEYNOTE: Accessible Worlds
For a description of this presentation, see "Keynote and Noted Speakers: Monday." (Jutta Treviranus)
Supporting Students on the Autism Spectrum in School Settings
Room 317A (8:30 am - 12:00 pm): Teach for All
For a description of this presentation, see "Workshops and Seminars: Monday."
(Julie Fodor, Judi Hall, Renee Miner & Barbara Broyles)

How to Build an Effective Common Cause Network: Focus on Abuse Prevention
Room 317B (8:30 am - 10:00 am): Changing the World: Advocacy in Action
For a description of this presentation, see "Workshops and Seminars: Monday."
(Mark Starford & Molly Kennedy)

Community + Connection = Inclusion
Room 318A (8:30 am - 10:00 am): Resiliency, Relaxation and Rejuvenation
For a description of this presentation, see "Workshops and Seminars: Monday."
(Paula Aiesi, Kingsley Brown & Darleen Adams)

9:45 am – 10:45 am

Obstacles and Catalysts for Resiliency: Lessons from the Brain-Body Connection
Room 301A: KEYNOTE: Resiliency, Relaxation, and Rejuvenation
For a description of this presentation, see "Keynote and Noted Speakers: Monday."
(Sarina Saturn)

Demystifying STEM Education: Removing the Fears and Stereotypes in STEM!!!
Room 301B: KEYNOTE: Science, Technology, Engineering, and Mathematics (STEM)
For a description of this presentation, see "Keynote and Noted Speakers: Monday."
(Song Choi)

Topical Presentations on Going Deeper with Diversity
Room 302A
1. NOW Please! Disability Equality at the Workplace
   “A workplace does not allow the experiences of anyone other than those considered ‘able-bodied’ to be acknowledged and appreciated” (Rioux, 1997). My own experiences have the same story, but should this be so or is it time for a change?
   (Nadia Ahmed)
2. My Life as a Case Study: How a Life Included Has Helped Me Live My Dreams (And My Plans to Help Others Live Theirs)
   “I am living my dream, and I want to help other people with disabilities to achieve theirs.” The presenter focuses on experiences of work and study and shares what has been useful in helping. Also included are the presenter's plans to help others achieve employment. (Nathan Basha)
Topical Presentations on Science, Technology, Engineering, and Mathematics (STEM)
Room 302B
1. **Using Engineering Challenges to Engage Diverse Learners in the Middle School Classroom**
   Engineering is perceived to be the most challenging component of STEM and the Next Generation Science Standards. Come see how easy and fun it is to design/develop engineering challenges that engage diverse learners academically and culturally. This presentation provides specific ideas for middle-school teachers and students. (Pascale Pinner & Jan Ray)

2. **Partnerships for Access & Opportunity**
   Through partnership and collaboration, NIEHS connects with the greater community through outreach efforts. Diversity and inclusion are supported to ensure provision of opportunity for and access to environmental health sciences, career possibilities, and related educational preparation and training. (Ericka Reid)

Collective Impact: Commitment to Social Change
Room 303A: The Social Good: Step into the Future
This session describes Collective Impact as a model for social change, fueled by commitment of people and organizations to develop a common approach to solve a complex social issue. Collective Impact requires shared community vision, collaborative action, evidence-based decision making, and investments for success. (JoAnn Yuen)

Topical Presentations on Accessible Worlds/Regional Focus: Showcasing Capacity in the Pacific Region
Room 303B
1. **Living with Juvenile Rheumatoid Arthritis**
   This presentation explores barriers faced by people with disabilities who live with Juvenile Rheumatoid Arthritis. Discussed are the spaces they engage in, including leisure, work, school, and home, incorporating both an academic and experiential point of view. (Alicia Norton)

2. **Living with Acquired Brain Injury: Introducing a South Australian Peer Support Network**
   "Families 4 Families" is a peer-support network building resilience in families impacted by acquired brain injury in metropolitan and regional/remote areas of South Australia. The network is designed, operated, and evaluated by people living with acquired brain injury and their family members and supporters. (Ruth Crocker)

Gardening Works: Improving Outcomes with Disabled Chamorro Veterans on Guam
Room 304A: Regional Focus: Showcasing Capacity in the Pacific Region
The island of Guam is a food desert with well-documented health disparities across the population. Accessible gardening has improved outcomes of homebound disabled veterans on Guam. The early success of this project will lead to accessible gardening across the disability spectrum. (Craig Burns)
The Changing Nature of Disability in the 21st Century: Implications for Rehabilitation Counseling Practice
Room 304B: Diversity, Disability & Public Health
The presentation describes disabling conditions that have increased in incidence and prevalence in recent years. Rehabilitation professionals must understand the causes and types of emerging disabilities if they are to provide responsive adult services that meet consumers' ever-changing needs. (Amy Rumrill & Phillip Rumrill)

Topical Presentations on Resiliency, Relaxation & Rejuvenation
Room 305A
1. The Impact of Expressed Emotion and Family Functioning on the Psychological Profile of Informal Caregivers
   Discussed in this session is how the expressed emotion level of informal caregivers has a strong impact on caregiver burden, which may lead to disturbed mental health and disability in several life domains. This finding may help to develop more specific psychoeducational programs to reduce the burden. (Mehmet Çinar)

2. Resilience in Persons with Physical Disabilities: The Role of Perceived Environment and Emotion
   This session describes a study to find out a person’s perceptions about the environment in which they live and emotional intelligence as a function of resilience. Results indicate that positive perceptions coupled with emotional resources help people with locomotor disabilities excel in life despite disability and environmental barriers. (Meena Karimi)

Learning From and Promoting the Academic Success of our College Students on the Autism Spectrum: A Dialogue
Room 305B: Going Deeper with Diversity
This presentation focuses on possible best practices for disability advisors working with college students on the autism spectrum (Asperger’s syndrome). Included is a discussion of signs, symptoms, and how college students with Asperger’s may impact the classroom and advisement sessions. (Julie Preece & Scott Hosford)

Research-to-Practice in Establishing Partnerships with Family Members
Room 307A: Early Childhood
This presentation describes evidence-based practices for working with families of young children with disabilities, including families of diverse backgrounds. Strategies for establishing partnerships with families are described, along with a give-and-take discussion with participants. (Linda Flynn)

Topical Presentations on Research as an Engine for Social Change
Room 307B
1. Using New Geographical Technologies to Understand and Promote Community Integration of Adults who Experience Psychiatric Disabilities
   This presentation reviews research on the relationship between environmental
factors and community integration of adults with psychiatric disabilities, including results from studies of Geographical Information Systems. Included is discussion of potential policy, programs, and practices that might enhance community integration of adults with psychiatric disabilities. (Mark Salzer)

2. **Evidence of Positive Cognitive and Behavioral Changes in Adjudicated Youth**
Researchers interviewed adjudicated youth in a low-security residential behavioral program and found that positive changes in thinking resulted from being in the program three months or longer; differences were significantly varied from youth in the program less than three months. (Terry Overton)

**Restoring Access to the Digital World: Solutions through Assistive Technology**
Room 308A: Accessible Worlds
People with disabilities are often limited in using computing systems they have used for years. This presentation explores the importance of identifying safe, reliable, flexible solutions, and planning for future needs of individuals. (Curt Johnson)

**Disability Employee Resource Groups and Accessibility Solutions**
Room 308B: Accessible Worlds
Disability centric employee resource groups (ERG) have become a corporate and social responsibility imperative. They can contribute significantly to the overall employee experience. Sprint representatives share the journey towards establishing the REAL DEAL ERG and accessible services. (Mike Ellis & LisaAnn Tom)

**Back to the Future! Empowering Programs**
Room 309 (9:45 am - 11:45 am): KEYNOTE WORKSHOP: ID and Transition to Postsecondary Education & Employment
For a description of this presentation, see "Workshops and Seminars: Monday." (Frank Rusch)

**If Not Now: The Future of Disability Rights in a Rapidly Changing World**
Room 310: KEYNOTE: Changing the World: Advocacy in Action
For a description of this presentation, see "Keynote and Noted Speakers: Monday.” (Ari Ne’eman)

**Social Justice and Historical Repair: The Promise of Transforming Health Systems to Address Disabilities and Cultural Accountability**
Room 317B (10:15 am - 11:45 am): The Social Good: Step into the Future
For a description of this presentation, see "Workshops and Seminars: Monday." (Matthew Mock)

**InclusionWorks! - Using Family Governance to Increase Youth Employment**
Room 318A (10:15 am - 11:45 am): Changing the World: Advocacy in Action
For a description of this presentation, see "Workshops and Seminars: Monday."
Ten Films That Shook the World
Room 301A: KEYNOTE: Going Deeper with Diversity
For a description of this presentation, see "Keynote and Noted Speakers: Monday."
(Laura Blum)

Topical Presentations on Wellness and Mental Health
Room 301B
1. **The Mental Well-Being of Children with Developmental Disabilities**
   Learn about a study of the mental well-being of children with disabilities compared with nondisabled peers, grades 3-7. Differences in self-concept were found in the two groups. Differences were also found in how often children were chosen to be playmates or to be recipients of help. (Lily Dyson)
2. **Addressing the Tidal Wave of Students with Emotional Challenges Who May be Drowning Academically at Postsecondary Institutions**
   Students with emotional disabilities have the highest drop-out rate in higher education of any disability category (Sutherland, 2001). Presenters review recent research conducted at the BYU Academic Support Office, exploring the relationship between psychiatric concerns, other obstacles, and academic success. (Julie Preece & Scott Hosford)

Topical Presentations on The Social Good: Step into the Future
Room 302A
1. **Spreading Your WINGS**
   Participants will gain knowledge of WINGS, a leadership program with an emphasis placed on innovation. Developing others, project improvement, strategic thinking, and project management are a few critical components of implementing creative ideas in leadership and development of teamwork. (Andrea Hall)
2. **Confronting Ableism in the Built Environment through Postsecondary General Education**
   To remove “ableism” from society, future leaders and members of society must be taught to recognize ableist discrimination and be provided with tools to eradicate it. Pedagogical tools focused on this issue have the potential to transform disability perception and lead to more accessible spaces in the future. (Sarah Urquhart)
Topical Presentations in Science, Technology, Engineering, and Mathematics (STEM)
Room 302B

1. **Building STEM Vocabulary: Teaching English Learners and Diverse Learners with Disabilities to Create Their Own STEM Vocabulary Learning Materials**
   Presenters propose that, in a STEM classroom, EL and diverse LD students should be the navigators directing the course of their acquisition of academic language. Described are tools that permit students to develop their own experience of learning academic language. (Steve Showalter)

2. **Five Critical Concepts to Support the Transition of Students with Disabilities to College**
   Students with disabilities usually are not supported to pursue post-secondary education and do not usually pursue careers in STEM fields. Pacific Alliance aims to help students transition through critical junctures into postsecondary education and beyond. Findings and techniques are discussed. (Kiriko Takahashi, Kelly Roberts, Hye-jin Park, Lisa Uyehara, Genesis Leong & Samantha Siscon)

**Using Technology to Prepare Special Educators in Alaska**
Room 303A: The Social Good: Step into the Future
Emphasis on information literacy, disability studies, and Alaska Native cultural traditions makes the special education program at the UAS unique among special education teachers in remote areas. All programs are distance delivered and interactive. (Jill Burkert)

**Response to Intervention and Written Expression: A Framework for Instructional Decision Making**
Room 303B: Teach for All
This presentation provides an overview of a response-to-intervention problem-solving framework that has been utilized with P-12 students in written expression. Described are how to screen for individual challenges, identify specific deficits, develop targeted interventions, and monitor progress. Case studies and student outcomes are shared. (LeAnne Robinson & Keith Hyatt)

Topical Presentations on Regional Focus: Showcasing Capacity in the Pacific Region
Room 304A

1. **Self-Employment and Disability in American Samoa**
   The American Samoa Office of Vocational Rehabilitation shares the uniqueness of its "Self-Employment Program" for the severely disabled locals on island. The office was established as result of the remote geographical location of American Samoa, and with scarcely any employment opportunities on island. (Elizabeth Afoa-Mavaega & Genesis Tau)

2. **Fa’aafelauti: An Exploration of a Samoan Methodology in Disability Research in Aotearoa**
   Pacific peoples in Aotearoa are a diverse population. The presenter’s doctoral study describes the lived experiences of Samoans with a disability. Fa’aafelauti is a Samoan
methodology. This presentation is a work in progress in exploring and using fa’afaletui. (Nite Fuamatu)

Topical Presentations on Diversity, Disability & Public Health
Room 304B
1. **Why Are Native Students in Postsecondary Education Reticent To Seek Services from Disability Service Units?**
   This session leads participants to consider the current ethnocentric nature of providing disability service in higher education. The presentation is interactive and invites contributions to explore the many ways native students may feel reticent to approach providers of disability services. (Frederic Fovet)

2. **Cultural Competency in the Disability Sector: Coping with Complexity in the 21st Century**
   This session focuses on the introduction of the Australian National Disability Insurance Scheme and its implications for service providers in the context of a multicultural and aging population. Presenters link a strategic diversity framework to cultural competencies for organizational development. (Hamish Robertson & Emanuela D'Urso)

**E He'e Nalu Kakou: Surfing for Resiliency**
Room 305A: Resiliency, Relaxation & Rejuvenation
This presentation explores surfing in Hawaiian history and how surfing has been used to promote Native Hawaiian resiliency. Themes include the "surf zone" as a Native Hawaiian place of learning, formation of identity, and physical and mental well-being. (Camille Rockett & Kevin Fujimoto)

**Preparing for Life after High School: Who are We Leaving Behind?**
Room 305B: Youth Rising
Why are so many young people with disabilities “unengaged” after high school? This session describes transition services and specific interventions that increase the likelihood of young people completing high school, attending college or training programs, and finding and sustaining employment. (Cinda Johnson)

**The Reading Brain**
Room 307A: KEYNOTE: Early Childhood
For a description of this presentation, see "Keynote and Noted Speakers: Monday." (Ryan Masa)

**Pre-service Special Educators Experiences Collaborating and Connecting through a Service Learning Experience in Hawai‘i and the Philippines**
Room 307B: Research as an Engine for Social Change
Two university professors invited a doctoral student on an externship to complete a service-learning experience in 2012 with 13 pre-service special education teachers in the
Philippines and Hawai‘i. Presented is the ethnography study they conducted during the trip. (Caroline Guardino & Joanna Cannon)

**Topical Presentations on Accessible Worlds**

Room 308A

1. **Case Studies Regarding Use of Technology as Support for University Students**  
The session reports case studies concerning the use of technologies for helping university students in their daily studying. These experiences have been carried out at SINAPSI University Centre in Naples and would be helpful in similar situations. (Alessandro Pepino)

2. **Beyond Compliance with the ADA and Rehabilitation Act: Welcoming People with Disabilities into Social Spheres**  
Legal requirements have increased access for people with disabilities to many normative activities and programs. However, these laws generally focus on physical and programmatic access while neglecting the importance of social inclusion that can generate the social capital people need in striving for their self-determined goals. (David Leake)

**Lau Power: Two Stories of Self-Determined, Creative Self-Advocacy**

Room 308B: Changing the World: Advocacy in Action  
Isaac and Tammy Lau are brother and sister. Despite living with significant physical disabilities, they think of themselves as far from disabled. With assistance of their parents, the Lau siblings have proved capable of doing anything they put their minds to. Come hear their story. (Isaac Lau, Tammy Lau & Susan Miller)

**Diversity NOW! "Salma"**

Room 310 (10:55 am - 12:25 pm)  
For a description of this film, see "Diversity NOW! Mini Film Festival" in Special Event Section.

**1:15 pm – 2:15 pm**

**3rd Annual Education Forum: Meet to LEAP for ELL**

Room 317A (1:00 pm - 3:30 pm): The Power of Words: Life, Language, and Learning  
For a description of this presentation, see "Meet to LEAP" in Special Event Section.

**Interagency Collaboration in Transition of Youth with Disabilities From School to Adult Services**

Room 301A: NOTED: Living In(ter)dependently  
For a description of this presentation, see ''Keynote and Noted Speakers: Monday.'' (Bob Morgan)
Topical Presentations on The Social Good: Step into the Future
Room 302A
1. **Negotiating the Crossroads Where Illness, Spirituality, and Healing Meet with Patients and Their Families**
   Appreciation for the range of multi-faith needs of aboriginal peoples, immigrants, individuals with mental health concerns and the elderly has been evident in healthcare research and policy innovations. This presentation reviews an engagement forum to engage the public in discussing spirituality and healing in healthcare. (Jeanette Robertson)

2. **Training Disability Workers in Remote Communities Using Stories and Language**
   The presenters developed a series of stories about grassroots disability care for use by indigenous people in remote areas. Each story has ITALK software, (developed in Alice Springs) allowing people to make their own translations into community languages. See the stories on [www.italklibrary.com](http://www.italklibrary.com). (Kim Mckenzie & Gerald Grady)

Topical Presentations on Accessible Worlds
Room 302B
1. **Making Virtual Learning a Reality: Collaboration and Innovation for Postsecondary Education**
   Presented is initial research regarding development and engagement of virtual learning environments as a mode of learning for post-secondary education. Included is a discussion of an innovative and collaborative approach between Endeavour Foundation and Queensland University of Technology regarding development of virtual learning environments. (Stewart Koplick)

2. **Diversity and Social Justice For Transformative Innovation**
   Innovation is fueled by incremental progress and diversity of perspective. Through new technologies that are flattening the playing field, the challenges of today will be solved by previously underrepresented groups, including women, minorities, and people with impairments. (Benjamin Katz)

Ask Seasoned Hawai’i College Disability Student Service Professionals Anything You Want About Transition to College
Room 303A: The Social Good: Step into the Future
Three Hawai’i disability student-service professionals respond to questions, concerns, and suggestions from parents, faculty, and students about opportunities and challenges in transitioning from high school to college. (Steven Brown, Ann Lemke & Lisa Deneen)
Topical Presentations on Teach for All
Room 303B
1. **Content and Quality of Supervisor Feedback**
   Performance feedback is a common training tool used to improve teacher practice. One university recently reviewed and categorized 24 semesters of written feedback provided to graduate students teaching in K-12 classrooms. Categories were identified and examined to determine the nature of the feedback and the support offered. (Kyena Cornelius)

2. **Teaching Reading to Children with Down Syndrome: What Do Preservice Special Educators Know and Need to Know?**
   Presented are findings of a recent survey of 200 special-education credential candidates in two Los Angeles universities regarding their perceptions and knowledge of teaching reading to children with Down syndrome. Included are research findings related to best practices for teaching reading to children with Down syndrome. (Leila Ricci)

Topical Presentations on ID and Transition to Postsecondary Education and Employment
Room 304A
1. **Front Door First - Inclusive Postsecondary Education and Sustainability**
   The Dual Enrollment with Individualized Supports Project is a TPSID-funded demonstration of inclusive post-secondary education. This presentation focuses on the project’s philosophy and its “Front Door First” support model that prioritizes the use of existing and natural supports. (Eric Folk, Leslie Okoji & Marla Arquero)

2. **Going to College: Stories of Seven Students With Intellectual Disabilities Attending College in Ontario, Canada**
   This session highlights stories of seven students with intellectual disabilities who attended college in Ontario, Canada. Discussed are themes such as academic growth and development, interpersonal relationships, career development, and self-determination. (Katherine Gallinger)

Concussion Management Program for Student Athletes in Hawai‘i High Schools
Room 304B: Diversity, Disability & Public Health
This presentation covers concussion-related data on Hawai‘i high school student athletes from 2010-2012. Educators will be able to recognize the signs and symptoms of a concussion and will be provided with practical suggestions for dealing with a concussed student. (Ross Oshiro & Nathan Murata)

Topical Presentations on Disability Studies: Yesterday, Today, and Tomorrow
Room 305A
1. **A Critical Disability Studies Analysis of the History of Pain**
   In this presentation, various historical periods are traced to demonstrate, from a critical disability studies perspective, how pain transitioned from having a metaphorical focus to a scientific/medical interpretation, with mechanisms of pain
control and relief, and was later deemed a social experience. (Maria Guadagnoli-Closs)

2. **Exploiting Disability Narratives: Michael Dorris’ *The Broken Cord***
   Described is a project that explores issues of representation in life narratives written by parents of children with disabilities. An analysis of Michael Dorris’ *The Broken Cord* reveals how persons with disabilities can be debased by those closest to them. (Dax Garcia)

**Bright Life Buddies: Creating Opportunities for One-to-One Friendships and Leadership Development for All Students**
Room 305B: DD & ID: Saying YES to Equality
The Bright Life Buddies Club creates more than just social peer interactions. The club also provides opportunities for typical peer models and students with autism or intellectual disabilities to meet in order to develop leadership skills through school and community involvement. (Diane Painter, Kauren Fritzius & Gina DeGaetano)

**Topical Presentations on Going Deeper with Diversity**
Room 307A

1. **Opening the Employer's Mind**
   Nova Employment Healthy Minds Healthy Workplace initiative assists employers with best practice when working with clients who have a disability or mental illness. Presented are findings outlining employer understanding of disability and mental illness before and after working with Nova. (Kerry Spindler)

2. **Add Us In - Working For You**
   “Add Us In - Working For You” is a presentation that shares information about an initiative sponsored by the U.S. Department of Labor Office of Disability Employment Policy. Information is shared on outreach to minority employers and working with youth and adult job seekers through Oklahoma Workforce Centers. (Jill Burgess)

**Thinking and Moving Outside the Box for Youth in the Juvenile Justice System**
Room 307B: Youth Rising
The Oklahoma Department of Rehabilitation Services has a partnership to increase engagement of incarcerated youth at two medium-security juvenile centers and group homes. This unique partnership involving a local CareerTech expands the vision for these youth while offering training “behind the fence” and in the community. (Kimberly Osmani & Richard Yahola)

**Sustainability through Micro-Business Development**
Room 308A: Going Deeper with Diversity
Paua by Dan is the story of an innovative young man who created a solution to unemployment. In spite of being legally blind and having physical limitations, Daniel established a successful and sustainable micro-business by re-directing and optimizing available resources and by utilizing community networks and family. (Daniel Younghusband & Tony McLean)
A Little Aloha Goes a Long Way: Working Collaboratively with Public Officials
Room 308B: Changing the World: Advocacy in Action
Position yourself and your agency as a valued resource for legislators and public officials. Learn how to conduct courtesy visits, plan a legislative breakfast or open house, build coalitions, and prepare testimony on legislation. Collaboration and cooperation, not conflict, are the keys to successful advocacy. (Judith Clark)

Putting the ICF-CY into Practice
Room 309 (1:15 pm - 3:15 pm): International Classification of Functioning, Disability and Health (ICF)
For a description of this presentation, see "Workshops and Seminars: Monday."
(Olaf Kraus de Camargo & Liane Simon)

Building Inclusive, Equitable, and Sustainable Development for All
Room 310: KEYNOTE: Human Rights
For a description of this presentation, see "Keynote and Noted Speakers: Monday."
(Daniella Bas)

Creating 21st Century Workplaces that Work
Room 317B (1:15 pm - 3:15 pm): Going Deeper with Diversity
For a description of this presentation, see "Workshops and Seminars: Monday."
(Emma Deese-Owens)

Restorative Justice for Youth: Improving Outcomes for Youth at Risk of Antisocial Behavior
Room 318A (1:15 pm - 3:15 pm): Youth Rising
For a description of this presentation, see "Workshops and Seminars: Monday."
(Pinky Miller & Leslie Novosel)

2:30 pm – 3:30 pm

Avenue to the Experience: Strategies to Assist in Working With Individuals Who Experience Moderate/Severe Disabilities
Room 301A (2:30 pm - 4:15 pm): KEYNOTE WORKSHOP: The Social Good: Step into the Future
For a description of this presentation, see "Workshops and Seminars: Monday."
(Jo Mascorro)

Just Beautiful! The Good, the Bad, and the Ugly of Cultural Diversity in Healthcare and How to Make It Beautiful!
Room 301B: NOTED: Going Deeper with Diversity
For a description of this presentation, see "Keynote and Noted Speakers: Monday."
(Omeima Sukkarieh)
Topical Presentations on The Social Good: Step into the Future
Room 302A
1. What Faculty Need to Know from a Student's Perspective - From Undergraduate to PhD
   Information is shared from the perspective of three higher-education students on what faculty should know to facilitate student progress through their program of study. An undergraduate, a master’s degree student, and a doctoral student discuss their experiences and provide faculty with suggestions for supporting students. (Linda Flynn, Kimberly Corbin & Hannah Wilson)
2. Teaching Leadership: Breaking Stereotypes in the World of the Physically Challenged
   Learn about a new approach to teaching students with disabilities. This approach is aimed at revealing the best qualities of persons with disabilities and giving them awareness to become leaders. (Yevgeniy Tetyukhin)

Topical Presentations on Wellness and Mental Health
Room 302B
1. Project Hope: Advocating for People with Mental Health Needs and Intellectual Disabilities
   Project Hope is an easy-to-use website that targets prevention of psychiatric crises that result in emergency services or inpatient hospitalization. Using short videos and accessible tools, participants are alerted to mental health issues, signs and symptoms, and how to prepare for a meeting with a healthcare provider. (Mark Starford & Molly Kennedy)
2. Creating a Mental Health Research Centre
   This session articulates a model for a Mental Health Research Centre in Canada. The Centre will develop interdisciplinary mental health research in critical disability studies, including law, experiential learning opportunities for students, and advocacy programs. Proposed are approaches to address barriers impacting people with mental health disabilities. (Ruby Dhand & Margaret Hall)

Appreciative Inquiry and Video Self-Modeling Leadership Program: Achieving Skill or Behavior Change
Room 303A: The Social Good: Step into the Future
This presentation describes a study in which students with a disability participated in trials to achieve a skill or change a behavior. Students had an 80% retention of skill or behavior change and a 50% increase to skill after the intervention was withdrawn. (Bethany Bilodeau)

Multi-Stakeholder Partnerships That Support In(ter)dependent Living
Room 303B: Living In(ter)dependently
Collaboration among multiple stakeholders is an essential element in effective service delivery and achievement of desired outcomes and sustainable best practices. This
session discusses challenges and successes in multi-stakeholder partnerships and invites participants to share challenges and successes. (Kay Magill & Linda Toms Barker)

Topical Presentations on Research as an Engine for Social Change
Room 304A
1. **Mathematical Literacies for Empowerment: A Case of Flourishing in a Community Mathematics Project**
   Count On Yourself provides an empowering space to support a school community. While parents were involved in a short adult financial literacy course, their children participated in a Math Camp. (Lorraine Baron)
2. **Situating Disability and Diversity: A Spatial Science Strategy**
   Discussed in this session is how contemporary spatial science can support the disability sector, practitioners, and clients. Spatial science methods and technologies can provide a sophisticated evidence-base for disability and diversity issues in a time of rapid change. (Hamish Robertson)

The New Brunswick Postsecondary Positive Mental Health Initiative
Room 304B: Wellness and Mental Health
Recent research has highlighted the importance of moving beyond a singular focus on mental illness to emphasize people’s strengths and their potential to pursue positive change. This initiative provides educators and students with approaches and practices for promoting and embedding psychological wellness within postsecondary environments. (Patricia Peterson & William Morrison)

Topical Presentations on Disability Studies: Yesterday, Today, and Tomorrow
Room 305A
1. **Being a D/deaf Woman in College is Hard, Being Black Just Adds: Complexities of Intersectionality**
   This presentation discusses a study using critical race theory and intersectionality. The study explores the "lived" experiences of Black D/deaf female college students and explores identity, individual agency, micro aggressions, and marginality on campus. (Reshawna Chapple)
2. **Teaching through Bodily Failure: The Autoethnography of a Fat, Disabled Kinesiology Professor**
   The presenter applies autoethnographic methods articulated by Ellis and Bochner (2000) to assess her experiences as a fat, disabled woman in kinesiology. She explores how fat and disability are socially constructed. Additionally, she demonstrates how autoethnography allows her to dismantle and create knowledge about fatness and disability. (Lauren Morimoto)

Topical Presentations on Accessible Worlds
Room 305B
1. **ACCESS FOR ALL: The Fusion of Universal Design for Learning and Diversity in Post-secondary Classrooms**
Universal Design for Learning offers a proactive pedagogical framework, responding to students with disabilities within the growing diversity of today’s colleges. A Quebec (Canada) initiative is underway among five post-secondary campuses, discovering facilitators and stressors of faculty in implementing Universal Design for Learning. (Roberta Thomson)

2. Services for the Inclusion of University Students at the Universita' degli Studi di Napoli Federico II
   The session presents the organization framework at SINAPSI University Centre for Disabilities at the University of Naples Federico II. Also reported are results about activities in the last ten years. (Alessandro Pepino)

From Managing to Mentoring: The Alabama Alliance for Students with Disabilities STEM (AASD-STEM) at Auburn University, Montgomery
Room 307A: Science, Technology, Engineering, and Mathematics (STEM)
This session describes components of the Alabama Alliance for Students with Disabilities STEM at Auburn University, Montgomery. Discussed is collaboration with Alliance partners, including Alabama State University. (Tamara Massey-Garrett, Keyonna Dailey & Chris Palmer)

Building an Inclusive Workplace
Room 307B: KEYNOTE: Living In(ter)dependently
For a description of this presentation, see "Keynote and Noted Speakers: Monday."
(Lou Orsline)

Topical Presentations on Accessible Worlds
Room 308A
1. Let Us Tell Your Story
   Individuals with high functioning autism see the world in pictures. They embrace rules obsessively and find the rigid lines of digital media as ‘obvious.’ Einstein Productions was opened in 2012 as a digital media career training center for adults with high-functioning autism. (Carole Burns & Jennifer Harpham)
2. Inclusive Education in Rural Cambodia: Building Empowerment and School Change through Photo Voice Methodology
   Through use of photo voice methodology, the presentation highlights the impact of participatory photography to meet needs of children and youth participating in school culture in rural Cambodia. Also discussed are youth voices and awareness programs to promote inclusive education initiatives. (Charlye Ramsey)

Topical Presentations on Changing the World: Advocacy in Action
Room 308B
1. Perspectives on Autism
   This presentation proposes to look at autism from a different perspective: shift attention from the deficits, and emphasize the positive aspects of autism. Real-life
examples illustrate how unique skills, strengths, and interests overcome difficulties and help persons with autism reach their full potential. (Aniko Burjan)

2. **What’s in a Name? Tension Between the Demands of Critical Theory and Wider Outreach**
   This session describes how the volume of users of disability services in higher education is growing dramatically, particularly for the proportion of students with invisible disabilities. Outreach is proving challenging when many students do not identify with the word “disability.” (Frederic Fovet)

**Diversity NOW! "Afternoon of a Faun," "Notes on Blindness" & "Timor Leste, A Love Story"**
Room 310 (2:30 pm - 4:50 pm)
For a description of these films, see "Diversity NOW! Mini Film Festival" in Special Event Section.

**3:45 pm – 4:15 pm: Topical Presentations**

**Getting Out and Moving Around: Barriers and Enablers for People with Disabilities in East Timor**
Room 301B: Human Rights
People with disabilities have actively promoted Timor Leste human rights in the field and leading by example despite limitations imposed by society in a developing country. This presentation considers the barriers and breakthroughs reported by East Timorese people with disabilities. (Jane Shamrock)

**Another Look at Ethics: As Minorities Become Majority**
Room 302A: Going Deeper with Diversity
This presentation explores relevance of codes of ethics of various helping professions as the demographics of American society continue to change. Described are the origins of these codes, along with some of the assumptions that may or may not be relevant to groups. (Paul Leung)

**Disability Studies in the Humanities of Taiwan’s Higher Education**
Room 302B: Disability Studies: Yesterday, Today, and Tomorrow
Humanities in Taiwan’s higher education have been silent on disability studies. This session examines factors contributing to the absence of disability studies in Taiwan and aims to integrate disability studies into the humanities of higher education in Taiwan. (Hsiao-yu Sun)

**New Directions in Assessing and Measuring Functioning and Disability**
Room 303A: Wellness and Mental Health
The Global Assessment of Functioning (GAF) scale to measure functioning has been a required component of a Diagnostic and Statistical Manual of Mental Disorders (DSM)
diagnosis for decades. The recent DSM-5 removed the GAF requirement. This presentation reviews new options of measuring functioning and quality of life. (Blake Beecher)

**Natural Partners: Disability Services and the Sustainability Movement**
Room 303B: Living In(ter)dependently
What is social sustainability? How do trends in the sustainability movement parallel trends in support service for persons with intellectual and developmental disabilities? This presentation links the work of disability advocacy to themes in social sustainability. (Molly Mayo)

**Open System Assessment as a Best Practice to Provide Equal Access to Healthcare for All**
Room 304A: Diversity, Disability & Public Health
Open System Assessment is used to reduce disparities in health and mental health services access for people with disabilities and ethnic/racial populations by identifying: (1) gaps in services, (2) strengths in programs, (3) opportunities for addressing needs, and (4) barriers to access. (Herbert Wong & Matthew Mock)

**Therapeutic Adventure: Paths to Consider**
Room 304B: Going Deeper with Diversity
Therapeutic Adventure offers an environment that facilitates lasting change. Discussed is the importance of providing young people with special needs the opportunity to perform in an appropriate context and develop their full potential. (Sebastien Rojo)

**Subcultural Body Modification Meets Disability: Rethinking Disability Politics**
Room 305A: Disability Studies: Yesterday, Today, and Tomorrow
Subcultural body modification, which is referred to as “intentional disability,” creates a space where disability studies can rethink what disability means. Intentional disability visually challenges the narrative of disability as tragedy, and engages with the reclaiming of medical tools. (Emily Gillespie)

**Parents of Children with Disabilities Transitioning to Adulthood: Perceptions on Current Practices**
Room 305B: ID and Transition to Postsecondary Education and Employment
This presentation reviews and explores current research literature on parents and family views of transition to adulthood, followed by a discussion focused on collecting parent perceptions of current transition practices. (Kathleen Haggith)

**The Impact of Stress in Accessing Mental and Behavioral Healthcare Services for Parents of Children on the Autism Spectrum**
Room 307A: Wellness and Mental Health
Parents of children on the autism spectrum experience higher levels of stress compared with parents of neurotypical children and, consequently, are more susceptible to
negative health and social outcomes (Dunn, Burbine, Bowers, & Tantleff-Dunn, 2001).
(Irina Zamora & Eliza Harley)

**An Ecological Approach to Understanding Barriers to Employment for Youth with Disabilities Compared to Their Typically Developing Peers**
Room 307B: Youth Rising
The purpose of this study is to explore the extent to which youth with physical disabilities encounter different barriers to finding employment compared with their typically developing peers. (Sally Lindsay)

**Teacher Education Service-Learning: Experiences with the Nuances of Difference & Diversity**
Room 308A: Teach for All
The session presents a study that informs teacher-educators about how service learning promotes beliefs, attitudes, and perspectives about difference and diversity, which may facilitate self-development and a transformative understanding of complex social issues and the potential for affecting change. (Karin Lewis)

**College & Career Readiness Schoolwide Framework**
Room 308B: Teach for All
How do we teach and assess skills and attributes necessary for college and career readiness? How do we ensure that every student has skills needed to achieve post-secondary goals? This presentation outlines a high school improvement framework being implemented in Arizona and Vermont. (Amy Gaumer Erickson & Pattie Noonan)

**SEAC: A Strong Connection between Families and Schools**
Room 309: Teach for All
IDEA requires each state to establish and maintain a Special Education Advisory Committee (SEAC) to advise officials in educating eligible children with disabilities. Presented are federal SEAC requirements, an outline for establishing a local SEAC, "dos" and "don'ts" of SEACs, and examples of changes made through local SEACs. (Antoinette Funk & Michele Sandy)

**Mathematics and Multilingual Learners: Transformative Learning through Professional Development for In-Service Teachers**
Room 317A: The Power of Words: Life, Language, and Learning
Six K-12 in-service teachers participating in a 15-week online, asynchronous, professional development course provide critical reflections and transformative learning experiences as they learn strategies focused on simultaneous language development and mathematics content instruction for English language learners. (Jennifer Holdway)

**Teaching Resources and Strategies for Working with Students Who Are Gifted and Talented**
Room 317B: Teach for All
Just as you adapt to needs of students with disabilities in your classroom, working with students who are gifted and talented requires modifications as well. Come explore resources and teaching strategies to help students who are gifted and talented in your classroom reach their potential. (Jan Ray & Pascale Pinner)

Identifying the Unique Needs of Deaf and Hard of Hearing Students and Offering an Integrative Model of Multiple Services to Improve Success
Room 318A: Youth Rising
Lack of coordinated services, coupled with the language barrier, is a major stumbling block to post-high school success for the deaf and hard of hearing. This population, having varied philosophies, struggles to be adequately served. A united approach in providing services is essential for their future success. (Terry Berryman & Kimberly Osmani)