Tuesday, May 20

8:00 am – 4:00 pm

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

Conversation Central
Room 313
For a description of the Institute, see “Conversation Central” in Special Events Section.

8:30 am – 9:30 am

Connecting with the Au'makua (Higher Self)
Room 301A: KEYNOTE: Resiliency, Relaxation, and Rejuvenation
For a description of this presentation, see "Keynote and Noted Speakers: Tuesday."
(Kealapono Richardson)

Innovative Programming across the Life Span for Individuals on the Autism Spectrum
Room 301B (8:30 am - 10:00 am): Living In(ter)dependently
For a description of this presentation, see "Workshops and Seminars: Tuesday."
(Sharon Kreder, Paula Aiesi, Joshua Lyons & Aaron Kaufman)

Social Supports for Students with Asperger Syndrome in Postsecondary Education
Room 302A: Youth Rising
More and more students with Asperger’s are graduating from high school with the ability to achieve at the postsecondary level. This discussion focuses on a program of accommodations for students with Asperger’s, addressing social and academic needs inside and outside the classroom. (Meribeth Jackson & Ann Heimann)

Resilience, Disability, and Climate Change: What Is the Role of Education?
Room 302B: KEYNOTE: The Social Good: Step into the Future
For a description of this presentation, see "Keynote and Noted Speakers: Tuesday."
(Kathryn Wayne)

Thinking through Improvement 3.0 - "IT Kit 3.0"
Room 303A: Teach for All
This session presents a case study utilizing an evidence-based training series to help teams use data to address Results Driven Accountability. Topics include best practices in using data analytics and visualization for improvement activities. Presenters also share
evaluation strategies to measure and ensure improved child/student outcomes. (Sandy Schmitz & Tri Tran)

Making Sense of Common Core: How Professionals Interpret the Implications for Special Education
Room 303B: Teach for All
On this panel, special education teachers, administrators, and professors from Hawai`i and the U.S. mainland discuss how Common Core State Standards may affect special education. (Dawn Witt & Tiina Itkonen)

Topical Presentations on ID and Transition to Postsecondary Education and Employment
Room 304A
1. Implementing a School-Wide Transition Assessment Process: One Student’s Journey
   Transition assessment has typically been seen as an individualized assessment process for students with disabilities. Through implementation of a school-wide multi-tiered assessment, one youth describes her transition process and the impact of transition assessment on her college and career aspirations. (Pattie Noonan & Amy Gaumer Erickson)

2. Postsecondary Access: What Mentors Gain from Partnering with College Students with an Intellectual Disability
   One means for providing support to college students with intellectual disabilities is through mentoring partnerships. At one university, reflections written by mentors over the past six years have been coded and analyzed to determine learning outcomes, providing insight for program development. (Melissa Jones)

Are There Preventable Deaths of People with Developmental Disabilities, and what is the Hawai`i Department of Health Doing About This?
Room 304B: Diversity, Disability & Public Health
The U.S. federal government encourages states to review deaths of people with intellectual and developmental disabilities who obtain state and federally supported services. This presentation describes the process used by the Hawai`i Department of Health, including data from fiscal year 2012 showing trends. (Jeffrey Okamoto, Mary Brogan & Aaron Arakaki)

Te Hunga Haua Mauri Mo Nga Tangata Katoa – Including All People: Sharing Cultural Diversity in Aotearoa
Room 305A: Human Rights/Regional Focus: Showcasing Capacity in the Pacific Region
The presentation focuses on the rights of Maori with disabilities to be included in communities and how inclusion can set the foundation for cultural diversity in Aotearoa. Also described are challenges, aspirations, and leadership for the people within the greater context of Te Ao Maori. (Auriole Ruka & Dairne Kirton)
Preserving Human Rights with Supported Decision-Making
Room 305B: Human Rights
Supported Decision-Making offers an alternative to help adults make their own
decisions and preserve legal rights. This presentation defines essential elements of
Supported Decision-Making and outlines issues to consider when helping people
exercise choice, maximum autonomy, and retention of rights. (Tina Campanella)

Topical Presentations on Early Childhood: Focus on South Korea
Room 307A
1. The Voice of Immigrant Mothers of Children with Disabilities in Korea
   This session describes experiences of multicultural families, especially married
   female immigrants, who have a child with a disability in Korea. Interviews were
   conducted with two sets of parents and six mothers of children with disabilities.
   Three main themes were derived from data. Implications are discussed. (Youngsun
   Lee, Yu-Hoa Seongok, Gum-Hee Kim & Kyung-Mi Chun)
2. A Study on the Relationship between Listening Ability and Language Development
   of Young Children
   This session reports on a study to identify the importance of listening ability in the
development of language of young children. (Seoungwoo Ahn)

A Contemporary View of Strategies for Optimal Employment Outcomes for Youth in
Transition
Room 307B: Research as an Engine for Social Change
This session highlights research from the Center on Transition to Employment to identify
strategies and circumstances that produce optimal career achievement. Discussed as
well is how these findings are being translated for practical application. (Kelli Crane &
Monica Simonsen)

Removing Barriers to Access for College Students on the Autism Spectrum
Room 308A: Accessible Worlds
We’ll explore barriers to college access for youth on the autism spectrum. The outcomes
of using a social justice model to go beyond ADA accommodations to provide services
and supports while removing economic and other access barriers will be examined.
Participants will take away concrete ideas for implementation. (Sara Gardner & Susan
Gjolmesli)

All We Need Is Love: Sexuality Norms for People with Intellectual Disabilities
Room 308B: DD & ID: Saying YES to Equality
This discussion of sexuality norms for intellectually disabled and developmentally
disabled persons focuses on dispelling common myths by exploring realities with best
practices tailored for all ages and levels of functioning. Included in the presentation are
personal safety and reduction of victimization. (Rick Tabor)
**Watching this Space: Exploration of Autism in Young Adult Literature**
Room 309: The Power of Words: Life, Language, and Learning
Presented is how 15 young adult literature books featuring autistic characters were analyzed according to the elements of plot, characterization, theme, setting, point of view, and literary style. The goal was to understand thematic conventions that contribute to the public's understanding of autism and disability. (Courtney Tsumoto & Rhonda Black)

**What’s Next for Disability Rights in the United States?**
Room 310: KEYNOTE: The Social Good: Step into the Future
For a description of this presentation, see "Keynote and Noted Speakers: Tuesday." (Andy Imparato)

**Advocacy on the Ground: Addressing Barriers for People with Mental Health Disabilities**
Room 317A (8:30 am - 10:30 am): Human Rights
For a description of this presentation, see "Workshops and Seminars: Tuesday." (Margaret Hall & Ruby Dhand)

**Hands-on Mathematics: How to Engage Middle and Secondary Students in Math**
Room 317B (8:30 am - 10:00 am): Science, Technology, Engineering & Mathematics (STEM)
For a description of this presentation, see "Workshops and Seminars: Tuesday." (Kiriko Takahashi, Hye Jin Park, Justin Toyofuku, Jerica Manoa, Jerrik Feliciano, & LJ Rayphand)

**Building Team Resiliency**
Room 318A (8:30 am - 10:00 am): Resiliency, Relaxation & Rejuvenation
For a description of this presentation, see "Workshops and Seminars: Tuesday." (Naomi Rombaoa Tanaka & Sue Mrazek)

9:45 am – 10:45 am

**Health Care – A Fundamental Human Right**
Room 301A: NOTED: Human Rights
For a description of this presentation, see "Keynote and Noted Speakers: Tuesday." (Patricia Welch Saleeby)

**Career Pathways for Youth with Disabilities: Transition from School to Work and Lifelong Learning**
Room 302A: Youth Rising
“Career Pathways” offers youth new vocational and educational choices. This session provides examples of promising practices, facilitates exchange of information and ideas.
among attendees, and shares career pathway resources from around the country and throughout the Pacific. (Linda Toms Barker & Kay Magill)

**HBCU Disability Consortium**
Room 302B: The Social Good: Step into the Future
This presentation describes the HBCU Disability Consortium, which addresses seven of the 2010 FIPSE invitation priorities. Focus is on low college matriculation, retention, and graduation rates for Black and African American students with disabilities, as well as the lack of research about this population. (Denize Stanton-Williams & Tranesha Christie)

**Topical Presentations on Teach for All/The Power of Words: Life, Language, and Learning**
Room 303A
1. **A Coach, a Teacher, a Student, and a Notebook Bring History Alive**
   This presentation includes discussion of how instructional coaching support led to the use of interactive notebooks in one local high school. Described are interactive notebooks and their use. Participants have the opportunity to begin their own interactive notebook with our help. (Kimberly Corbin & Shiloh Francis)

2. **Culturally Linguistically Responsive Teacher-Made Materials and Strategies for Diverse Students with Disabilities**
   This session describes effective strategies and culturally and linguistically responsive teacher-made curriculum materials that can be utilized with culturally and linguistically diverse students with disabilities. Participants can later develop their own culturally dynamic materials for their local communities, cultures, and languages. (Patricia Peterson)

**Topical Presentations on Living In(ter)dependently**
Room 303B
1. **Wisconsin Options in Long-Term Care**
   Wisconsin has been at the forefront of revamping long-term care for persons with disabilities. It's about choice! Family care, IRIS, Microbords, and LLC. Not decided behind a desk, it's an active process with the person with disabilities included! (Randi Johnson)

2. **Analysis and Recognition of Participating in Daily Routines of Individuals with Disabilities**
   This session reports on a study to investigate the actual condition and recognition of participating in daily routines of persons with disabilities and also the demographic variables that affect participating in daily routines. (Eunra Kim & Jae Kook Park)

**The Senior Internship Experience: How a College Program for Students with IDD Develops Meaningful Career Preparation Experiences**
Room 304A: ID and Transition to Postsecondary Education and Employment
This presentation describes how the Career Education Program at the College of New Jersey combines curriculum and career development activities to prepare students for
their senior internship experience. Particular attention is on developing relationships with community employers and using mentors as job coaches. (Rebecca Daley, Amy Schuler & Rick Blumberg)

CMIST and Cot-to-Cot: Identifying Needs of Diverse and Disability Communities in Emergency Care Shelters
Room 304B: Diversity, Disability & Public Health
The “Cot-to-Cot” process is an innovative public health model of relational care that affords populations in disaster shelters multiple opportunities to identify their support needs. Described are skills and a tool kit to help emergency planners, public health departments, and others plan for and support shelters. (Janice Springer & Mary Casey-Lockyer)

Mentoring and UDL in Virtual Environments for STEM Students with Disabilities
Room 305A: Science, Technology, Engineering & Mathematics (STEM)
This presentation summarizes activities and lessons learned during development of a virtual environment to support mentoring around STEM courses and careers. The presentation demonstrates mentoring in a virtual learning environment and discusses UDL features, barriers, and accommodations specific to post-secondary learners, and scalability for other populations and environments. (Maureen Linden & Robert Todd)

Topical Presentations on DD & ID: Saying YES to Equality
Room 305B
1. Concepts of Adulthood for Young People with Intellectual Disabilities: A Source of Tension
   Recent research finds that tension between disability service staff and families of young people with intellectual disability during the 'transition to adulthood' phase can be attributed to different conceptualizations of adulthood. The presentation looks at compatibility and incompatibility of conceptualizations. (Fiona Redgrove)
2. Enriching the Workforce with Ability
   Disability employment specialists from NOVA Employment discuss how to enhance the workplace by hiring people with a disability and promoting success. (Neena Sood & Nicole Willis)

Topical Presentation on Regional Focus: Showcasing Capacity in the Pacific and Asia Region: India
Room 307A
1. Community-Based Rehabilitation: CHAI's Intervention Programme across India
   This presentation focuses on the growing need of CBR in the Indian context. Highlighted is the disability intervention program of the Catholic Health Association of India, in practice since 1994. The program is focused on CBR initiatives and based on a partnership model. (Meena Karimi)
Topical Presentations on Research as an Engine for Social Change
Room 307B
1. **Research Academy: Mentoring Research for Social Change**
   Research Academy offers an effective model for mentoring efforts of emerging researchers as a mechanism for social change for marginalized populations. Presenters share logistics and analysis of action research data of the Academy. (Karin Lewis & Terry Overton)

2. **"What the Heck Does the Washing Machine Do?" Using Participant Experiences to Navigate Entological Conundrums**
   This session draws on the presenter’s doctoral study and seeks to explore the reality of acquired brain injury through use of participant experiences. This study is conducted through the lens of critical disability studies to question dominant practices in society. (Jonathan Harvey)

Topical Presentations on Accessible Worlds
Room 308A
1. **Best Practices for Post-Production and Emerging Forms of Audio Description**
   Accessible Media Inc. and the Canadian Association of Broadcasters recently completed the described video (audio description) best practices for the Canadian broadcasting industry, with support of the Canadian Radio-Television & Telecommunications Commission. (Robert Pearson)

2. **Investigating the Accessibility of Print Materials for Low-Income Parents of Students with Disabilities: A Readability Research Review**
   This session reports a study to understand how readability of print materials is disseminated to poor and low-income parents of students with disabilities affected parent ability to support their children. Discussed are results, implications, and suggestions specific to readability and accessibility. (Sarah Nagro)

Creating a Culture of Philanthropy in Disability Services
Room 308B: Changing the World: Advocacy in Action
This presentation reports on a study to investigate the happiness level of fathers of preschoolers with and without disabilities and the demographic variables that affect the perceived happiness level of fathers. (Karen Kalivoda & Sarah Kesler)

Project Uwao (Peacemakers)
Room 309 (9:45 am - 11:15 am)
For a description of this presentation, see "Workshops and Seminars: Tuesday." (Val Crabbe & Sara Banks)

Diversity NOW! "A Whole Lott More"
Room 310 (10:00 am - 10:55 am)
For a description of this film, see "Diversity NOW! Mini Film Festival" in Special Events Section.
11:00 am – 12:00 pm

The Third Wave: Toward a Future of Self-Determination, Dignity, Respect, and Opportunity
Room 301A: KEYNOTE: DD & ID: Saying YES to Equality
For a description of this presentation, see "Keynote and Noted Speakers: Tuesday."
(Michael Wehmeyer)

Going Deeper with Diversity: Understanding Privilege and Intersectionality
Room 301B: Going Deeper with Diversity
For a description of this presentation, see "Keynote and Noted Speakers: Tuesday."
(Sarina Saturn)

Topical Presentations on International Classification of Functioning, Disability and Health (ICF)
Room 302A
1. Self-Directed Care in Mental Health: Promoting Community Participation as a Medical Necessity in Supports for Adults who Experience Psychiatric Disabilities
   Self-directed care in mental health offers a revolutionary way to promote health by attending to all domains of the ICF. A self-directed care demonstration program sheds light on what should be considered “medically necessary” for people with psychiatric disabilities. Implications for delivery of mental health services are presented. (Mark Salzer)
2. Introducing the ICF-Based Communication Supports Inventory-Children & Youth
   Presented is a tool called “Communication Supports Inventory-Children & Youth,” created to help educational teams in developing appropriate IEP goals for students with complex communication needs. This new tool is based on the International Classification of Functioning. (Sandra Steiner)

Healing Pathways: An Innovative Strength-based Approach to Addressing Depression among Women with Disabilities
Room 302B: Wellness and Mental Health
Healing Pathways is a program for women with physical disabilities and depression. In this session, participants will gain an understanding of depression as well as increasing their tool-kit in how to support women who experience it.
(Elizabeth McNeff & Patricia Alvarez)

Topical Presentations on Teach for All
Room 303A
1. The Nature of Implementing Response to Intervention in Fourth Grade
   Presented is a mixed-method study describing implementation of Response-to-Intervention at fourth grade. Findings showed that general-education teachers, special-education teachers, and interventionists supported implementation of
Response-to-Intervention. The quantitative data showed that students did not fall further behind when they received interventions within this framework. (Maha ALSulaiman)

2. Rethinking the Provision of Special Education in the 21st Century with the Implementation of RtI Framework
   This session shares implementation of the RtI framework in eight schools as a strategy for improving student achievement of students with disabilities. The session shares lessons learned and how the improving the core instruction for all "improves the instruction of students with disabilities." (Nieves Flores)

Self-Determination for a Fulfilled Life
Room 303B: Living In(ter)dependently
Two self-advocates with developmental disabilities share information about how self-determination creates fulfilling lives for them. They also discuss how people can find a path to enrich their life. (Ellen Perry & Saif Khan)

Topical Presentations on ID and Transition to Postsecondary Education and Employment
Room 304A
1. Let’s Get to Work: A Compatibility Analysis Approach to Job Matching
   Job match is more successful when an employee’s skills and interests are a good fit with the environmental and physical demands of the job. Utilizing a compatibility analysis increases self-determination and enhances a proactive approach to employment. (Judi Goldston)

2. Work Begets Work: Making Integrated Employment a Reality
   Youth, parents, and teachers are often left wondering how to make integrated employment a reality. This highly interactive session highlights findings from two recent studies and discusses the strategies, skills, and experiences that facilitate a seamless transition to real work for real pay. (Monica Simonsen & Kelli Crane)

The Affordable Care Act and Insurance Options for People with Disabilities
Room 304B: Diversity, Disability & Public Health
Discussed is how special-needs planning helps evaluate public and private health insurance options, particularly in light of the many changes to health options for people with disabilities following the Affordable Care Act. (Scott Suzuki)

Topical Presentations on Disability Studies: Yesterday, Today, and Tomorrow
Room 305A
1. A Habitable Madness: Inclusion of Feminist Thought in the Development of Mad Theory
   This presentation draws on disability studies and feminist thought in theorizing models of madness. Feminist perspectives on disability honor the embodied nature of human experience. Mad studies must address the prevailing narratives of essential inferiority that devalue human diversity. (Casadi “Khaki” Marino)
2. **Time to Shine: Conversations with Special-Needs Cheerleading Communities about Gender and Sport**

The presenter details negotiations of gender and disability among members of special-needs cheerleading teams. Described are research methods used to interview the cheerleaders, as well the presenter’s “positionality” as a visibly nondisabled person conducting the research. (Rachael Shockey)

**The Search for Equality for People with an Intellectual Disability: A Case Study from Australia**

Room 305B: Human Rights

Through a recent decision from the highest courts in Australia, presenters explore whether anti-discrimination laws and the justice system can act as agents for social change. Described are challenges and opportunities in generating substantial systemic reforms that benefit people with disabilities. (Kairsty Wilson & Phillip Camela)

**Topical Presentations on Early Childhood**

Room 307A

1. **Learning Problems: How Can We Predict?**
   
   I will stress the importance of assessment to aid in early identification of preschool children who are at risk of later learning problems. Assessment will draw attention to their need for more special educational efforts than the general school population. (Amarpreet Gujral)

2. **The Communication Dictionary Questionnaire for Children with Limited Speech**

   This presentation reports on development of the Communication Dictionary Questionnaire and the research that underlies it. This assessment method systematically prompts the respondent about specific gestures and the reasons for communicating, thereby offering rich descriptions of a child’s nonverbal gestures. (Alexa Okrainec)

**Topical Presentations on Accessible Worlds**

Room 307B

1. **Measuring Accessible Journeys**

   To influence transport planners, we must partner with professionals, speaking their language. Counting pedestrians with disabilities is essential in benefit/cost analysis for transport planners when allocating resources. Numbers give a true measure of access barriers to participation. (Roger Loveless)

2. **Accessible Help: Your Personalized Guide Service**

   50% of the traveling public carry smartphones and as many as one in six travelers have impairments that require some type of accessible accommodation. It is of critical importance that they receive reliable and definitive information about the accessibility of their route as well as waypoints to guide them safely and reliably. (Gordon Fuller)
Topical Presentations on Accessible Worlds
Room 308A

1. **Experiences of Shopping: Constructions of Choice, Control, and Vulnerability in Retail Stores**
   This session examines disabled people’s experiences as customers, shopping for accessible ICTs in Lithuania and the UK, and sets them in the social and policy context of the European single market. (Ieva Eskyte)

2. **Tax Policy, Disability Studies, and Barriers to Full Participation in Society of People with Disabilities**
   Join presenters who describe how fiscal policies such as Canada’s disability tax credit can reduce costs of overcoming certain barriers. However, administrative and legal structures can create additional barriers. How can literature of disability studies help ensure that fiscal policies work towards full participation? (Tamara Larre)

Topical Presentation on Changing the World: Advocacy in Action
Room 308B

1. **My Story of Advocacy Leadership in Action**
   Women with disabilities are among the most marginalised populations. Empowerment comes through being heard as the major informants of our lives, when we tell our own stories and others learn from them. This session is the presenter's story as a systemic advocate. (Patricia Malowney)

Pedagogy of Aloha - Inclusive Education for All
Room 310: KEYNOTE: Teach for All/Research as An Engine for Social Change
For a description of this presentation, see "Keynote and Noted Speakers: Tuesday." (Ku Kahakalau)

My Friends Can Call Me “A Crip”-Do They? A Personal Perspective/Journey through Disability Studies – Past, Present, and Future
Room 317A: Disability Studies: Yesterday, Today, and Tomorrow
For a description of this presentation, see "Keynote and Noted Speakers: Tuesday." (Steven Brown)

Using Technology Enhances Accessibility for Struggling Students in Algebra
Room 317B: Science, Technology, Engineering & Mathematics (STEM)
By engaging in investigations from a new digital curriculum, participants will experience how technology is used to provide opportunities for students from diverse backgrounds to explore algebra. Together with problem solving, modeling, and student collaboration, dynamic spreadsheets and graphs make concepts accessible. (Judith Olson & Melfried Olson)

HELP! In the Midst of Taking Care of Others I Have Neglected Myself.....
Room 318A: Resiliency, Relaxation & Rejuvenation
“I am overworked, and I am mentally and physically exhausted, but yet I feel guilty about even daring to think of myself. Others need me you know!” If this sounds like you, then attend this session. Learn about the importance of putting yourself first before helping others. (Samantha Pang)

2:00 pm – 3:00 pm

Voices from the Inside
Room 301A (2:00 pm - 5:00 pm): Changing the World: Advocacy in Action
For a description of this presentation, see “Voices from the Inside” in Special Events Section.
(Prison Monologues Group)

Put on Your OCR Hat!
Room 301B (2:00 pm - 4:00 pm): The Social Good: Step into the Future
For a description of this presentation, see "Workshops and Seminars: Tuesday."
(Susan Mattison)

A Community Collaboration for Youth: iJobs Summer Work Experience Opening Doors to Employment
Room 302A: Youth Rising
A predictor of post-school success for youth with disabilities is having work experiences during high school. Presenters share iJobs, a community collaboration summer experience program, in which students learn soft skills and maintain competitive employment in their communities. (Kimberly Osmani & Larry Hartzell)

Proactive Teacher Strategies to Promote Student Engagement and Learning for Hard-to-Reach Students in Inclusive Settings
Room 302B: Teach for All
The purpose of this presentation is to outline proactive strategies and review teacher opinions regarding the usefulness of school-wide professional development. Teachers request training in classroom management strategies that prevent negative student behaviors and increase student participation in inclusive settings. (Sarah Nagro)

Reaching the 21st Century Library and Information Needs of All Students
Room 303A: Teach for All
This presentation, which provides professional development and resources for K-12 educators, librarians, and administrators, and is relevant to post-secondary educators, brings to light best practices for special and general educator collaboration with librarians in meeting the learning needs of students with disabilities. (William Myhill)

Inclusion as a Context and Approach for Promoting Acceptance, Diversity, and Success: Lessons from the U.S. and Macau
Room 303B: Teach for All
Inclusion is an ideology for guiding and providing equal opportunities and inclusive communities in schools and society. However, inclusion differs based on cultural and economic contexts. This session shares views of inclusive educational models in the U.S. and Macau that can provide and enhance educational opportunities for all. (Chun Zhang)

Problematizing Transition for Students with Intellectual Disabilities
Room 304A: ID and Transition to Postsecondary Education and Employment
University courses in transition often focus on the services available and completion of the IEP sections that relate to transition services. To “problematize” this approach, a layered case study helps teachers participate in an in-depth discussion of self-determination. (Jill Burkert)

Disability-Selective Abortion and the Americans with Disabilities Act
Room 304B: Diversity, Disability & Public Health
Did the Americans with Disabilities Act have the unintended effect of promoting abortions on the basis of disability? Did the ADA operate to prevent the very future of people that the law was designed to protect? This presentation helps answer these questions. (Dov Fox)

A Comparison of Student Attitudes at Two Separate Universities
Room 305A: Disability Studies: Yesterday, Today, and Tomorrow
The session describes a survey of students at a predominately white and a historically black college/university, comparing attitudes toward people with disabilities. The survey included the Disability Social Relationship Scale and the Attitudes towards Disabled Persons Scale. The study showed differences in student attitudes. (Jay Hedgpeth & Ira Neighbors)

Different Pathways towards an Inclusive Community
Room 305B: Human Rights
We have come to this place, at this time, to create and facilitate a new path towards a more inclusive community. Real inclusion comes only when individuals and communities look beyond a person’s differences and see their right to belong and pursue their life goals and dreams. (Mary Beth Durr)

Topical Presentation on Research as an Engine for Social Change
Room 307A
1. Predictors of Parenting Stress Among Mothers of Children with Autism in South Korea
This session reports on a study of the relationship between parenting stress and independent variables for mothers of children with autism in South Korea. Those variables included family social support, number of family members, family
composition, family monthly income, severity of the child’s autism, and the child's maladaptive behavior. (Ji Kyung Lee)

**Promoting Inclusive Childcare through a Quality Rating System and Incentives Program**
Room 307B: Early Childhood
This presentation provides an overview of the Idaho childcare program and the components that promote statewide, high quality, inclusive care and education for children with diverse needs. Highlighted are the QRIS system for inclusion, provider incentives, training curricula, and program assessment. (Julie Fodor, Brenda Ingalls & Melissa Crist)

**Topical Presentation on Accessible Worlds**
Room 308A
1. **Promising Results of Kurzweil 3000 Text-to-Speech Software in Improving Reading Skills of Struggling High School Students**
   The goal of Steppingstones: Phase 2 Text-to-Speech Study, a four-year empirical research study conducted by CDS, is to determine the effectiveness of the use of text-to-speech (TTS) software as an intervention for improving reading skills and academic performance of 9th grade students with reading difficulties. (Scott Bowditch, Kelly Roberts, Kiriko Takahashi, Hye Jin Park, Kendra Nip, LJ Rayphand, & Samantha Siscon)

**Find the Staff of Your Dreams**
Room 308B: Changing the World: Advocacy in Action
The presentation reports findings that people with disabilities who choose the people who work with them daily have fewer interruptions and maintain a healthier life-style. Stability in staff results in higher self-esteem and productivity. (Ellen Perry & Maria Guadagnoli-Closs)

**From Trauma to Hope: Teaching a New Ending**
Room 309 (2:00 pm - 4:00 pm): Resiliency, Relaxation & Rejuvenation
For a description of this presentation, see "Workshops and Seminars: Tuesday." (Patrick Camangian)

**Diversity NOW! "Drop In," "Fall to Rise"**
Room 310 (2:00 pm - 5:00 pm)
For a description of this film, see "Diversity NOW! Mini Film Festival" in Special Events Section.

**EmployAble: A Virtual Employment Center**
Room 317A (2:00 pm - 4:00 pm): Accessible Worlds
For a description of this presentation, see "Workshops and Seminars: Tuesday." (Megan Conway, Tom Conway & Steven Brown)
Pacific Alliance Project STEM Networking Session
Room 317B (2:00 pm - 5:00 pm)
For a description of this presentation, see "Pacific Alliance Project Presents" in Special Events Section.

Deafhood Allies
Room 318A (2:00 pm – 4:00 pm): Changing the World: Advocacy in Action
For a description of this presentation, see "Workshops and Seminars: Tuesday."
(Marvin Miller)

3:15 pm – 4:15 pm

Supporting our Military Service Members through Evidence-Based Research: Using the 7 Dimension Psychosocial Stress Inventory to Understand Human Complexity
Room 302A: Research as an Engine for Social Change
Our men and women in uniform are falling through the cracks when it comes to providing services. Is the 7 Dimension Psychosocial Stress Inventory a good measurement for deepening our understanding of the stressors of military life – historical and present experiences of abuse, drug use, mental health and so on? Can we really understand human complexity through a measurement tool? Yes, we can. Engage in a spirited and insightful conversation on this salient topic. (Aimee Henson)

The Implications of Photovoice: Teacher Reflections
Room 302B: The Social Good: Step into the Future
This presentation considers implications of Photovoice as an educational strategy through teacher reflections. Three themes emerged: 1) Photovoice enhances students’ learning and cultural sensitivity; 2) Photovoice motivates student participation in school; and 3) Photovoice may have positive influences beyond the classroom. (Amy Bossler & James Skouge)

New Trends in Technical Assistance: Using Technology to Increase Efficiency and Improve Child Outcomes
Room 303A: Teach for All
This presentation shares a distance-mentoring model used with teachers in rural schools in Idaho. Using iPads to capture video clips of children, and cloud-based electronic repositories like wikis, "TA can be provided to children with complex needs and their teachers and families." (Robin Greenfield)

Diagnostic Considerations of the Autism Spectrum
Room 307B: Research as an Engine for Social Change
Reviewed are two studies that include implications for practice. In one study, parent input for social behaviors increased diagnostic capability in Hispanic children. The other
study reviews new diagnostic criteria of the DSM-5. Case comparisons and video clips illustrate. (Terry Overton)

The Seven Habits of Highly Successful Dyslexics
Room 308B (3:15 pm - 4:45 pm): Changing the World: Advocacy in Action
What habits make a critical difference in the life of a person with dyslexia? Come and learn about these habits and establish an avenue to improve your own seven habits. (James Bauer)