LEARN FROM YESTERDAY

LIVE FOR TODAY

ENVISION TOMORROW

May 19 & 20, 2014: Honolulu, HI: Hawai‘i Convention Center

30th

Annual Pacific Rim International Conference on Disability and Diversity
With Relay Hawaii dialing 7-1-1 will connect you to a free service which allows effortless communication with people who are deaf, hard-of-hearing, speech-disabled, or hearing.

It is very simple to make a phone call. All you do is:

1) Dial 711** or use these toll-free numbers.

2) Give a relay operator the number of the person you are calling to.

3) Communicate while a relay operator relays messages between you and the caller.

For more information, please visit at www.relayhawaii.com

For any questions about the relay services or request for presentations, please feel free to contact LisaAnn Tom, Relay Program Manager
- relayhawaii@sprint.com
- 800-357-5168 (Voice)
- 866-835-8169 (TTY)
- 866-410-4256 (Fax)

* including
- deaf
- hard-of-hearing
- speech-disabled
- hearing callers

** Some office phone systems do not work with 7-1-1. The toll-free numbers are alternatives customized to callers' needs.
Aloha and Welcome!

MAY 19, 2014

The Faculty and staff of the Center on Disability Studies and the University of Hawai‘i at Manoa welcome you to the 30th Pacific Rim International Conference on Disability & Diversity. This year’s conference theme, “Learn from Yesterday, Live for Today, Envision Tomorrow”, reminds us of our history, as we seek to address the challenges of today, while at the same time preparing for the future. Building upon what we have learned, we continually need to create and expand spaces enabling persons with diverse needs to attain a quality of life they desire. Exclusion, inequality and homogeneity should not be tolerated. The challenges facing us can be solved with our continued commitment to research, advocacy and action.

This year’s conference, the 30th, includes topics, venues and events focused upon the needs of persons with diverse abilities such as developmental disabilities, mental health interests, and those seeking new knowledge to share with their partners. Numerous events surround the Pac Rim Conference this year, including the International Forum on the Human Rights of Persons with Disabilities, various cultural tours, Institutes, and workshops.

This 30th Anniversary of the Pacific Rim Conference is a significant milestone in the history of this event. The conference was initiated 30 years ago as a small gathering of professionals and advocates from around the United States seeking to generate new and innovative strategies to improve the quality of life of persons with special needs. Over the years the conference has grown significantly, and has taken many different forms, yet it has always adhered to the vision of learning from the past and bettering what we do today – all resulting in a better future. For myself, as the initiator of the event and as a co-chairperson over the past 30 years, I am very proud of the paths the conference has taken.

This year’s conference is also a milestone for me, as it will be my last conference representing the faculty and staff of the Center on Disability Studies as the Center Director and as the conference co-chairperson. At the end of this year I will retire from the University of Hawai‘i at Manoa and begin the process of initiating a new phase in life. Given the vast experience and expertise of the many faculty and staff within the Center on Disability Studies, I expect the conference to move forward in new and exciting directions. It is an honor to congratulate the many people who have contributed to this event over the years and to wish them the best as they continue to forward the vision of the Pacific Rim International Conference on Disability and Diversity. Please enjoy this exciting event.

Aloha,

ROBERT A. STODDEN, PH.D.
Director, Center on Disability Studies
Co-Chairperson, Pacific Rim Conference
## Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Director’s Message</td>
</tr>
<tr>
<td>3</td>
<td>Information for Participants</td>
</tr>
<tr>
<td>4/4</td>
<td>Luncheon Events</td>
</tr>
<tr>
<td>5/5</td>
<td>— Monday</td>
</tr>
<tr>
<td>5/5</td>
<td>— Tuesday</td>
</tr>
<tr>
<td>6</td>
<td>Poster Reception and Party</td>
</tr>
<tr>
<td>7</td>
<td>Map of Hawaii Convention Center</td>
</tr>
<tr>
<td>8</td>
<td>Conference Special Events</td>
</tr>
<tr>
<td>16</td>
<td>Conference Advertisers and Supporters</td>
</tr>
<tr>
<td>24</td>
<td>Conference Agenda</td>
</tr>
<tr>
<td>24/24</td>
<td>— Saturday, Sunday, and Monday</td>
</tr>
<tr>
<td>25/25</td>
<td>— Tuesday and Wednesday</td>
</tr>
<tr>
<td>26</td>
<td>Thematic Keynote and Noted Speakers</td>
</tr>
<tr>
<td>27/27</td>
<td>— Monday</td>
</tr>
<tr>
<td>40/40</td>
<td>— Tuesday</td>
</tr>
<tr>
<td>48</td>
<td>Workshops and Seminars</td>
</tr>
<tr>
<td>49/49</td>
<td>— Monday</td>
</tr>
<tr>
<td>59/59</td>
<td>— Tuesday</td>
</tr>
<tr>
<td>68</td>
<td>Concurrents and Topical Presentations</td>
</tr>
<tr>
<td>69/69</td>
<td>— Monday</td>
</tr>
<tr>
<td>92/92</td>
<td>— Tuesday</td>
</tr>
<tr>
<td>109</td>
<td>Poster Sessions and Reception</td>
</tr>
<tr>
<td>109/109</td>
<td>— Poster Sessions</td>
</tr>
<tr>
<td>121/121</td>
<td>— Map of Poster Room</td>
</tr>
<tr>
<td>122</td>
<td>Exhibitors</td>
</tr>
<tr>
<td>122/122</td>
<td>— Exhibitor List</td>
</tr>
<tr>
<td>125/125</td>
<td>— Map of Exhibitor Room</td>
</tr>
<tr>
<td>126</td>
<td>Author Biographies</td>
</tr>
<tr>
<td>150</td>
<td>Acknowledgements</td>
</tr>
</tbody>
</table>

**QUICK REFERENCE**

- **Floor Maps of Hawaii Convention Center, p. 7**
- **Poster Room, p. 121**
- **Exhibitor Room, p. 125**

**Daily Agendas**

p. 24-25
Information for Participants

Where to Go for Assistance:

The Accessibility/Hospitality Tables are located near Room 301B in the Registration area. Please visit these tables for:

- Alternative formats of conference materials
- Interpreters, assistive listening devices and other communication assistance
- Notetakers
- Location of accessible bathrooms, Guide Dog/Service Dog relief area, pool lift
- Orientation and mobility
- Accessible travel and recreation
- Reserved seating
- Other conference accommodations and disability-related needs

In Case of Emergency:

If you have a disability that would interfere with your ability to recognize or respond in the case of an emergency, such as fire, please be sure to contact the Accessibility Table to let them know of your specific emergency-related needs. If you have questions about the Convention Center’s evacuation procedures or emergencies for guests with disabilities, please dial 0 from any house phone located in the common areas and in each meeting room. There is also a first aid nurse at the Convention Center should you need any medical related service. Their office is located between Rooms 318B and 319A or you can dial 0.

Alternative Formats:

The Pac Rim Abridged Program, Keynote Speaker presentations and CDS publications are available in alternative formats such as Braille, large print and CD-ROM. When requested in advance, they are located at the Accessibility Table. Some additional copies are available on a first come basis. Alternative formats of CDS publications can be found or ordered at the CDS Products table in the conference foyer.

Reserved Seating:

If you require seating in the front of the ballroom for keynote presentations for reasons of accessibility, please look for a “reserved” sign that will be placed on one of the front tables. If you would like us to reserve seating for you for breakout sessions or mealtimes, please stop by the Accessibility Table at least 30 minutes before the session to submit a request for reserved seating.

Location of Accessible Bathrooms, and Guide Dog/Service Dog Relief Area:

Please visit the Accessibility Table to pick up a map or receive verbal directions on the location of accessible bathrooms, and the Guide Dog/Service Dog relief area.
Luncheon Event

Monday, May 19, 2014

Lunch on the Go

Buy some lunch with your coupons at the Convention Center’s concession stands and relax, meet new people, talk story, or visit the Catalyst Institute (in Room 312) during the lunch session. The Menu (in case you want to plan in advance) is provided at the right.

Hawai‘i Convention Center Concession Menu

» BEVERAGES

Coffee, Decaf and Teas ........................................ $2.75
Sodas, Juices, Bottled Water .............................. $2.75
Specialty Cold Beverages ................................ $3.75

» SNACK ITEMS

Assorted Whole Fresh Fruits ................................. $1.75
Fresh Fruit Bowl ................................................. $5.75
Yogurt Parfait ..................................................... $4.00
Assorted Candy Bars ......................................... $1.75
Assorted Chips .................................................... $1.75
Jumbo Cookie ..................................................... $2.75
Ben & Jerry’s Ice Cream Cups ......................... $3.00
Ben & Jerry’s Ice Cream Bars ......................... $4.00

» LUNCH ITEMS

Deli Sandwich (Ham, Turkey or Veggie) ............... $7.00
* Deli Sandwich Combo ................................ $11.25
Eisenberg All Beef Hot Dog ....................... $4.00
* Eisenberg Hot Dog Combo ....................... $8.25
Chef’s Selected Entree Salad ................. $7.25
Wok Tossed Noodles ...................................... $5.75
House Specialty Chicken Curry Bowl ........ $8.75
Plate Lunch Special of the Day ................. $7.75

* Combo meals consist of a bag of chips and a canned beverage.
Cash and Credit Card Sales

The Catalyst Institute is for YOU. Be sure to sign up for healings and massages early!

LUNCH FILM - 12:30 PM

Are you all talked out? Take your lunch and visit our film theatre in Room 310

A PLACE IN THE MIDDLE
(2014)

Educational Version (20 min) A Place in the Middle tells the story of a young girl who aspires to become the leader of her school’s all male hula troupe, and a teacher who uses traditional culture to empower her.
Luncheon Event

Tuesday, May 20, 2014

12:00 PM – 1:50 PM
A Splendid Buffet Feast, Get There Early. Please wear your conference badge to secure entrance

12:30 PM – 12:40 PM
POWHIRI – THE MĀORI WELCOME
Welcoming Remarks by Robert Stodden, Professor and Director, Center on Disability Studies, University of Hawai‘i, Manoa

12:40 PM – 12:50 PM
“We Believe” by Heeia Elementary School Student Council. Introduction by Sara Banks

12:50 PM – 1:05 PM
Award Presentations

1:05 PM – 1:50 PM
MASTER OF CEREMONIES
MANULANI ALULI MEYER

Manulani Aluli Meyer received her doctorate in education from Harvard University. She is currently the International Indigenous professor at Te Wananga o Aotearoa, a Maori university in New Zealand, after teaching at UH Hilo for 20 years. She is cofounder of Kaiao Garden at the Boys and Girls Club in Hilo and of Hoea Ea Food Sovereignty Youth Conferences. She is author of Ho‘oulu: Our Time of Becoming—Hawaiian Epistemology and Early Writings.

LUNCHTIME ENTERTAINMENT BY
Laurie Rubin and Paula Fuga

Mezzo-soprano Laurie Rubin has performed a number of operatic roles, including the title role in Rossini’s La Cenerentola, the lead role of Karen in Gordon Beeferman’s The Rat Land at New York City Opera’s VOX Festival, and Penelope in Monteverdi’s The Return of Ulysses at the Greenwich Music Festival. Ms. Rubin has also performed concerts of new music with The Chamber Music Society of Lincoln Center. In 2012 she published a memoir, Do You Dream in Color: Insights from a Girl without Sight, which is now a best-seller.

Many know Paula Fuga as the musician who tours with Jack Johnson or Mike Love. Or the musician who can make thousands of people weep with joy. Or the musician who gave every single person – and there were thousands - chicken skin at the Kokua Festival. Paula Fuga’s fingertips and soul are on fire and the Pacific Rim Conference is pleased to share her with you.

Exquisite vocals, powerful lyrics and gorgeous melodies have earned Paula widespread critical praise and an incredibly dedicated fan base. Paula Fuga is a musician on a mission. Though many play music for the platitudes or acclaim, Paula plays music for a culture, spreading the thoughtful and evocative voice of the Hawaiian people across the world. Not content to be merely a widely respected artist, Paula has taken on the mantle of cultural ambassador—using her talent as an instrument to help bring about positive social change within her islands and beyond.
Poster Reception and Party

Monday, May 19, 4:15 pm – 6:00 pm, Room 311 and on the Concourse

Please join us for our third annual poster reception and party. Mingle and talk with over 70 poster Presenters, eat some delicious foods or ‘grinds’ as we say in Hawai‘i and toast the party with a drink at the cash bar. And bring your dancing shoes to dance to Baby Boomer old time favorites and contemporary hits.

THE KAIMANA BAND

The Kaimana Band is a musical partnership formed by three veteran Hawai‘i musicians: Rodney Bejer (Bass and vocals), Eric Folk (Drums and percussion) and John Ornellas (Guitar and vocals). These versatile and dynamic musicians have performed or recorded with an A-list of Hawai‘i entertainers including Ho‘onua, BET, Amy Hanaialii Gilliom, Island Rhythms, Kapena, Honolulu, Eight O Eight, Henry Kapono and even Don Ho, as well as many, many others. The Kaimana Band capably handles a diverse song catalog ranging from traditional Hawaiian standards to the latest island music, classic R&B and popular top-40 songs. The band takes pride in its ability to provide the right music for nearly any occasion.
### Wheelchair Diaries: One Step Up
7:45am-8:15am (28 min.) [U.S.A] Captioned

*Wheelchair Diaries: One Step Up* is about Reid Davenport’s journey to investigate Europe's lack of accessibility after being discouraged from studying in Italy because he has cerebral palsy and uses a wheelchair. Along with his difficulties traveling throughout Europe, three Europeans with disabilities he meets share stories that put disability in a light rarely shone in the media.

**Presented and Directed:** Reid Davenport  
**Webpage:** [http://wheelchairdiaries.com](http://wheelchairdiaries.com)

### Salma
10:55am-12:25pm (89 min.) [India]

When Salma, a young Muslim girl in a south Indian village, was 13 years old, her family locked her up for 25 years, forbidding her to study and forcing her into marriage. During that time, words were Salma's salvation. Against the odds, Salma became the most famous Tamil poet: the first step to discovering her own freedom and challenging the traditions and code of conduct in her village.

**Directed By:** Kim Longinotto  
**Webpage:** [http://www.wmm.com/salma/](http://www.wmm.com/salma/)

### Afternoon of a Faun: Tanaquil Le Clercq
2:30pm-4:00pm (87 min.) [U.S.A]

Of all the great ballerinas, Tanaquil Le Clercq may have been the most transcendent. She became a muse to two of the greatest choreographers in dance, George Balanchine and Jerome Robbins. She eventually married Balanchine and Robbins created his famous version of *Afternoon of a Faun* for her. She had love, fame and was the foremost dancer until it all stopped and she was struck with polio.

**Directed By:** Nancy Buirski  
**Webpage:** [http://www.afternoonofafaun.com](http://www.afternoonofafaun.com)

### Notes on Blindness
4:00pm-4:15pm (13 min.) [Australia/U.K/U.S.A]

Shown in the Sundance Film Festival and featured in the New York Times. In 1983, after years of deteriorating vision, the writer and theologian John Hull lost the last traces of light sensation. For the next three years, he kept a diary on audio-cassette of his interior world of blindness.

**Directed By:** Peter Middleton  
**Webpage:** [http://www.notesonblindness.co.uk](http://www.notesonblindness.co.uk)
**Timor Leste: A Love Story**  
4:20pm-4:50pm (27min.) [New Zealand]

Joel Morais Fernandes lives in Timor Leste, one of the poorest countries in the world. After a motorbike accident left him a paraplegic, Joel became an advocate for others with a disability. When he met Australian and fellow humanitarian, Helen Nixon, his life was to change once again; after overcoming stigma and cultural differences the couple married at the end of 2013.

Presented By: Attitude Live  

---

**May 20\(^\text{th}\) At The Lili‘u Theater Room 310**

**A Whole Lott More**  
10:00am-11:00am (52min) [UK]

Lott Industries in Toledo, Ohio, employs more than 1200 workers, all with developmental disabilities. For decades the company excelled in assembling car parts. However, with the decline of the auto industry in neighboring Detroit, Lott is threatened with closure. “A Whole Lott More”, a documentary feature, follows Lott’s critical year from the perspectives of four unique and unforgettable characters.

Directed By: Victor Buhler  
Website: [http://awholelottmore.com](http://awholelottmore.com)

---

**Drop IN**  
2:00pm-3:30pm (65min.) [U.S.A]

Jeremy McGhee is a featured keynote at the Pac Rim Conference and will be available for a Q&A after the film is shown. This project was born out of Jeremy’s passion to enjoy this playground TODAY… because life is short… and his resolve to share it with the masses in hopes of stirring others to do the same. Join us as we travel the world doing what we love, and simply “Drop In” with Jeremy.

Directed By: Brad Tiemann and Alan Jacoby  
Website: [http://jeremymcghee.com](http://jeremymcghee.com)

---

**Fall To Rise**  
3:40pm-5:10pm (92min.) [U.S.A]

*Fall To Rise* follows Lauren Drake (Katherine Crockett), a famous principal dancer who is let go of her company after an injury. Feeling domesticity was forced upon her after the birth of her first child, Lauren realizes she must do whatever it takes to reclaim her identity as the company’s star.

Directed By: Jayce Bartok  
Website: [http://falltorisefilm.com](http://falltorisefilm.com)
The Catalyst Institute@Pacrim has been created just for you – a space to engage with yourself, with others, to learn new skills and different ways of being in the world. We need time to reflect on the present and we need a space to heal. This is your temporary space.

Now in its second year, the Institute will take place during both days of the conference. A wide range of sessions will be offered, including Zumba, lomilomi massage, yoga, Hawaiian healing modalities, meditation, aromatherapy, and much more. We hope you will take what you have learned from this Institute and have it serve as your Catalyst as you continue on your life journey.

This institute is free to all conference participants, and will take place from 8:00 a.m. - 4:00 p.m. on Monday and Tuesday.

**What You Can Expect**

Massages• Activities that engage your senses and heal your body to help you be more relaxed and energized, and have a renewed passion for life. • Activities where you can take a break and focus on your personal needs to feel inspired and better assist others. • Professionals who can help you see your full potential through spirituality, healing, and/or wellbeing. • A chance to explore different methods of healing, expression, and consciousness. • A safe space where you can get a break from your busy day-to-day schedule and transform yourself amidst all the chaos in the world today.

The Institute will be free of charge (small fees for massages) for conference attendees on both days of the 30th Annual Pacific Rim International Conference on Disability and Diversity, May 19 & 20, 2014.
The 3rd Annual Meet to LEAP for ELL Education Forum (Link Educators Across the Pacific)

Presented by current and future educators, this panel and roundtable forum engages K-12 teachers in expanding their knowledge about English language learners (ELLs) to build capacity for solutions. Learn about effective teaching strategies, foundational knowledge for working with ELLs, and quality professional development opportunities. The host NB-ELL Project (CDS, COE, UHM) offers courses on improving K-12 ELLs' literacy skills in math and science, with technology integration, to teachers in Hawaii, American Samoa, and the Marshall Islands free of charge via a U.S. D.O.E. grant. Instructors Caryl Hitchcock, Ph.D., and Cheryl Corbiell, M.C.S., emcee the forum.

Panel Strategies for Teaching New Language Learners

Academic Language for New Language Learners
Find out what academic language is and the recommendations for teaching it at the word, sentence, and discourse levels.
Betsy Gilliland, Ph.D., Assistant Professor, Second Language Studies, UHM

Writing in a Second Language
Explore language learner challenges and a framework to support language development through Common Core aligned writing instruction.
Caroline Torres, M.A., Instructor, Kapiolani Community College, UH

Strategies for Supporting ELLs in a Mathematics Classroom
Learn about the reflexive nature of utilizing and encouraging student language in developing mathematical understanding.
Seanyelle Yagi, M.Ed., State Formative Instruction Resource Teacher, Hawaii DOE

Image to Word - Word to Image: Drawing and Writing for ELLs
Discover Image to Word to Text, which integrates content subjects, technology, visual arts, and writing while focusing on an essential question for the topic.
Lori Phillips, Ed.D., Director of School Professional Development, PREL

Roundtables

Strand A: How to work with multilingual learners in K-12 schools
1. Sociolinguistics for Educators
2. Multilingual Methods and Materials

Presenters: Students in ESL-Endorsement Program, COE, UHM
- Tamara Smith, M.A. student
- Kierstan Sussman, M.Ed. student
- Mila Boucheva, B.Ed. student
- Yvonne Calvan, M.Ed.T. student

Strand B: Improving literacy skills in science and math for K-12 ELLs
1. Challenges and Solutions in Teaching Science
2. Incorporating Literature in Math: The Role of Culture
3. Using Technology to Improve Literacy for ELLs

Presenters: NB-ELL Project staff, CDS, COE, UHM
- Cheryl Corbiell, M.C.S.
- Jennifer Holdway, M.A.
- Lauren Nishimura, B.A.
- Mautumua Porotesano, M.Ed.
- Bhonna Gaspar, B.S., B.A.

LEAP Coordinator: Loryn Gum, M.Ed., loryn@hawaii.edu, 808-956-0443

Monday
May 19
1:00pm-3:30
p.m. Room 317A
CONVERSATION CENTRAL
A place for you to talk about
“THE RIGHT TO DECIDE”
MAY 20, 2014

SELF-ADVOCACY LEADERSHIP INSTITUTE
9AM-12PM
Learn how to be a leader!
Open to self-advocates.

PUBLIC FORUM
2PM-4PM
Roundtable Conversations
Participate in conversations that impact your life and community.

TOPICS

EMPLOYMENT
COMMUNITY
SELF-DETERMINATION

FREE & OPEN TO THE PUBLIC!

find us in room 313A @HAWAII CONVENTION CENTER
Thank you to our sponsor:
Questions??
email lauren.ho@hawaii.edu

the pacific rim international conference on disability & diversity
SPECIAL EVENT AT PACRIM CONFERENCE

VOICES FROM THE INSIDE

Tuesday May 20th, 2014 2:00pm-5:00pm
HAWAII CONVENTION CENTER

PLEASE JOIN THESE AMAZING WOMEN FOR AN AFTERNOON OF INSPIRATION AND TRANSFORMATION

Through sharing stories of pain, struggle, hope and transformation the spotlight is placed on a women’s pathway to prison and the complex nature of being involved in the Criminal Justice System.

This workshop not only TALKS ABOUT prison life, but includes poetry, inspirational testimonials and the realities of transitioning into the community.

Be a part of women supporting women through the power of the written word

Who are Voices from the Inside?

“Voices from the Inside” are women who are seeking justice, who have been involved in the creative writing classes at the Women’s Community Correctional Center, who rock with their poetry, who write with their soul and who spread the word to thousands of people

SPECIAL workshop for Pacific Rim attendees

contact prinfo@hawaii.edu for more information
Pacific Alliance Project presents
STEM Networking & Career Fair/Workshop

Tuesday, May 20, 2014 2:00 pm – 5:00 pm, Hawaii Convention Center

Students with disabilities who pursue postsecondary education face many unique challenges different than their peers without disabilities. During this session, participants will have opportunities to learn about professional networking and actually participate in a speed networking with STEM professionals, peers and various conference attendees at the Pacific Rim International Conference on Disability and Diversity

Join Pacific Alliance staff, Kelly Roberts, Kiriko Takahashi, Hye-jin Park, Lisa Uyehara, Genesis Leong, Samantha Siscon & Steve Brown, in what promises to be a great networking opportunity!

Who will attend? Pacific Alliance Communities of Practice members, Hawaii Stem Community members and organizations, *Pacific Alliance participants, graduating high school seniors, college students* and conference attendees (especially those who work with STEM students)

* Hawaii STEM organizations and companies! Want to increase your visibility in the community and tap into untapped talents? Participate in the networking fare and we will provide you with a Certificate of Participation, a free ¼ page advertisement in the Pacific Rim Program book (165 pages) and put your logo on our conference website.

** Participating Pacific Alliance college students will receive attendance to the Pacific Rim Conference and a stipend to cover participation and transportation. Be a part of an international conference featuring state of the art presentations, workshops and breakouts as well as a formal luncheon! Please email Genesis Leong for an application genesisl@hawaii.edu
This workshop is FREE at the Pacific Rim Conference

Thinking about how to create a better future for the Deaf and signing community?
Reframe our thoughts to understand what it means to be an Ally!

Who’s an Ally you ask?

Friends, Families,
Co-workers, Employers,
Service Providers

³ As allies, we will explore Deafness V.S Deafhood, Colonialism, and Audism, and the 5 Dimensions of Deafness.

Become better allies for the Deaf community.
"Help to build a more integrated community in Hawai‘i populated by a variety of bilingual people who use ASL on a daily basis"
NOAA IN THE PACIFIC REGION

In the Pacific, the National Oceanic and Atmospheric Administration (NOAA) employs over 700 staff located in 30 offices. Our area of responsibility stretches from the Hawaiian Archipelago to American Samoa, Guam and the Commonwealth of the Northern Mariana Islands, including four marine national monuments: Papahānaumokuākea; Rose Atoll; Marianas Trench and the Pacific Remote Islands. Each office has a distinct mission and all work together as One NOAA providing comprehensive information and resources for research and operations in our atmosphere and oceans in the Pacific.

Science, Service and Stewardship

• To understand and predict changes in climate, weather, oceans and coasts
• To share that knowledge and information with others
• To conserve and manage coastal and marine ecosystems and resources

NOAA has six integrated programs focused on FISH, OCEANS AND COASTS, SATELLITES, CLIMATE, SCIENTIFIC RESEARCH and the WEATHER. NOAA works in every state and territory and conducts research that reaches from the surface of the SUN to the depths of the OCEAN.

At NOAA, science is the foundation of everything we do.

NOAA is the Nation's premiere ocean and atmospheric science agency. Our researchers – marine biologists, oceanographers, meteorologists, geologists and more – constantly monitor, study and assess the environment. We use science to work with academia, state and local governments, and industry partners to develop new ways to apply this information to the problems and opportunities facing all Americans.

SCIENCE

At NOAA, our work is everyone’s business.

NOAA touches the lives of every American every day and works around the clock to keep families safe, property protected, communities thriving and businesses strong. Farmers, fishermen, teachers, doctors, ship captains, airline pilots, parents, commuters and countless others use information provided by NOAA every day. Through our services, NOAA provides great value to the Nation.

SERVICE

At NOAA, we help the public make informed environmental decisions.

NOAA’s information and data are a critical component of how people and businesses make daily decisions. NOAA uses its knowledge to protect people and the environment by restoring habitats and ecosystems, sustaining marine fisheries, protecting endangered marine species, conserving marine sanctuaries and other protected places, responding to environmental emergencies and aiding in disaster recovery.

STEWARDSHIP

Please recycle.
The Lime Lighter Music-Reading Solution

for Low Vision performers

The Lime Lighter lets people with low vision read print music with ease, clarity and comfort.

If any of the following applies to you, take a look at The Lime Lighter:

- I used to love to play the piano but I can’t any more since I can’t comfortably see the music on the music rack.
- I want to play in our school band, but I have to enlarge the sheet music so much that it falls off the music stand.
- I enjoy singing in our church choir and community chorus, but I struggle to see the music.

Relax with the Lime Lighter. Read the music with ease and clarity so that you can focus on the joy of music-making.

Features:

- Displays magnified print music notation.
- Advance or move back through the music on the screen using the foot pedal.
- Enlarges music from 1.25x to 10x original size.
- Markup your music on the screen with special stylus and save for later.
- Listen to music playback in tempo.
- Optionally use third-party magnification software to read text in program menus and dialogs.

For more information Go to: www.dancingdots.com/limelighter or
call Dancing Dots at 610-783-6692
Mahalo Nui Loa to our generous sponsors for supporting the Pacific Alliance Networking and Career Fair Event at the Pacific Rim International Conference on Disability and Diversity:

3-D Innovations
Dev League
Uminca
Oceanit
Leeward Community College
College of Engineering, University of Hawaii, Manoa

3D Academy promotes Science, Technology, Engineering, and Math (STEM) education programs that integrate 3D Technology into K–12, and university classrooms. Using hands-on and learning strategies, we provide students with opportunities to excel in the areas of STEM and to integrate industry applications into their experiences. Our core program uses 3D CAD and takes students through the entire design process (design, prototyping, manufacturing, etc.). Our STEM education programs provide opportunities to solve real-world design problems, engage with industry technology, and transform ideas into reality.
a PLACE IN THE MIDDLE tells the story of a young girl who aspires to become the leader of her school’s all male hula troupe, and a teacher who uses traditional culture to empower her. This short educational video will be accompanied by learning and activity guides suitable for grades K-12, and is ideal for teaching about:

- Gender
- Cultural diversity
- Hawaiian history

Coming in Fall 2014 at APLACEINTHEMIDDLE.ORG

A true life “Whale Rider”
~Huffington Post

KUMU HINA feature film

Imagine a world where a little boy can grow up to be the woman of his dreams, and a young girl can rise to become a leader of men.

KUMU HINA is a powerful feature documentary about the struggle to maintain Pacific Islander culture and values within the Westernized society of modern day Hawai‘i. It is told through the lens of Hina Wong-Kalu, an extraordinary Native Hawaiian who is both a proud and confident māhū, or transgender woman, and an honored and respected kumu, or teacher and cultural practitioner. Ideal for:

- Theatrical screenings
- Community events

Coming soon at KUMUHINA.COM

contact: Joe Wilson, qwavesjoe@yahoo.com
Autism Support Networks

Around the World!

Our goal is to raise awareness to the public about the existence of Asperger's Syndrome in the adult population. Understand the neurological condition and the ramifications on the “whole” family.

Websites and readings are available!

- [www.faaas.org](http://www.faaas.org)
- [www.theneurotypical.com](http://www.theneurotypical.com)
- [www.aspergerpartner.dk](http://www.aspergerpartner.dk)

Asperger’s Syndrome and Adults... Is anyone listening? Essays and Poems by Partners, Parents and Family Members of Adults with Asperger’s Syndrome

Collected by Karen E. Rodman, Jessica Kingsley Publishing

No Team Player... a neurotypical’s life married to a man with Autism Spectrum Disorder. By Judith Newton
The Association for Childhood Education International
Promoting and supporting the optimal education, development, and well-being of children worldwide.

ACEI is a member of the Global Partnership on Children with Disabilities and supports the ratification of treaties that support the education and well-being of all children, including the:
• Universal Declaration of Human Rights
• United Nations Convention on the Rights of the Child
• United Nations Convention on the Rights of Persons With Disabilities

Decade for Childhood, 2012-2022 • Global Summit on Childhood
Center for Education Diplomacy
visit us at www.acei.org

AUCD envisions a future...
in which everyone, including people living with developmental and other disabilities, are fully included, participating members of their communities.

Learn how AUCD member UCEDDs, LENDs, and IDDRCs work to achieve this vision at aucd.org.

AUCD UNLEASHED:
the POWER of engagement
November 9-12, 2014 • Washington, DC
Now available for educational use from
Kino Lorber EDU

“The ballet movie we’re currently swooning over.” — Marie Claire

She was the foremost dancer of her day until, at age 27, Tanaquil Le Clercq was struck down by polio and paralyzed. But rather than be a victim, hers is a story about the refusal to be conquered by disease. Decades before mainstream accommodations for the disabled, Le Clercq gradually took control of her life in a way few women of her day would’ve done. With great beauty and without sentimentality, Afternoon of a Faun provides a useful and inspiring model for how to avoid being defined by tragedy.

KINO LORBER edu

U.S. and Canada only!
For more information contact: www.kinolorberedu.com/faun
212 629 6880
Fax 212 714 0871
jtamblyn@kinolorber.com

$149 DVD for face-to-face classroom teaching
$349 DVD includes screenings for non-paying groups fewer than 100
$499 DVD includes streaming privileges from your own system or through Kanopy (see your librarian for details)
$599 DVD includes all rights listed above - classroom, screenings and streaming
The Hawai‘i State Council on Developmental Disabilities presents

Hawai‘i Self-Advocacy Advisory Council Leadership Summit

Monday, May 19, 2014
9:00 a.m. - 2:00 p.m.
Room 313A
Hawai‘i Convention Center

A statewide gathering of self-advocates to create and inspire

One Vision – One Voice
Supporting Advocacy, Independence, and Choice

919 Ala Moana Boulevard., #113
Honolulu, Hawai‘i 96814
(808) 586-8100 Fax (808) 586-7543
2014 Pacific Rim International Conference on Disability and Diversity

Conference Agenda

(Tentative and Subject to Change)

Saturday, May 17, 2014

8:30 am – 5:00 pm  International Forum on the Human Rights of Persons with Disabilities – Honolulu Room, Tapa Tower, Hilton Hawaiian Village

9:00 am – 1:30 pm  Iolani Palace Tour in downtown Honolulu (includes lunch at Brasserie Du Vin in Chinatown) Meet at Iolani at 8:45 am

3:00 pm – 5:00 pm  Early registration for 2014 Pacrim – Honolulu Room, Hilton Hawaiian Village

Sunday, May 18, 2014

4:00 pm – 9:30 pm  30th Pacific Rim Conference Anniversary Reception: Paradise Cove Lu‘au (includes pick-up and drop off at Hilton Hawaiian Village, meals and activities)

Monday, May 19, 2014

<table>
<thead>
<tr>
<th>7:00 am – 4:00 pm</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am – 4:45 pm</td>
<td>Wellness Programs and Activities at the Catalyst Institute (Room 313)</td>
</tr>
<tr>
<td>8:00 am – 5:00 pm</td>
<td>Private Functions: Self-Advocacy Summit, Early Childhood Nursing Institute</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continental Breakfast</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 am – 8:30 am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch and Networking</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 pm – 1:15 pm</td>
</tr>
</tbody>
</table>

Concurrent Thematic Keynotes, Noted Speakers, Breakouts and Topical Sessions:

<table>
<thead>
<tr>
<th>8:30 am – 9:30 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45 am – 10:45 am</td>
</tr>
<tr>
<td>11:00 am – 12:00 pm</td>
</tr>
<tr>
<td>1:15 pm – 2:15 pm</td>
</tr>
<tr>
<td>2:30 pm – 3:30 pm</td>
</tr>
</tbody>
</table>

Breaks:

<table>
<thead>
<tr>
<th>9:30 am – 9:45 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45 am – 11:00 am</td>
</tr>
<tr>
<td>2:15 pm – 2:30 pm</td>
</tr>
<tr>
<td>3:30 pm – 3:45 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3:45 pm – 4:15 pm</th>
<th>Topical Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:15 pm – 5:45 pm</td>
<td>Poster Reception and Party</td>
</tr>
</tbody>
</table>
Tuesday, May 20, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am – 12:00 pm</td>
<td><strong>Registration</strong></td>
</tr>
<tr>
<td>7:30 am – 4:45 pm</td>
<td><strong>Wellness Programs and Activities</strong> at the Catalyst Institute (Room 313)</td>
</tr>
<tr>
<td>8:00 am – 8:30 am</td>
<td><strong>Continental Breakfast</strong></td>
</tr>
<tr>
<td>8:30 am – 9:30 am</td>
<td><strong>Concurrent Thematic Keynotes, Noted Speakers, Breakouts and Topical Sessions:</strong></td>
</tr>
<tr>
<td>9:45 am – 10:45 am</td>
<td><strong>Concurrent Thematic Keynotes, Noted Speakers, Breakouts and Topical Sessions:</strong></td>
</tr>
<tr>
<td>11:00 am – 12:00 pm</td>
<td><strong>Concurrent Thematic Keynotes, Noted Speakers, Breakouts and Topical Sessions:</strong></td>
</tr>
<tr>
<td>2:45 pm – 3:00 pm</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>3:00 pm – 4:00 pm</td>
<td><strong>Concurrent Thematic Keynotes, Noted Speakers, Breakouts and Topical Sessions:</strong></td>
</tr>
<tr>
<td>12:00 pm – 1:50 pm</td>
<td><strong>Formal Lunch Program</strong></td>
</tr>
<tr>
<td>2:00 pm – 5:00 pm</td>
<td><strong>Special Community Workshops and Activities</strong></td>
</tr>
</tbody>
</table>

Wednesday, May 21, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 12:00 pm</td>
<td>International Classification of Functioning (ICF) Workshop – Honolulu Room, Tapa Tower, Hilton Hawaiian Village</td>
</tr>
<tr>
<td>1:00 pm – 5:00 pm</td>
<td>Honolulu Room, Tapa Tower, Hilton Hawaiian Village</td>
</tr>
</tbody>
</table>

* Note: Workshops, Seminars and special events throughout the two days
Thematic Keynote and Noted Speakers

2014 Pacific Rim International Conference on Disability and Diversity
Honolulu, Hawai’i
I am a former student of the real bullhorn and baseball bat toting icon from the film *Lean on Me*, Mr. Joe Louis Clark. After writing my dissertation on the legacy of Mr. Clark, I believe sharing the profound experiences that my classmates, teachers, administrators, and I had, was not just relevant to the conversation of the education system in America, it is a necessity if we want to effectively reshape the paradigm that has failed so many in the minority communities. I will discuss the impact his leadership had on his students, and those who worked at Paterson, New Jersey’s Eastside High School during his tenure and why his strategies worked.

**About the Speaker**

**DR. PINKY MILLER**, a native of Paterson, New Jersey, was educated through the public school system, attending Public School #24 and the famed Paterson Eastside High School. Eastside was depicted in the 1989 movie “Lean on Me,” in which Morgan Freeman portrayed the controversial principal, Mr. Joe Clark.

Dr. Pinky Miller is an author and motivational speaker. In her authentic and enlightening book *Life after Lean on Me*, she shares her life experiences and research by articulating the impact (good, bad, and indifferent) that Mr. Joe Clark made upon the students, teachers, and administration during his tenure at Eastside High School.

Dr. Miller has over eighteen years of experience working in higher education and has held positions as Hall Director/Academic Advisor, Area Coordinator, Assistant/Director of Residence Life & Housing, Assistant Dean of Students, and Vice President of Student Affairs. Dr. Miller loves working with college students, assisting them in times of crises, and helping guide them toward becoming successful citizens.

*Life after Lean on Me* can be found on Know-Our-Story.com as well as on Amazon.com, Kindle, Nook, and other fine booksellers.
Monday, May 19, 8:30 am–9:30 am, Room 301B

Charles Drum

Topic: Diversity, Disability & Public Health
Title: Disability and Public Health- Five Years Later

This presentation will discuss the continuing evolution of public health and disability in the five years since Disability and Public Health was published. A number of key areas will be examined, including the present state of state-based disability and public health programs, progress in developing and implementing a standardized set of questions that identify “people with disabilities” in population data systems, and the current state of health disparity research. Finally, emerging challenges facing disability and public health will be discussed, including the infusion approach to integrating disability into public health, how disability is seen through the chronic conditions lens, and the role of social, functional, and categorical approaches to disability in public health.

About the Speaker

Charles E. Drum, MPA, JD, PhD, is the director of the Institute on Disability / UCED and a professor of Health Management and Policy at the University of New Hampshire. Dr. Drum received his PhD from the Heller School for Social Policy at Brandeis University, his MPA and JD from the University of Oregon, and completed a post-doctoral research fellowship at the University of Illinois at Chicago. Dr. Drum is a widely regarded expert in disability and health issues, particularly in the areas of health disparities, health care access, and health promotion.

Among other accomplishments, Dr. Drum’s leadership resulted in the publication of the first textbook focusing on disability and public health, the first systematic scoping review of community-based health promotion programs for people with disabilities, the first national guidelines for community-based health promotion programs for people with disabilities, and the first valid and reliable tool for researchers and clinic managers to measure the usability of health clinics. He is the author of more than 70 articles, reports, and chapters on disability issues, and seven training curricula.
If you read the headlines, listen to the experts, or chat with your neighbors and friends, it is clear to you that our economic and social systems, which are inaccessible to people with disabilities, are failing almost everyone. As a society, we appear to be in dire need of new ideas to address global problems. We cannot tackle the greatest global risks, such as mounting disparity and lack of economic inclusion, without addressing the needs of the largest and fastest growing minority in the world. However, it may be that by addressing the exclusion of people with disabilities we develop innovative and disruptive strategies that help to break the vicious cycles ranked as one of our society’s greatest threats.

**About the Speaker**

**Jutta Treviranus** is the director of the Inclusive Design Research Centre (IDRC) and professor in the faculty of Design at OCAD University in Toronto (http://idrc.ocadu.ca). With its origins in the Adaptive Technology Resource Centre, which Jutta established in 1993, the IDRC is an internationally recognized center of expertise in the inclusive design of emerging information and communication technology and practices. Jutta also heads the Inclusive Design Institute, a multi-university regional centre of expertise (http://inclusive.design.ca).

Jutta founded and directs an innovative graduate program in inclusive design at OCAD University. Jutta is the co-director of Raising the Floor International. She leads many international multi-partner research networks that have created broadly implemented innovations that support inclusion e.g., Fluid Project (http://fluidproject.org), FLOE (http://floeproject.org), and many others.

Jutta and her team have pioneered network-supported personalization as an approach to accessibility in the digital domain as well as playing a leading role in developing accessibility legislation. Her most recent awards include the IEC 1906 Award, the Queen’s Diamond Jubilee Medal, and recognition as one of Canada’s top 45 over 45.
Disability and diversity present unique challenges to our hardwired nervous system and can shape our lives according to our decisions and deeds. Emotions brought about by difficult situations can impact our mental and physical health in a variety of ways. Resiliency, the ability to readily overcome challenges, can be cultivated by practicing prosocial behaviors – actions that benefit others – such as caregiving, cooperation, and altruism. Thus, individual flourishing can occur through tending to the well-being of others by influencing the experience of emotion in the body and the brain. Importantly, we can apply this knowledge towards living happier and healthier lives.

**About the Speaker**

**Sarina Saturn**, PhD, is an assistant professor of Psychology at Oregon State University. She was a postdoctoral scholar at Stanford University, under the guidance of Robert Sapolsky, where she investigated the role of stress hormones on the brain’s emotional circuitry. At the University of California, Berkeley, Saturn was a postdoctoral fellow in Dacher Keltner’s lab, and here she began her attempts to bridge neuroscience and social psychology. Her research investigates the biology underlying positive emotions; her goals are to illuminate the roots and development of social well-being. Saturn is an expert on the link between genetics and empathy, and is particularly focused on how oxytocin impacts social connections and behavior.

Her research has been featured in *The New York Times*, National Public Radio’s “Science Friday,” *Scientific American Mind*, and other high-profile national and international outlets. In 2012, she received the National Science Foundation Career Award, which is the foundation’s most prestigious award for new faculty members, designed to recognize and support the early career-development activities of academic leaders of the future.
Have you ever wondered why so many people, educators, and students fear and stereotype science, technology, engineering, and mathematics (STEM) education? Why is engineering ‘always’ considered one of the most difficult secondary education curricula at the university?

Maybe it’s time to abolish these fears and stereotypes...

This talk will try to answer several questions and will address myths about engineering and STEM education. It will use robotics and every day examples to clear up stereotypical difficulties in math, physics, and engineering. It will give you insight into utilizing engineering examples to create greater curiosity and interest in teachers and students in pursuing in-depth understanding in particular STEM topics. A hands-on project will be utilized to enhance these points.

About the Speaker

Dr. Song Choi received his BS, MS, & PhD in Mechanical Engineering from Worcester Polytechnic Institute, Carnegie Mellon University, and University of Hawai‘i at Mānoa, respectively. His specializations are in dynamics, controls, and robotics with emphasis on unmanned systems, automatic control systems, autonomous vehicle design, novel sensor systems, alternative/renewable power sources, and graphic monitoring systems for autonomous unmanned vehicles in hazardous, aerial, and underwater environments. He returned to Hawai‘i in 1991 and has been a professor and researcher in the Autonomous Systems Engineering, Department of Mechanical Engineering, and has published numerous papers in his areas of expertise. He has received numerous awards from federal, state, and county agencies, non-profit groups, universities, societies, and industry for his research, education, and community service. He has been the assistant dean for the College of Engineering since 2004.
This keynote will discuss the history of eugenics, deinstitutionalization, the fight for Section 504 and the ADA and other periods in disability history with an emphasis on how they have “set the stage” for the modern discussion of disability rights. The presenter will discuss emerging trends in disability rights advocacy, including the growing prominence of the ADA Generation, the shift to integrated employment and community integration in service-provision practice, and the need to facilitate broader cultural shifts in order to safeguard the future of disability rights.

**About the Speaker**

**Ari Ne’eman** is the president and co-founder of the Autistic Self Advocacy Network, an advocacy organization run by and for autistic adults seeking to increase the representation of autistic people across society. He is an autistic adult and a leading advocate in the neurodiversity and self-advocacy movements. In 2009, President Obama nominated Ari to the National Council on Disability, a federal agency charged with advising Congress and the President on disability policy issues. He was confirmed by the Senate in July 2010 and currently chairs the Council’s Entitlements Committee. Between 2010 and 2012, Ari chaired NCD’s Policy & Program Evaluation Committee. Ari worked to shut down the New York University Child Study Center’s “Ransom Notes” campaign and also led other successful disability community responses to offensive advertisements, including the response to the Autism Speaks “I am Autism” fundraising video. In his policy work, Ari has worked on a wide variety of disability rights related legislation relating to education, transition, employment, rights protection and other areas.
Since the beginning of cinema, audiences have been escaping into the lives and worlds of others. Few mediums match its power to enlighten and connect across cultural divides—whether of ethnicity, race, and faith or of class, gender and sexual identity, or yet of ability, age, size, and nationality. By engaging the emotions as well as the mind, moving pictures can be truly “moving” as they present—or misrepresent—diversity both onscreen and with film-goers. Yet what happens when the lights go up? Explore how film shapes cross-cultural attitudes and outcomes through a consideration of ten impactful fiction and documentary works.

Laura Blum is a curator, journalist, and producer based in Manhattan. Laura has curated numerous film series, including a critically acclaimed Czech film retrospective at the Film Society of Lincoln Center. She covers movies and art for the Grumbacher arts site thalo.com and writes a film blog at FilmFestivals.com. Her independent production credits include The Cry and Becoming Barack, and in her former position as head of film and TV development at Sony BMG Music Entertainment, she collaborated on music-themed documentaries from John Denver Remembered to P!nk in Europe. Laura co-edited the global bestseller Mating in Captivity, collaborated on the national bestseller The Thanksgiving Celebration and contributed to More Than a Movie: Ethics in Entertainment. She regularly speaks about film for universities, cinema clubs, and festivals, including Wesleyan University, Talk Cinema, and Cinema Arts Group.

In her early career as political analyst, she spent nearly a decade writing and reporting in the Middle East, North Africa and France, including positions as author and researcher with The Center for Strategic and International Studies, Harvard University’s Center for Middle Eastern Studies and The Hebrew University’s Truman Institute. Laura holds an MA in Middle Eastern and International Affairs from the Georgetown University School of Foreign Service and a BA in History and Art Design from Duke University. She is fluent in French, Spanish and Hebrew, and proficient in Arabic.
This keynote will discuss the following converging policy changes:

- **Section 503 of the Rehabilitation Act of 1973**, which requires employers (federal contractors) to take affirmative action to recruit, hire, promote, and retain persons with disabilities and prohibits discrimination in employment;

- The **Americans with Disabilities Act Amendments Act of 2008 (ADAAA)**, which emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA;

- **President Obama’s Executive Order** increasing the minimum wage;

- Best practices in workplace accommodation and the road map to inclusion.

---

**About the Speaker**

**LOUIS ORSLENE**, MPIA, MSW serves as the co-director of the Job Accommodation Network (JAN) as well as the fiscal officer for both JAN and the Disability Research Policy Center at West Virginia University. Previously, he served as JAN’s manager of Strategic Partnerships, a JAN Consultant with the Cognitive/Mental Health Team, and the assistant manager of Project RSVP, a Social Security Administration-funded return-to-work demonstration project.

In addition to providing leadership at JAN, Lou also facilitates JAN’s strategic planning process and works closely with outreach and education staff. He has also taken on the role of assisting other interested countries in replicating the JAN model. In this regard, he has worked with the governments of Colombia, Republic of Korea, and India. Elements of the JAN Model have been replicated in other countries, including England, Japan, and Australia among others.

Before joining JAN, Lou worked as a quality assurance and strategic planning consultant. He has also served as executive director of Life Management Consultants, an agency in Pennsylvania that provides residential, community, and employment-related services for people with disabilities.
Monday, May 19, 1:15 pm–2:15 pm, Room 301A

Bob Morgan

Topic: Living In(ter)dependently
Title: Interagency Collaboration in Transition of Youth with Disabilities from School to Adult Services

Collaboration between key agencies in transition planning, particularly special education and vocational rehabilitation, is a critical element for successful post-secondary outcomes of students with disabilities. This talk will discuss research-based recommendations to facilitate collaboration. Participants will be encouraged to offer input and recommendations for improving interagency collaboration. Adequate time will be reserved in the session to explore ways to apply research results in the practice of transition planning in special education and in the practice of VR counseling. Based on discussion of participants, the presenter will devise a “take home list” of recommendations to be emailed to presentation participants.

About the Speaker

BOB MORGAN is a professor at Utah State University in the Department of Special Education and Rehabilitation. He is co-director of the Institute for Inter-disciplinary Transition with Dr. Jared Schultz at Utah State, director of the Transition Specialization Program, and chair of the Severe Disabilities Teacher Training program. He co-chairs the EmployAbility Clinic, a program that receives referrals of “hard-to-place” young adults with significant disabilities from a regional Vocational Rehabilitation Office and seeks to place them into competitive, community employment. Dr. Morgan has co-authored three books, four book chapters, and over 90 peer-reviewed journal articles. His soon-to-be-published book, Transition from Special Education to Adulthood: Creating Pathways to Independence, co-authored with Dr. Tim Riesen and published by Guilford Press, is designed to serve as a comprehensive text on issues related to transition topics. He has served as principal investigator or project coordinator for 38 federal or state grants and has developed 13 educational products, including training programs for special education paraeducators and teachers.
When you make decisions (or non-decisions) based on your fear of change, failure, inconvenience, or experience of pain, your life becomes very mediocre, directed by this fear. When you stop making fear-based decisions, you begin to live an inspired life. Jeremy provokes you to do everything you have always wanted and to embrace the difficulty getting there by retelling his story of climbing and skiing Bloody Couloir, a menacing backcountry peak in the Eastern Sierras. After hearing his talk, be prepared to book that plane ticket, kiss that woman or man, spill your guts... because your last chance could be right now.

Jeremy Mcghee

About the Speaker

**Jeremy Mcghee** was your fun-loving, sporty thrill seeker, tough and fearless, the exact traits that would serve him so well when he would have to embrace a new life or die with his old one.

So there he lay, mangled from being hit by a car while driving his motorcycle. He was paralyzed and losing blood fast. He would later recount that the street, where he laid, felt so warm, almost inviting him to close his eyes and sleep awhile. It was as if death was seducing him, but Jeremy’s resilience kicked in and he decided to fight for his life.

He is no longer just a sporty thrill seeker, but a bright, inspiring author and speaker who has been a featured speaker at numerous events. Jeremy is a truly gifted individual who has taken his life to 'new heights'. He recently climbed a major backcountry peak, riddled with dangers, and then turned around to ski the steep pitch in his sitski. Every moment was caught on film and will be released as a feature length documentary in the fall 2013 (www.dropinproject.com). A born leader and go getter with solid resolve.

In a world where people live life filled with fear and excuses, Jeremy has found a way to inspire others to ‘unlock their minds’ and live. Appearing on TEDx, speaking at schools, and motivating professional sports teams, he is just getting started.
UNWTO Secretary-General Mr. Taleb Rifai recently described accessibility as a central element of any responsible and sustainable tourism policy. Accessibility is both a human rights imperative as well as an exceptional business opportunity. Accessible tourism does not only benefit persons with disabilities or special needs; it benefits us all.

This perspective on accessibility is a pivotal foundation from which to launch all efforts at understanding and addressing the lives and challenges of the more than 1 billion persons with disabilities worldwide. It encourages us to build upon the purely rights-based approach to addressing the needs of the disabled by recognizing accessibility as an investment in an inclusive and sustainable future.

The United Nations continues to take a lead role in promoting the rights of persons with disabilities. Much has been achieved since the entry into force of the United Nations Convention on the Rights of Persons with Disabilities, but much more can be done. We must encourage governments, public and private enterprises harnessing the limitless untapped opportunities available in addressing the needs of persons with disabilities and ensuring equitable social and economic opportunities for all.

About the Speaker

Daniela Bas was appointed Director of DESA’s Division for Social Policy and Development at the United Nations (UN) on 9 May 2011. Ms. Bas has worked for close to 10 years for the UN as a professional officer in social development and human rights, traveling around the world on behalf of the UN and also as a speaker at international conventions. She has also held a number of other significant assignments including as special adviser on “Fundamental Rights” for the former Vice President of the European Commission; as the Italian representative designated by the Presidency of the Council of Ministers on the topic “Tourism for All” to the European Commission; and as journalist and broadcaster for Italian Radio and TV.
At the age of 43, Jamal died on New Year’s Day 2014 after living much of his life with an intellectual and physical disability. This presentation will tell Jamal’s story and his family’s experiences of over 20 years in and out of hospitals and surgeries in Sydney, Australia. Using poetry and digital media, the presenter will take you on a journey of hope and despair where cultural diversity was used and misused to treat and mistreat the simple and the complex health needs, highlighting the good, the bad, and the ugly of health care of a young man whose name just so happened to mean ‘beautiful’.

About the Speaker

Omeima Sukkarieh has been working with diverse communities for over 20 years. After working with the Australian Human Rights Commission in the Race Discrimination Unit for many years, Omeima moved on to being manager and community development officer at the Auburn Community Development Network where she worked for 6 years to help build the capacity of diverse communities through arts, youth, community and cultural development, and environmental education programs.

In 2012, Omeima won the Greater Western Sydney ZEST Award for Outstanding Community Leadership and in 2012 was also recognized nationally by being selected as one of only four finalists for the NSW Local Hero Award as part of the Australian of the Year Awards. In 2013, Omeima was invited to the United States as part of the International Visitor Leadership Program. Omeima is also a human rights activist, poet, spoken word performer and artist, but her most important role was as carer for over 20 years of her older brother, Jamal, who had an intellectual and physical disability.
Ryan Masa
Topic: Early Childhood
Title: The Reading Brain

Humans were never born to read, which is why learning to read is one of the most complex and remarkable achievements in child development. Each child must construct their own reading circuit! Even more incredible, we usually require children to accomplish this neural reconfiguration act in only a few short years! What happens though, when a young child’s brain can’t learn to read easily? How can we provide better early intervention for these children? This talk reviews how the brain learns to read, why some children struggle learning to read, how to help with early identification, and best instructional practices.

About the Speaker

Ryan Masa, EdM, is the chief school officer and director of Education at the Hawaiian Educational Council. He also works as an adjunct professor at Chaminade University. Ryan previously worked at the Hawai‘i Association of Independent Schools. Prior to moving to Hawai‘i, Ryan served as a teacher, academic dean, and upper school co-Director at Lawrence School – an independent school for students with learning differences and attention deficits in grades 1-12. Ryan currently serves as the president for the Hawai‘i Branch of the International Dyslexia Association, and as a founding director for the Mālama Honua Learning Center public charter school. In July, Ryan will become the K-8 principal of Assets School in Honolulu. He holds a master’s degree from the Harvard University Mind, Brain, and Education program.
The disability advocacy movement is the latest “wave” in the history of disability movement, characterized by a focus on self-determination, dignity, respect, opportunity, and equality. This presentation will examine the three waves of the disability movement, exploring changes in how disability itself has been understood across these waves, and focusing on how changing understandings of disability and the lessons from history are changing the way that supports are provided to enable people with disability to live rich, full lives. The session will emphasize the importance of self-determination in this third wave of the disability movement.

About the Speaker

Michael Wehmeyer, PhD, is professor of Special Education; director of the Kansas University Center on Developmental Disabilities; and associate director of the Beach Center on Disability, all at the University of Kansas. Dr. Wehmeyer has directed federally funded projects totaling in excess of $27 million conducting research and model development pertaining to the education and support of youth and adults with intellectual and developmental disabilities. He is the author or co-author of more than 295 peer-reviewed journal articles or book chapters and has authored, co-authored, edited, or co-edited 32 books on disability and education-related issues, including issues pertaining to self-determination, positive psychology and disability, transition to adulthood, the education and inclusion of students with severe disabilities, and use of technology by people with cognitive disabilities.

Given the September 2013 Assessment Report from the International Panel on Climate Change (IPCC), over the next century our world will change in unprecedented and often catastrophic ways. Currently being experienced by many are weather extremes, food and water safety and availability, expansions infectious disease vectors, population migrations, and accompanying health problems. The primary people at risk from current manifestations of climate change consist mainly of the elderly, children, women, and those with disabilities.

In this talk, I will address – with varying emphases – the following: the state of the climate, vulnerable populations, views from disability scholars, the lack of disabled people in the discourse, and the role of education concerning climate discourse, persons with disabilities and other vulnerable groups.

Given all the above, what is the role of education? What issues are involved in that discussion? What values/ability expectations do we need to put forward? When can we expect this discussion to even take place?

---

**About the Speaker**

**Kathryn Ross Wayne** (Kate) is an associate professor at Western Washington University. While she teaches in a certification program emphasizing social justice and multicultural education, her research area best reflects her interdisciplinary background and approach. Her interests include literature, evolutionary biology, cognitive linguistics, environmental studies, and philosophy of technology. Kate brings many of these interests into her main focal area: climate change and its effect/s on arctic indigenous cultures and vulnerable populations, in general. She lived for half a year in Nuuk, Greenland, helping the Greenlandic Minister of Education establish the conceptual underpinnings for the new College of Education and Environment, which will be one of the main colleges in the recently consolidated University of Greenland.
Tuesday, May 20, 8:30 am–9:30 am, Room 310

Andy Imparato

Topic: The Social Good: Step into the Future/Human Rights
Title: What’s Next for Disability Rights in the United States?

About the Speaker

ANDY IMPARATO began work on September 30, 2013 as the executive director of the Association of University Centers on Disabilities (AUCD). The AUCD, located in Silver Spring, MD, promotes and supports a national network of interdisciplinary centers on disabilities. From 2010 until September 2013, Imparato served as Senior Counsel and Disability Policy Director for the U.S. Senate Committee on Health, Education Labor and Pensions, chaired by Senator Tom Harkin of Iowa. In this role he was Chairman Harkin’s principle adviser on disability issues.

From 1999-2010, Imparato served as president and chief executive officer of the American Association of People with Disabilities (AAPD), the largest cross-disability membership organization in the U.S. The AAPD’s mission is to organize the disability community to be a powerful force for political, economic and social change. Imparato, whose perspective is informed by his own experience with bipolar disorder, has more than two decades of experience in disability policy and advocacy.
Despite a growing commitment to equality and respect for diversity worldwide as a result of effective international rights movements, the reality is that many people continue to be denied rights including accessing health care services. As a result, people generally experience impairments and decreased functioning in the short or long-term, which in turn prevents full participation in their communities. For some, the outcome is fatal, but their situations are preventable. The United Nations Universal Declaration of Human Rights is supposed to guarantee human rights and political participation for all societal members regardless of their differences. Under Article 25, “Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care, and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.” Women, people with disabilities, ethnic minorities, people at or below poverty levels, those residing in rural communities, and others continue to face numerous barriers as a result of institutionalized and individualized discrimination. Consequently, they must deal with inequities in the health care system that translate to inadequate health care services and a lack of overall quality in health care.

**About the Speaker**

**Patricia Saleeby** holds an academic position at Southern Illinois University—Carbondale, School of Social Work. Her primary professional interests include disability and chronic conditions, health disparities, health and mental health policy and practice, and international health systems. Dr. Saleeby has more than 15 years of experience with the ICF as an educator, researcher, and practitioner. Dr. Saleeby was the appointed representative of the National Association of Social Workers to the development of the ICF Clinical Manual as well as a consultant for the American Psychological Association and the World Health Organization on ICF projects. She is a member of the WHO Functioning and Disability Research Group and the WHO Family of International Classification’s Education and Implementation Committee.
Title: Connecting with the Au'makua (Higher Self)

Explore an empowering perspective of wellness through the experiences of Kealapono. Seeing everyone as having access to their own infinite wisdom and capacity to heal, he finds great joy in offering tools to strengthen this connection in others. Mindfulness, the practice of intentionally bringing your awareness to the present moment without rumination or judgment, is used to strengthen this connection. When we mindfully observe our environment, our bodies, our thoughts, our feelings, etc., we gain the capacity to understand its nature and insight into dis-ease. Information gathered in this way is useful in processing resistance and dis-ease. Come participate in some of his favorite mindfulness practices that expand your awareness into this innate connection.

About the Speaker

Kealapono Richardson is a gatekeeper of balancing—holding space for others to explore their own unique expression and find personal alignment with their Au'makua (higher self). During his undergraduate studies at the University of Washington, he spent time with world-renowned psychologist and Zen master, Dr. Marsha M. Linehan Roshi. This experience opened him to the worldview of interconnectedness through mindfulness—attending to the present moment without judgment or rumination. He also began focusing on principles of holistic health by working closely with those in the field of Naturopathy, herbalism, bodywork, and acupuncture. His exploration continues as he’s currently learning principles of Taoist Chinese Medicine through Qigong, Hawaiian teachings through papa 'oli (chanting), energy mastery, and permaculture design. Through the use of healing techniques, artwork, dissemination of esoteric knowledge, and community involvement, he shares his experiences with the desire they will inspire others to explore the connection to their Au'makua, knowing that this exploration will lead to the empowerment of individuals becoming fully conscious leaders.
Diversity has been a buzz word in society for decades, yet many don’t reflect on what it entails in modern-day society. There are many unspoken biases and advantages that go unnoticed and ignored in many inclusion endeavors. By recognizing these veiled privileges, we can begin to work towards a climate of empathy and inclusion. Moreover, it is important to address intersectionality in systems of oppression in order to understand how identities interact within each person and the nuanced composition of discrimination and omission. This talk will discuss the current issues and barriers relevant to diversity and privilege in research, education, and outreach and ways to modify awareness, attitudes, and actions in order to recognize all of our voices.

**About the Speaker**

**Sarina Saturn**, PhD, is an assistant professor of psychology at Oregon State University. She was a postdoctoral scholar at Stanford University, under the guidance of Robert Sapolsky, where she investigated the role of stress hormones on the brain’s emotional circuitry. At the University of California, Berkeley, she was a postdoctoral fellow in Dacher Keltner’s lab, and here she began her attempts to bridge neuroscience and social psychology. Her research investigates the biology underlying positive emotions, and her goals are to illuminate the roots and development of social well-being. Saturn is an expert on the link between genetics and empathy, and is particularly focused on how oxytocin impacts social connections and behavior.

Her research has been featured in *The New York Times*, National Public Radio’s “Science Friday,” *Scientific American Mind*, and other high-profile national and international outlets. In 2012, she received the National Science Foundation Career Award, which is the foundation’s most prestigious award for new faculty members, designed to recognize and support the early career-development activities of academic leaders of the future.
Thematic Keynote and Noted Speakers: Tuesday

Tuesday, May 20, 11:00 am–12:00 pm, Room 310

Kū Kahakalau

Topic: Teach for All/Research as an Engine for Social Change
Title: Pedagogy of Aloha—Inclusive Education for All

Grounded in Hawaiian values, Pedagogy of Aloha advocates strong, caring relations among students, teachers, staff, parents and community, as everyone pools their strengths to assure that all students acquire local and global lifeskills and understand their responsibilities as 21st century citizens. As an inclusive, research-based model of education, Pedagogy of Aloha is project-, place- and community-native practices that teach universal truths, and promote island sustainability. Based on the notion that ancient is modern, native values inform instructional practices, place and community drive the curriculum, and traditional practices shape a rigorous assessment, evaluation and research agenda.

About the Speaker

Kū Kahakalau is a native Hawaiian educator, researcher, song-writer, and expert in Hawaiian language, history and culture. She is founder of Kū-A-Kanaka Indigenous Institute for Language and Culture. Dr. Kahakalau, her husband Nālei and their teenage daughters ‘I’inimaikalani and Polanimakamae, reside in Kukuhae, a small rural village directly above historic Waipiʻo Valley, on the Island of Hawaiʻi. The first person in the world to earn a PhD in Indigenous Education, Dr. Kahakalau is best known in educational circles as the designer of Pedagogy of Aloha, an innovative, values- and place-based, culturally-driven, academically rigorous way of education designed to prepare young Hawaiians for 21st century cultural steward- and global citizenship.

Over the past two decades, Dr. Kahakalau, together with dozens of educators and community supporters, has spearheaded the design, implementation and evaluation of a group of culturally-driven, family-oriented, community-based education programs. Collectively these programs have allowed thousands of learners of all ages to reach their highest potential in an atmosphere of aloha and mutual respect.

Dr. Kahakalau is also on the forefront of indigenous research worldwide, chairing the research committee of the Center for World Indigenous Studies, where she has been a board member since 2000. Since the mid-1990s, in collaboration with dozens of co-researchers, Dr. Kahakalau has directed a longitudinal Indigenous Heuristic Action Research project, which is measuring the impact of Hawaiian-focused education on native K-12 students, using a unique mixed research methodology designed by Dr. Kahakalau during her doctoral studies.
Jacobus tenBroek wrote a groundbreaking 1966 California Law Review essay “The Right to Live in the World.” Reading this essay recently, I realized how far disability rights have progressed in a short time. Disability Studies has benefitted from and played a central role in that evolution, yet, as Tom Shakespeare states, “If disability studies is to survive and grow, it needs to open up to new perspectives, rethink orthodoxies, engage with critiques, and generate new and better accounts of disabled people’s lives.” Using disability culture as a backdrop, this presentation will highlight past and present but will focus on exploring what the future of disability studies might entail.

**About the Speaker**

**Steven Brown**, PhD is a professor of disability studies at the Center on Disability Studies at the University of Hawai‘i, Mānoa. He is co-founder of the Institute on Disability Culture. He earned a 1981 doctorate in history at the University of Oklahoma.

Brown, is an individual with a disability and a family member of individuals with disabilities. He has published several books and monographs and more than 170 peer reviewed and other articles and monographs addressing disability studies, disability culture, and disability rights. He has presented over 200 keynote, peer-reviewed and other presentations, workshops, and poster sessions in the U.S. and internationally. Brown’s writings have been translated into several languages.

He serves as co-principal investigator for EmployAble: A World without Barriers, a Virtual Employment Orientation and Resource Center; site coordinator for the Pacific Alliance Partnership for the Windward side of O‘ahu and the Mentoring Coordinator for the project; a Core Faculty member in the Center on Disability Studies Disability and Diversity Studies program; and Media Reviews Editor for the *Review of Disability Studies: An International Journal*. 

---

**Steven Brown**

Topic: Disability Studies: Yesterday, Today, and Tomorrow

Title: My Friends Can Call Me “A Crip”–Do They?: A Personal Perspective/

Journey through Disability Studies-Past, Present, and Future
Workshops and Seminars

2014 Pacific Rim International Conference on Disability and Diversity
Honolulu, Hawai’i
Supporting Students on the Autism Spectrum in School Settings

Monday, May 19, 8:30 am – 12:00 pm, Room 317A

This interactive, hands-on workshop will provide participants with a roadmap for supporting students on the autism spectrum in inclusive settings. Participants will learn a comprehensive model to establish learning goals and to assess programs and students. Provided will be an overview of evidence-based practices that facilitate individual learning along with a description of core characteristics of autism. The workshop will focus on 7 domains of planning and intervention:

1) Learning Environment and Preventative Behavioral Supports
2) Assessment and IEP development
3) Curriculum and Instruction
4) Communication
5) Social Competence
6) Personal Independence, and
7) Teaming and Family Involvement

Video-based examples and individual student outcomes will be shared along with program evaluation data.

Learning Outcomes

Through the hands-on workshop, participants will learn:

1) characteristics of a comprehensive assessment and planning process for students on the autism spectrum
2) how to determine the quality of programs serving children with autism
3) several evidence-based practices and a process for determining the best interventions for individual students, and
4) on-going program monitoring and student progress

About the Workshop Leaders

**Julie Fodor** is the director of the Center on Disabilities and Human Development at the University of Idaho, where she is an associate professor in the College of Education and teaches in the special education graduate program. Dr. Fodor is the director of the state-wide Autism Supports Project, and is the principal investigator for IdahoSTARS, the child care resource and referral program. She serves on the Board of Directors of the Association of University Centers on Disabilities.

**Judi Hall** is working with the Autism Supports Project through the University of Idaho Center on Disabilities and Human Development. This program provides an on-site coaching model to build school capacity for implementing evidence-based practices. In addition, she provides services through her private consulting business, SUNRISE Educational Services.

**Renee Miner** is a coach for the Idaho Autism Project. She has a master’s degree in exceptional children from Northwest Nazarene University and is working on her doctorate in special education leadership.

**Barbara Broyles** is project coordinator for the Autism Supports Project at the University of Idaho Center on Disabilities and Human Development (CDHD). She is a member of the CDHD Business Team and has coordinated a variety of projects, including Positive Behavioral Supports, Even Start Family Literacy, and a Parents as Teachers program.
How to Build an Effective Common Cause Network: A Focus on Abuse Prevention

Monday, May 19, 8:30 am – 10:00 am, Room 317B

A network of persons with developmental disabilities and community allies can influence change and increase local and statewide coalitions. This ‘how-to’ interactive workshop provides background, tools, and strategies to create a common cause outcome-based coalition highlighting “abuse prevention” and leadership development.

Learning Outcomes

1) Understand a network organizing model
2) Learn application and strategies to apply the model to a specific common cause
3) Recognize need for supports and how to use them: facilitation, technology, plain language media/materials
4) Identify effective communication technologies to reach out to diverse communities

About the Workshop Leaders

Mark Starford directs the Board Resource Center, providing leadership development for persons with disabilities and agencies. He specializes in training, facilitation, and adapted media to increase participation in governance and informed decision-making across communities.

Molly Kennedy has been a disability rights advocate for 20 years. Her emphasis has been on healthcare rights, self-determination, and ensuring accessible information is available for underserved communities.
Community + Connection = Inclusion

Monday, May 19, 8:30 am – 10:00 am, Room 318A

In this 90-minute Seminar/Colloquium, participants will take away strategies for building community within their agency/program as well as their surrounding hometown communities. The panel will demonstrate - visually and descriptively - methods that have succeeded in including people with all levels of cognitive and physical challenges into viable community projects and activities.

Using a creative framework that we fondly call “April Madness,” this panel of professionals will share their experiences that have allowed our individuals to become active members of their respective communities, regardless of age or ability. We have accomplished a true sense of inclusion and are proud to have some of our volunteer partners such as the American Red Cross seeking us out when they have a need.

About the Seminar Leaders

**Paula Aiesi**, director of Community Connections, has worked in human services for over 30 years, beginning with TILL in 1989 as a recreational specialist. She has blended her ability to connect people with each other to finding interesting and creative community resources for optimal involvement.

**Darleen Adams** has been employed by TILL as a residential program manager for the last five years, and has worked with individuals with developmental disabilities for over 25 years. Her life’s passion is to provide care for people and experience new things with those she supports.

**Kingsley Brown**, residence manager, has worked in various positions within TILL for over 18 years as a teacher, trainer, and mentor. He empowers the people he supports so they can maximize their potential and achieve full, valued adult lives.
Back to the Future: Empowering Programs

Monday, May 19, 9:45 am – 11:45 am, Room 309

This two-hour workshop will focus upon the high school to adult transition of young persons with Intellectual Disabilities. Presenters will build upon the transition experiences of workshop participants while identifying quality indicators aligned with success in postsecondary education and employment settings. As youth with intellectual disabilities seek to meet their unique goals in life, those persons supporting their success will benefit from agreed-upon indicators that transcend programs and focus upon the successes leading to an improved quality of life.

**Learning Outcomes**

1) Introduction to concept mapping methodology
2) Identification of transition quality indicators
3) Introduction to program empowerment
4) Identification of unique program indicators

**About the Seminar Leaders**

**Frank Rusch** is known for research on self-instructional strategies, coworker and natural supports, benefit-cost analysis, and model program evaluation as well as his contributions to the conceptualization and implementation of supported employment and secondary transition services. He has also served as associate editor for numerous journals and has published over 200 books, chapters, and articles. Rusch is one of the most-cited social scientists in the country; he was identified as one of the 15 most productive researchers in the field worldwide.

Since 1987, **Robert Stodden** has served as the founding Director of the Center on Disability Studies (a University Center for Excellence) and professor of special education at the University of Hawai’i at Mānoa. Over the past 25 years, Dr. Stodden has served as principal investigator/director for more than 100 research and training projects focused upon improving the quality of life for all persons with disabilities.

**Melissa Jones** is a professor of special education at Northern Kentucky University. She is an advocate for creating inclusive communities at all levels, and a Co-Principal Investigator for the Kentucky Supported Higher Education Project (SHEP), which creates access for students with intellectual disabilities on college campuses and in college courses.
Social Justice and Historical Repair: The Promise of Transforming Health Systems to Address Disabilities and Cultural Accountability

Monday, May 19, 10:15 am – 11:45 am, Room 317B

As a nation of increasing cultural diversity, we are entering into a period of exciting health and mental health care transformation. The growth of cultural, ethnic, racial and, linguistic (CERL) communities invigorates service systems to integrate culturally recognized practices into health services, including behavioral and mental health treatment. Mental health disabilities have now become increasingly recognized.

Stigma, shame, experiences of service micro aggressions, social inequities, and disproportional ties have been documented as barriers to seeking help. Historical and social injustices have also contributed to cyclical trauma. The tide must be turned towards continuous social justice and culturally responsive practices for all, including communities with disabilities. Evidence-based practices are certainly important. Practice-based evidence, community defined evidence, and promising indigenous practices must also be considered with similar importance. The transformation our service systems including health, mental health, and education for our multicultural communities, remains critical.

Learning Outcomes

1) Identify additional cultural and ethnic community practices, specifically integrated healthcare and mental health, that are at the cutting-edge of future practices
2) Increase knowledge of specific barriers and challenges confronting cultural communities with mental health disabilities creating barriers in accessing services
3) Describe various models of effective collaborative practices between health professionals
4) Examine and increase understanding of evidence-based practices, practice-based evidence, promising and indigenous practices effective for use by and with cultural, ethnic, racial linguistic populations

About the Seminar Leader

Matthew Mock is professor of psychology at John F. Kennedy University in Pleasant Hill, Berkeley, and Campbell, California. He has a private clinical and consulting practice in Berkeley. Dr. Mock has a longstanding career in addressing mental health concerns in communities with a special emphasis on community mental health, multiculturalism and diversity, ethnic families, and cultural competence in service delivery. He was the director of the Family, Youth, Children’s and Multicultural Service, City of Berkeley Mental Health Division and the director for the Center of Multicultural Development with the California Institute for Mental Health. Dr. Mock received his master’s degree and PhD from the California School of Professional Psychology.
Inclusion Works! Using Family Governance to Increase Employment

Monday, May 19, 10:15 am – 11:45 am, Room 318A

Family Governance is an emerging model of support in which families pool participant-directed resources to support employment and community inclusion. This seminar will focus on InclusionWorks!, encompassing several family-governed groups created in Victoria, BC. The seminar will explore three main themes.

1) Family-Governance: This section will describe family-governance and explore the ways in which family-governed models of support empower self-advocates and families, promote individualization and community inclusion, and provide quality supports.

2) Customized Employment: This section will look at ways that family-governed groups can implement effective employment services for youth with developmental disabilities.

3) Self-Determination/Employment: This segment will consider how family-governed groups can create responsive employment and other supports in which self-advocates direct their own lives.

The seminar will end with a facilitated discussion on the potential of family-governance models, including ways in which family-governed groups might be created within different service systems.

Learning Outcomes

Audience members will gain knowledge on family-governed models of support, including how self-advocates and families control their support dollars and programming, values underpinning family-governance, ways family-governed groups can provide employment services by pooling and leveraging service funding.

About the Seminar Leaders

Catriona Johnson is a doctoral student, college instructor, and the parent lead for a family-governed group. She was a 2005 Kennedy Fellow with the U.S. Senate Finance Committee and, prior to moving to Canada, administered Maryland’s HCBS waivers.

Annette Borrows developed the Supported Employment Specialist series at Douglas College, chairs the team leading the BC Community Action Employment Plan, and is vice-president of the Canadian Association for Supported Employment which recently launched ‘Canadian Best Practices in Supported Employment.’

Linda Motchman is the parent of an InclusionWorks! Victoria participant. She also works one-on-one with people of diverse abilities.

Meliah Motchman and Asher Johnson-Dorman are self-advocate youth and members of InclusionWorks! Victoria and InclusionWorks! Saanich, family-governed groups in Victoria, BC.

Arlene Zuckernick is the parent lead for a family-governed group. A consultant, she has worked across Canada with more than 50 public, non-profit and private sector clients in planning, program design and implementation, as well as evaluation and monitoring.
Putting the ICF-CY into Practice

Monday, May 19, 1:15 pm – 3:15 pm, Room 309

This workshop will introduce the use of an age-specific code-set of the ICF-CY (International Classification of Functioning, Disability and Health - Version for Children and Youth, WHO) for children with disabilities; demonstrate and practice the use of the code-set with case-examples on video. You will be able to understand the benefits of working with a code-set of the ICF-CY to set goals for intervention, promote interdisciplinary collaboration and empower patients and parents.

Service providers (health, education, welfare) engaged in the habilitation process have varied disciplinary language, training and culture that all emphasize certain domains of patient’s functioning over others. However, adoption of the ICF allows that all members of a clinical team are motivated to improve their patient’s functioning within a common conceptual approach.

Based on the practical experience of the presenters teaching in numerous workshops given for early childhood educators and developmental pediatricians in Germany and Canada, the audience will be introduced briefly to one of the existing code-sets for children and youth and its use will be demonstrated and practiced on case examples with the attendees.

Learning Outcomes

Attendees will be able to describe a patient/client using the ICF language and identify relevant interactions between person and environment.

About the Workshop Leaders

Olaf Kraus de Camargo works as a developmental pediatrician and associate professor in the department of pediatrics at McMaster University. He is the director for Continuous Medical Education (CME) of the Department of Pediatrics at McMaster University and curates the Hamilton Pediatric News. Olaf is involved with the implementation of the International Classification of Functioning, Disability and Health (ICF) in neuro-rehabilitation and Early Intervention Centers in Germany. At McMaster University he is involved in introducing the ICF into education, clinical practice, and research.

Liane Simon is a special educator and systemic therapist. She is the chair of the Association for Interdisciplinary Early Intervention in northern Germany. Liane pioneered the use of the ICF for interdisciplinary case conferences in early intervention and is involved in implementing the ICF-CY into diagnostic procedures and goal setting in early intervention and developmental pediatrics and rehabilitation centers in Germany. She co-authored the first book in Germany about clinical applications of the ICF-CY and gives workshops on this topic several times each year.
Imagine: A New 20th Century Workplace Paradigm “Workplaces that Work”

Monday, May 19, 1:15 pm – 3:15 pm, Room 317B

Our workforce has changed! It’s not only multicultural but also multigenerational!

Each of these dimensions of change has brought about unexpected opportunities and obstacles for the workplace. This workshop highlights the role diversity plays in the 21st Century workplace environment. It seeks to expand the description of workplace diversity to include employees with disabilities as a category under workplace diversity. Understanding the correlation between diversity and disability is vital for successful management of diversity in the workplace. To achieve organizational goals required a foundational shift in mindset, management, and maneuvers.

The “SEED Formula” may be the solution. It is a proven and holistic system that is adaptable to all workforce populations and industries. If the SEED Formula is implemented as an on-going quality assurance tool it can provide an organization with a balanced portfolio of productivity, creativity, collaboration, and compliance. Although there are many diverse factors such as age, ethnicity, religion, sexual orientation, and disabilities within an organization, the missing element for organizational success is innovative management.

**Learning Outcomes**

1) Gain insight into what makes organizations with a diversified population work
2) Expand the definition of diversity in the workplace to understand the vital correlation between diversity and disability. A new description of workplace diversity will include employees with disabilities as a category under workplace diversity
3) Understand the 21st Century employee profile and how diversity issues can present opportunities and obstacles for an organization
4) Develop an action plan that utilizes the “SEED Formula” as a business tool for successful management of diversity factors (e.g., age, gender, ethnicity, religion, sexual orientation, and disabilities) in the workplace
5) Identify employers and employee’s rights in the organization/workplace that benefits a diversified workforce
6) Learn best practices to create healthy 21st Century workplace environments that are cost effective, promote diversity as an asset, and encourage continued growth among employers and employees

---

**About the Workshop Leader**

**Emma Deese-Owens** is a certified diversity trainer. As a caring professional, she has worked for 15 years in the capacity of a career coach/instructor, health advocate, and group facilitator.

Currently, Mrs. Owens serves as the Founder/Chief Executive Ambassador for The Living Artist Institute, Inc. located in Boston, MA, helping low-income, intergenerational families become empowered and competent through life skills education.
Restorative Justice for Youth: Improving Outcomes for Youth at Risk of Antisocial Behavior

Monday, May 19, 1:15 pm – 3:15 pm, Room 318A

This interactive workshop is for those dedicated to supporting and empowering youth who are at risk of dropping out of school and/or becoming involved in the criminal justice system. Learn how stressful situations, trauma, and a poor sense-of-self impairs physiological systems and affects learning and behavior. Participate in hands-on activities that account for youths’ lived experiences and value what they bring to school. Discover how to facilitate early-warning systems for detecting signs of distress and identifying factors that may trigger inappropriate or antisocial behavior. Explore novel approaches that foster a proactive, preventative, and strengths-based approach to re-engaging youth in school and restore their sense of hope for the future.

Learning Outcomes

1) Identify factors that contribute to youth engagement in high-risk behavior
2) Understand alternative frameworks that support youth who are at-risk of school failure and involvement in the criminal justice system
3) Apply a restorative justice model in home, school, and community

About the Workshop Leaders

**Pinky Miller** was educated through the public school system. She attended Paterson Eastside High School, depicted in the 1989 movie, *Lean on Me*. Dr. Miller received her MA degree in counseling and school guidance from Montclair State University and her PhD from Georgia State University. In her book, *Life After Lean on Me*, she shares her life experiences and research by articulating the impact that Mr. Joe Clark (the controversial principal played by Morgan Freeman in the film) had on the students, teachers, and administration during his tenure at Eastside High School. She is the executive producer of the forthcoming documentary, *Know Our Story*, which chronicles the successes and failures of Mr. Joe Clark’s kids. Dr. Miller has over eighteen years of experience working in higher education and is a proud member of Alpha Kappa Alpha Sorority Inc.

**Leslie Novosel** is an assistant professor in the department of special education and the Center for Disability Studies at the University of Hawai‘i. Concerned with issues of social justice and inclusive education, her research focuses on improving outcomes for youth with disabilities at risk of school failure. Dr. Novosel teaches undergraduate and graduate level courses in special education and inclusion, disability and culture, language and literacy, and grant development. She has collaborated with nationally recognized scholars and research scientists to implement school wide change models founded on inclusionary practices, positive behavioral supports, social and emotional learning, and evidence-based literacy practices.
Venue to the Experience: Strategies to Assist in Working with Individuals Who Experience Moderate or Severe Disabilities

Monday, May 19, 2:30 pm – 4:15 pm, Room 301A

When planning for the instructional needs of individuals with disabilities, we must recognize our responsibility as the “avenue to the experience” in making the learning/teaching criterion meaningful. This presentation will provide strategies to assist in the development, selection, and implementation of intervention techniques by providing the participants with “frameworks” to help in determining chronological age-appropriate activities that are purposeful and learner specific.

Learning Objectives

1) Identify “fueling agents” that may contribute to escalating behavior demonstrations
2) Better understand how the frontal lobe, amygdala, and myelination may affect human behavior
3) Demonstrate knowledge of specific strategies that enhance traditional instructional practices

About the Workshop Leader

Jo Mascorro is an independent consultant who provides training throughout the nation in areas specific to behavior intervention practices, communication strategies, parenting skills, and programming for students who experience severe/profound disabilities (birth-adult). She is a seasoned keynote and workshop leader and is author of the audio CD series, “Don’t Look Now, YOUR Behavior is Showing!” She is a trainer in behavior intervention and communication practices, community-based independent living, work training instruction, and parenting strategies.
Innovative Programming Across the Lifespan for Individuals on the Autism Spectrum

Tuesday, May 20, 8:30 am – 10:00 am, Room 301B

TILL’s experienced professionals will review clinical, support, behavioral and mental health services, social networking and augmented communication methods for individuals at various points on the Spectrum. Primary focus is that of new and innovative services across the person’s lifespan.

Learning Outcomes

Participants will receive an overview of innovative and integrated clinical and support programs designed promote independence and growth in individuals with disabilities including ASD across the lifespan. Participants will take away new ideas for methods of providing these services.

About the Seminar Leaders

Sharon Kreder is TILL’s vice president of Clinical and Support Services. Dr. Kreder’s life long career working as a clinician, supervisor and administrator has afforded her the expertise and opportunity to create quality accessible services for individuals facing cognitive, physical and/or mental health challenges.

Aaron Kaufman has extensive experience providing speech and language therapy to adults with intellectual and physical disabilities. He has developed and piloted TILL’s Adaptive Communication and Socialization program using iPad devices to augment communication across settings.

Joshua Lyons, TILL’s autism support manager, has worked with special needs students in classrooms, clinics, and home-based programs. He directs TILL’s Autism Support Center, which serves families in the metro Boston area.
Advocacy on the Ground: Addressing Barriers for People with Mental Health Disabilities

Tuesday, May 20, 8:30 am – 10:30 am, Room 317A

Join two human rights lawyers in an interactive session on reimagining justice and human rights for persons who are experiencing mental health challenges. People with mental health disabilities continue to be marginalized by society and law. They experience many barriers in accessing psycho-social resources, housing, legal representation, appropriate treatment, employment and other services across the life span. These barriers are further complicated when issues of race, culture, ethnicity, gender, class, disability and other intersecting social factors are involved.

As attorneys and community advocates, this workshop is inspired by our legal and community advocacy on behalf of people with mental health disabilities. This interactive workshop draws from empirical research to critique the United Nations Convention on the Rights of Persons with Disabilities, and legislation specific to Canada. Through narratives, we address the key themes of “resources” and “access” in case-studies addressing the following: 1) inclusive education, 2) law and aging 3) race, culture and intersecting identities and 4) civil and forensic mental health systems.

There must be adequate resources and meaningful access to these resources in order to address these barriers and actualize the human rights of people with mental health disabilities. Let’s be proactive together! We want to share best practices as well as learn from your experiences.

Learning Outcomes

1) Ability to use laws, tools and mechanisms to address barriers for people with mental health disabilities

2) Increased knowledge in interdisciplinary approaches to addressing barriers for people with mental health disabilities

3) A solid foundation for re-thinking/re-imagining the core concepts engaged in the workshop

About the Workshop Leaders

Ruby Dhand is an assistant professor in the faculty of law at Thompson Rivers University. She has been part of test-case litigation teams on major cases in disability law at the Supreme Court and Federal Court. She co-authored the *Halbury Laws of Canada for Mental Health Law* and has published articles in law journals such as the *Windsor Yearbook of Access to Justice*. At Thompson Rivers University, she teaches administrative law, health law, and human rights law.

Margaret Hall is assistant professor, faculty of law, Thompson Rivers University, British Columbia, Canada. Her current tort law research focuses on the intersection between public authority negligence and misfeasance in public office. She is affiliated with the Vulnerability and the Human Condition Initiative centered at Emory University in Atlanta as an affiliated global faculty member. She is also a fellow/research associate with the Centre for Research on Personhood in Dementia at the University of British Columbia.
Hands-on Mathematics: How to Engage Middle and Secondary Students in Math

Tuesday, May 20, 8:30 am – 10:00 am, Room 317B

Experience math learning the Ka Pilina way! Many students struggle in math because it is not meaningful to the context in which they live. In this interactive session, audience will learn math the fun way and learn how the Ka Pilina project is making a difference to 7-12th grade students’ math outcomes.

Ka Pilina, The Connection in Hawaiian, connects middle school and high school students to improved math concepts using technology, new teaching strategies, and to college mentors. Ka Pilina also connects students to mathematics concepts that incorporate local and Hawaiian culture, daily life skills and to other Science, Technology, Engineering and Mathematics (STEM) areas.

The goals of this project are to make math fun while strengthening students’ interest and skills and their ability to apply mathematics skills to other STEM areas. The results will help students become more successful in mathematics and her/his transition from middle school to high school, or high school to college.

Learning Outcomes

The audience will learn about the Ka Pilina project and its goals, methods of Hawaiian measurement and apply in measuring objects, Fibonacci numbers and how they can be found in nature, and understand how local context can be brought into learning mathematics.

About the Seminar Leaders

KIRIKO TAKAHASHI, an assistant specialist at the Center on Disabilities Studies at the University of Hawai’i, Mānoa, has her master’s in LD from Northwestern University and is currently pursuing her doctorate degree in exceptionalities. Her research interests include AT, culturally based education, and math.

HYE JIN PARK is an assistant professor at the University of Hawai’i, Center on Disability Studies. Participating in multiple projects at the CDS, Dr. Park has taken lead on evaluation and analysis of data on many projects.

LJ RAYPHAND, a native of Chuuk, Federated States of Micronesia, is a graduate student at the Department of Educational Technology at the University of Hawai’i at Mānoa.

JUSTIN TOYOFOKU is a junior specialist at the Center on Disability Studies. He master’s degree from the University of Hawai’i, Mānoa is in mathematics. He also teaches mathematics at Kapi’olani Community College.

JERRIK FELICIANO is a graduate research assistant with the Pathways to STEM and Ka Pilina project for the Center on Disability Studies. He is pursuing a master’s degree in mathematics at the University of Hawai’i, Mānoa.

JERICHA MĀNOA is a graduate research assistant with the Ka Pilina project for the Center on Disability Studies. She has an MA in second language studies (with specializations in language teaching and language assessment, measurement, and program evaluation) from the University of Hawai’i, Mānoa.
Building Team Resiliency

Tuesday, May 20, 8:30 am – 10:00 am, Room 318A

With awareness and openness, team leaders can utilize various practices to foster cohesive team relationships and maximize productivity. Strategic planning using Appreciative Inquiry allows members of any type of team to identify their common values and expectations of team behavioral, and works intentionally to help create a positive environment that fosters team work and success for all.

Learning Outcomes

Attendees will accomplish the following objectives:

1) Learn about Appreciative Inquiry, Mental Models, win-win solutions, and the natural cycle of organizations
2) Engage in hands-on exercises to help personalize and deepen understanding
3) Explore the concepts of team Mission, Vision, and Values
4) Gain tools to start strategic planning with own team

About the Seminar Leaders

**NAOMI ROMBAOA TANAKA** is a junior specialist faculty member at the University of Hawai‘i, Mānoa. She works as project coordinator of the Hawai‘i Preschool Positive Engagement Project for the Center on Disability Studies. She strives to be mindful of her team’s work culture and works intentionally to help create a positive environment that fosters team work and success for all.

**SUE NRAZER** is a junior specialist faculty member at the University of Hawai‘i, Mānoa. She works at the Center on Disability Studies as a full-time classroom coach on the Hawai‘i Preschool Positive Engagement Project, promoting positive interactions between adults and young children. She loves her job and work team.
Targeted audience: All youth, students, educators, community leaders, decision makers

This educational and experiential workshop is student-driven and lead by Gay, Straight Alliance (GSA) High School leaders in Hawai‘i’s schools.

Possibly everything you wanted to know about the experience of our LGBTQ (Lesbian, gay, bi-sexual, transgendered and questioning) youth but were afraid to ask will be explored in this workshop. Facilitated by High School GSA leaders and co-facilitated by Val Crabbe, ALU LIKE and Sara Ka’imipono Banks, videographer and educator for Center on Disability Studies.

About the Workshop Leaders

Val Crabbe is the executive director of ALU LIKE.

Sara Ka’imipono Banks is a videographer, faculty member and educator at the Center on Disability Studies at the University of Hawai‘i, Mānoa.

About GSA Hawai‘i

GSA Hawai‘i is a project of the Life Foundation and a state network member of GSA Network, a national youth leadership organization that connects school and community based Gay–Straight Alliances (GSAs) to each other and community resources through peer support, leadership development, and training.

We support young people in starting, strengthening, and sustaining GSAs and we build the capacity of GSAs to achieve the following goals:

- **Create** safe environments in schools for students to support each other and learn about homophobia, transphobia, and other oppressions
- **Educate** the school community about homophobia, transphobia, gender identity, and sexual orientation issues, and
- **Fight** discrimination, harassment, and violence in schools
Put On Your OCR Hat!

Tuesday, May 20, 2:00 pm – 4:00 pm, Room 301B

No matter their depth and breadth of experience, few individuals feel totally confident that they are in complete compliance with disability regulations.

Current and prospective college students, disability rights advocates, faculty and administrators in postsecondary education can all benefit from the “inside scoop” regarding how the Office for Civil Rights processes complaints it receives regarding discrimination on the basis of disability.

“Put on Your OCR Hat!” is a hands-on workshop that will arm college and university students and professionals with the inside knowledge of how the Office for Civil Rights evaluates, analyzes, and resolves complaints: During this interactive session, a discussion of the very latest post-secondary disability complaints filed with OCR nationwide will highlight current trends in disability issues and OCR’s decisions in light of the amended regulations.

Learning Outcomes

Workshop participants will become familiar with the following information:

1) OCR’s case resolution procedures
2) The most common current disability issues in higher education
3) The main legal analyses OCR uses in disability discrimination investigations:
   - Preponderance of the Evidence
   - Hostile Environment
   - Academic Adjustments/Auxiliary Aids Analysis
   - Prima Facie Case of Retaliation
   - Essential Elements

About the Workshop Leader

Susan Mattison attended North Texas State University, earning a BA in communications in human relations. She received her master’s in communications from Sul Ross State University.

She was lucky enough to pursue her passion for human rights through a 32-year career with the U.S. Department of Education Office for Civil Rights, where she became known as an expert in the area of disability compliance.

Immediately following her retirement from the federal government, she founded Number One Consulting, Inc., a company that offers comprehensive disability compliance services to educational institutions, vocational rehabilitation offices, city governments, special interest groups, and persons with disabilities.
**From Trauma to Hope: Teaching a New Ending**

Tuesday, May 20, 2:00 pm – 4:00 pm, Room 309

How do we connect with youth who have experienced difficulty and trauma in their lives?

What does cultural healing and cultural empowerment really look like?

How can I create an environment that transforms the lives of youth?

In this workshop, teachers, faculty, community advocates, and youth workers will learn tangible, powerful approaches and interventions that aim to achieve the following objectives:

1) Effectively understand the mental health, academic, and social problems facing indigenous and local youth
2) Make a significant, positive impact on the lives of youth dealing with the effects of complex and compounded trauma and cultural and historical trauma
3) Support youth through the process of “radical healing”
4) Change the system from within the system

---

**About the Workshop Leader**

**Patrick Camangian** is an assistant professor in the Department of Teacher Education at the University of San Francisco and has been an English teacher since 1999, continuing in the tradition of teacher-research, applying critical pedagogies in urban schools. Camangian began as an English teacher at Crenshaw High School in Los Angeles and continued teaching English at Fremont High School as part of the East Oakland Step to College program. He has collaborated with groups such as California’s People’s Education Movement, the Education for Liberation national network, and San Francisco’s Teachers 4 Social Justice.
**Employable: A Virtual Employment Center**

Tuesday, May 20, 2:00 pm – 4:00 pm, Room 317A

EmployAble is an innovative tool to meet employment challenges faced by people with disabilities. EmployAble uses Multi User Virtual Environments (MUVE), including Second Life, google sites, a website, and other virtual tools to focus on employment preparation, skill acquisition, and placement resources. There is an EmployAble site (street) on the Second Life virtual world.

The workshop will include an interactive demonstration of EmployAble and report on results from the first two years of the project. The EmployAble Virtual World consists of three main buildings for skill acquisition and resource development. They are:

1) Skill-Builder  
2) Access-Info, and  
3) Match-Maker

Included in these areas are:

- Training videos showing social interaction in the workplace. Simulations set-up in Second Life to practice and refine skills learned in training videos using avatars. Sessions recorded for evaluation and assessment
- Employer driven topics for training situations, using videos and practice situations
- Mentoring and role-modeling with successful individuals with disabilities available to discuss how they have navigated the employment world
- Job Boards and connections to virtual job fairs

---

**Learning Outcomes**

To understand what a MUVE is and how it may be applied in employment settings, and how a virtual employment center may be helpful for potential employees and employer and to discuss the need for alternative employment methods.

---

**About the Workshop Leaders**

**Tom Conway** is project director for EmployAble, a faculty member and the media coordinator for the Center on Disability Studies at the University of Hawaii, Mānoa. He is working on his PhD in educational technology.

**Megan A. Conway**, co-principal investigator of EmployAble, is also the principal investigator and managing editor for The Review of Disability Studies: An International Journal, a peer-reviewed disability studies journal. Dr. Conway teaches online graduate classes in the multidisciplinary disability and diversity studies certificate program at the University of Hawai‘i, Mānoa.

**Steven E. Brown**, principal investigator of EmployAble, is an individual with a disability, and professor and disability studies scholar of the Center on Disability Studies at the University of Hawai‘i, Mānoa. Dr. Brown is co-founder of the Institute on Disability Culture.
Pacific Alliance Project presents
STEM Networking and Career Fair

Tuesday, May 20, 2:00 pm – 5:00 pm, Room 317B

Students with disabilities who pursue postsecondary education face many unique challenges than peers without disabilities. The Pacific Alliance project aims to help out college participants gain networking experience through one-on-one opportunities with professionals and peers who attend the Conference.

Learning Outcomes

Our goal is to give our college participants an opportunity to work on networking skills, something many of them feel they are weak in and would like additional support getting. We intend to do this through one-on-one networking opportunities, as well as opportunities to attend sessions within the Conference where they can meet additional professionals and attendees they can network with. There will be an opportunity for participants to share experiences, challenges, solutions, and give feedback to this opportunity.

About the Facilitators

**Kelly Roberts** is a project director & associate professor, Center on Disability Studies at the University of Hawai‘i, Mānoa.

Dr. Roberts is the co-principal investigator on the Office of Postsecondary Education grants Innovative and Sustainable Teaching Methods and Strategies to Ensure that Students with Disabilities Receive a Quality Higher Education and Students with Disabilities as Diverse Learners. She is also director of the Center on Disability Studies Pacific Outreach Initiative.

**Lisa Uyehara** is an assistant specialist at the Center on Disability Studies of the University of Hawai‘i, Mānoa and is the project coordinator of the Pacific Alliance STEM project. Her areas of interest include indigenous populations and individuals with disabilities, sociocultural learning, universal design for learning, and native and disability rights.

**Kiriko Takahashi** is an assistant specialist at the Center on Disabilities Studies at the University of Hawai‘i, Mānoa. Her master’s degree is in LD from Northwestern University. She is pursuing her doctorate degree in exceptionalities. Her research interests include AT, culturally based education, and math.

**Hye Jin Park** is an assistant professor at the Center on Disabilities Studies at the University of Hawai‘i, Mānoa. Dr. Park participates in multiple projects at the Center and has taken the lead on evaluation and analysis of data on many projects.

**Genesis Leong** works at the Center on Disabilities Studies at the University of Hawai‘i, Mānoa in a variety of capacities, including working with high school students. Multi-skilled, she has worked an events coordinator and professional networker. Most recently, she directed the 2013 TedX Honolulu event.
Concurrents and Topical Presentations

2014 Pacific Rim International Conference on Disability and Diversity
Honolulu, Hawaiʻi
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.

8:30 am – 9:30 am

» TEACH FOR ALL

Know Our Story:
Life after ‘Lean on Me’

Presented by Pinky Miller
Room 301A

For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

8:00 am – 5:00 pm

Disability and Public Health: Five Years Later

Presented by Charles Drum
Room 301B

For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

Catalyst Institute: Relax, Renewal, Recharge

Room 312

For a description of the Institute, see “Catalyst Institute” in Special Events Section.
WELLNESS AND MENTAL HEALTH

Healing the Hurt: Using Trauma, Grief, and Pain to Fuel a Life of Service
Presented by Rosa McAllister
Room 302A

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.

RESILIENCY, RELAXATION, AND REJUVENATION

Tools to Embark on a Wholehearted Life: Rejuvenate with Brené Brown’s Insights
Presented by Susan Mrazek
Room 302B

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.

THE SOCIAL GOOD: STEP INTO THE FUTURE

Young Adults with Asperger’s in the Workplace: Effective Methods, Techniques, and Practices for Professionals and Practitioners
Presented by Rob Crawford
Room 303A

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.

TEACH FOR ALL

Lessons Learned: Three Years of Hawaiian Public School Writing Program Successes
Presented by Norma Jean Stoddenn, Heather DeWoody, Kimberly Corbin, Martha Guinan, Elsie Ryder, Sharla Kaeo & Dax Garcia
Room 303B

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.

REGIONAL FOCUS: SHOWCASING CAPACITY IN THE PACIFIC AND ASIA REGION

Defining Special Needs Students in the Pacific Island Region
Presented by Richard Fee
Room 304A

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.
A Day in the Life of a Postsecondary Student: Coordinating Supports

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.

Leveraging People with Disabilities in Today’s Workforce

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.

Learning The Ropes... by Climbing Them!

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.

Issues of Gender in Early Intervention and Early Childhood Special Education

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.

Current Trends and Future Directions in Special Education and Rehabilitation Research

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.

Supporting Postsecondary Students with Disabilities through Critical Junctures in 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.

» **EARLY CHILDHOOD**

**Challenging Communication: Professional and Parent Perspectives**

Presented by Diane Goyette
Room 308B

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.

» **YOUTH RISING**

**A Bridge Model for Retaining College Students with Disabilities**

Presented by Overtoun Jenda, Mohammed Qazi & Brittany McCullough
Room 309

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.

» **ACCESSIBLE WORLDS**

**Don’t Catch Up, Lead!**

Presented by Jutta Treviranus
Room 310

For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» **TEACH FOR ALL**

**Supporting Students on the Autism Spectrum in School Settings**

Presented by Julie Fodor, Judi Hall, Renee Miner & Barbara Broyles
Room 317A (8:30 AM-12:00 PM)

For a description of this presentation, see “Workshops and Seminars: Monday.”

» **CHANGING THE WORLD: ADVOCACY IN ACTION**

**How to Build an Effective Common Cause Network: Focus on Abuse Prevention**

Presented by Mark Starford & Molly Kennedy
Room 317B (8:30 AM-10:00 AM)

For a description of this presentation, see “Workshops and Seminars: Monday.”

» **RESILIENCY, RELAXATION AND REJUVENATION**

**Community + Connection = Inclusion**

Presented by Paula Aiesi, Kingsley Brown & Darleen Adams
Room 318A (8:30 AM-10:00 AM)

For a description of this presentation, see “Workshops and Seminars: Monday.”
9:45 am – 10:45 am

» RESILIENCY, RELAXATION, AND REJUVENATION

Obstacles and Catalysts for Resiliency: Lessons from the Brain–Body Connection

Presented by Sarina Saturn
Room 301A

For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

Demystifying STEM Education: Removing the Fears and Stereotypes in STEM!!!

Presented by Song Choi
Room 301B

For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

TOPICAL PRESENTATIONS ON
Science, Technology, Engineering, and Mathematics (STEM)

Room 302B

1. Using Engineering Challenges to Engage Diverse Learners in the Middle School Classroom

Presented by Pascale Pinner & Jan Ray

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.

2. Partnerships for Access & Opportunity

Presented by Ericka Reid

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.

TOPICAL PRESENTATIONS ON
Going Deeper with Diversity

Room 302A

1. NOW Please! Disability Equality at the Workplace

Presented by Nadia Ahmed

“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?

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)

Presented by Nathan Basha

“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.
THE SOCIAL GOOD: STEP INTO THE FUTURE

Collective Impact: Commitment to Social Change
Presented by JoAnn Yuen Room 303A

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.

TOPICAL PRESENTATIONS ON Accessible Worlds/Regional Focus in the Pacific Region

1. Living with Juvenile Rheumatoid Arthritis
Presented by Alicia Norton Room 303B
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.

2. Living with Acquired Brain Injury: Introducing a South Australian Peer Support Network
Presented by Ruth Crocker
“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.

DIVERSITY, DISABILITY, AND PUBLIC HEALTH

The Changing Nature of Disability in the 21st Century: Implications for Rehabilitation Counseling Practice
Presented by Amy Rumrill & Phillip Rumrill Room 304B

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.

TOPICAL PRESENTATIONS ON Resiliency, Relaxation, and Rejuvenation

1. The Impact of Expressed Emotion and Family Functioning on the Psychological Profile of Informal Caregivers
Presented by Mehmet Çinar Room 305A
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.
2. Resilience in Persons with Physical Disabilities: The Role of Perceived Environment and Emotion

Presented by Meena Karimi

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.

» GOING DEEPER WITH DIVERSITY

Learning From and Promoting the Academic Success of our College Students on the Autism Spectrum: A Dialogue

Presented by Julie Preece & Scott Hosford Room 305B

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.

» EARLY CHILDHOOD

Research-to-Practice in Establishing Partnerships with Family Members

Presented by Linda Flynn Room 307A

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.

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

Presented by Mark Salzer

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.

2. Evidence of Positive Cognitive and Behavioral Changes in Adjudicated Youth

Presented by Terry Overton

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.

» ACCESSIBLE WORLDS

Restoring Access to the Digital World: Solutions through Assistive Technology

Presented by Curt Johnson Room 308A

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.

» ACCESSIBLE WORLDS
Disability Employee Resource Groups and Accessibility Solutions
Presented by Mike Ellis & LisaAnn Tom Room 308B
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.

» ID AND TRANSITION TO POSTSECONDARY EDUCATION & EMPLOYMENT
Back to the Future! Empowering Programs
Presented by Frank Rusch, Robert Stodden & Melissa Jones Room 309 (9:45 am–11:45 am)
For a description of this presentation, see “Workshops and Seminars: Monday.”

» CHANGING THE WORLD: ADVOCACY IN ACTION
If Not Now: The Future of Disability Rights in a Rapidly Changing World
Presented by Ari Ne’eman Room 310
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» GOING DEEPER WITH DIVERSITY
Ten Films That Shook the World
Presented by Laura Blum Room 301A
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

THE SOCIAL GOOD: STEP INTO THE FUTURE
Social Justice and Historical Repair: The Promise of Transforming Health Systems to Address Disabilities and Cultural Accountability
Presented by Matthew Mock Room 317B (10:15 am–11:45 am)
For a description of this presentation, see “Workshops and Seminars: Monday.”

CHANGING THE WORLD: ADVOCACY IN ACTION
InclusionWorks! – Using Family Governance to Increase Youth Employment
Presented by Catriona Johnson, Annette Borrows, Linda Motchman, Meliah Motchman, Arlene Zuckenick Room 318A (10:15 am–11:45 am)
For a description of this presentation, see “Workshops and Seminars: Monday.”
TOPICAL PRESENTATIONS ON
Wellness and Mental Health

1. The Mental Well-Being of Children with Developmental Disabilities
   
   Presented by Lily Dyson

   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.

2. Addressing the Tidal Wave of Students with Emotional Challenges Who May be Drowning Academically at Postsecondary Institutions
   
   Presented by Julie Preece & Scott Hosford

   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.

TOPICAL PRESENTATIONS ON
The Social Good: Step into the Future

1. Spreading Your WINGS
   
   Presented by Andrea Hall

   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.

2. Confronting Ableism in the Built Environment through Postsecondary General Education
   
   Presented by Sarah Urquhart

   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.

TOPICAL PRESENTATIONS IN
Science, Technology, Engineering, and Mathematics (STEM)

1. Building STEM Vocabulary: Teaching English Learners and Diverse Learners with Disabilities to Create Their Own STEM Vocabulary Learning Materials
   
   Presented by Steve Showalter

   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.

2. Five Critical Concepts to Support the Transition of Students with Disabilities to College
   
   Presented by Kiriko Takahashi, Kelly Roberts, Hye-jin Park, Lisa Uyehara, Genesis Leong & Samantha Siscon

   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.
Using Technology to Prepare Special Educators in Alaska

Presented by Jill Burkert
Room 303A

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.

Response to Intervention and Written Expression: A Framework for Instructional Decision Making

Presented by Leanne Robinson & Keith Hyatt
Room 303B

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.

TOPICAL PRESENTATIONS ON Regional Focus: Showcasing Capacity in the Pacific Region
Room 304A

1. Self-Employment and Disability in American Samoa
Presented by Elizabeth Afoa-Mavaega & Genesis Tau

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.

2. Fa’afaletui: An Exploration of a Samoan Methodology in Disability Research in Aotearoa
Presented by Nite Fuamatu

Pacific peoples in Aotearoa are a diverse population. The presenter’s doctoral study describes the lived experiences of Samoans with a disability. Fa’afaletui is a Samoan methodology. This presentation is a work in progress in exploring and using fa’afaletui.

TOPICAL PRESENTATIONS ON Diversity, Disability, and Public Health
Room 304B

1. Why Are Native Students in Postsecondary Education Reticent To Seek Services from Disability Service Units?
Presented by Frederic Fovet

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.

2. Cultural Competency in the Disability Sector: Coping with Complexity in the 21st Century
Presented by Hamish Robertson & Emanuela D’Urso

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.

» RESILIENCY, RELAXATION, AND REJUVENATION

E He’e Nalu Kakou: Surfing for Resiliency
Presented by Camille Rockett & Kevin Fujimoto
Room 305A
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.

» YOUTH RISING

Preparing for Life after High School: Who are We Leaving Behind?
Presented by Cinda Johnson
Room 305B
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.

» LIVING IN(TER)DEPENDENTLY

Building an Inclusive Workplace
Presented by Lou Orslene
Room 307A
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» RESEARCH AS AN ENGINE FOR SOCIAL CHANGE

Pre-service Special Educators Experiences Collaborating and Connecting through a Service Learning Experience in Hawai‘i and the Philippines
Presented by Caroline Guardino & Joanna Cannon
Room 307B
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.

TOPICAL PRESENTATIONS ON Accessible Worlds
Room 308A

1. Case Studies Regarding Use of Technology as Support for University Students
Presented by Alessandro Pepino

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.

2. Beyond Compliance with the ADA and Rehabilitation Act: Welcoming People with Disabilities into Social Spheres
Presented by David Leake

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 impor-
tance of social inclusion that can generate the social capital people need in striving for their self-determined goals.

» CHANGING THE WORLD: ADVOCACY IN ACTION

Lau Power: Two Stories of Self-Determined, Creative Self-Advocacy
Presented by Isaac Lau, Tammy Lau & Susan Miller
Room 308B

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.

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.

» THE POWER OF WORDS: LIFE, LANGUAGE, AND LEARNING

3rd Annual Education Forum: Meet to LEAP for ELL
Room 317A (1:00 PM–3:30 PM)
For a description of this presentation, see “Meet to LEAP” in Special Event Section.

» LIVING IN(TER)DEPENDENTLY

Interagency Collaboration in Transition of Youth with Disabilities From School to Adult Services
Presented by Bob Morgan
Room 301A
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» RESILIENCY, RELAXATION, AND REJUVENATION AND GOING DEEPER WITH DIVERSITY

Be Fearless, Be Strong
Presented by Jeremy Mcghee
Room 301B
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”
TOPICAL PRESENTATIONS ON
The Social Good:
Step into the Future

1. Negotiating the Crossroads Where Illness, Spirituality, and Healing Meet with Patients and Their Families
   Presented by Jeanette Robertson
   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.

2. Training Disability Workers in Remote Communities Using Stories and Language
   Presented by Kim McKenzie & Gerald Grady
   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.

TOPICAL PRESENTATIONS ON
Accessible Worlds

1. Making Virtual Learning a Reality: Collaboration and Innovation for Postsecondary Education
   Presented by Stewart Koplick
   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.

2. Diversity and Social Justice For Transformative Innovation
   Presented by Benjamin Katz
   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.

> THE SOCIAL GOOD: STEP INTO THE FUTURE

Ask Seasoned Hawai‘i College Disability Student Service Professionals Anything You Want About Transition to College
   Presented by Steven Brown, Ann Lemke & Lisa Deneen
   Room 303A
   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.

TOPICAL PRESENTATIONS ON
Teach for All

1. Content and Quality of Supervisor Feedback
   Presented by Kyena Cornelius
   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
2. Teaching Reading to Children with Down Syndrome: What Do Preservice Special Educators Know and Need to Know?

Presented by Leila Ricci

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.

TOPICAL PRESENTATIONS ON ID and Transition to Postsecondary Education and Employment

1. Front Door First—Inclusive Postsecondary Education and Sustainability

Presented by Eric Folk, Leslie Okoji & Marla Arquero

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.

2. Going to College: Stories of Seven Students With Intellectual Disabilities Attending College in Ontario, Canada

Presented by Katherine Gallinger

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.

TOPICAL PRESENTATIONS ON Disability Studies: Yesterday, Today, and Tomorrow

1. A Critical Disability Studies Analysis of the History of Pain

Presented by Maria Guadagnoli-Closs

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.

2. Exploiting Disability Narratives: Michael Dorris’ The Broken Cord

Presented by Dax Garcia

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.
DD & ID: SAYING YES TO EQUALITY

Bright Life Buddies: Creating Opportunities for One-to-One Friendships and Leadership Development for All Students
Presented by Diane Painter, Kauren Fritzius & Gina DeGaetano
Room 305B

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.

TOPICAL PRESENTATIONS ON Going Deeper with Diversity
Room 307A

1. Opening the Employer’s Mind
Presented by Kerry Spindler
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.

2. Add Us In—Working For You
Presented by Jill Burgess
“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.

YOUTH RISING

Thinking and Moving Outside the Box for Youth in the Juvenile Justice System
Presented by Kimberly Osmani & Richard Yahola
Room 307B

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.

GOING DEEPER WITH DIVERSITY

Sustainability through Micro-Business Development
Presented by Daniel Younghusband & Tony McLean
Room 308A

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.

CHANGING THE WORLD: ADVOCACY IN ACTION

A Little Aloha Goes a Long Way: Working Collaboratively with Public Officials
Presented by Judith Clark
Room 308B

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.
Concurrents: Monday, 2:30 pm – 3:30 pm

» INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH (ICF)

Putting the ICF–CY into Practice
Presented by Olaf Kraus de Camargo & Liane Simon
Room 309 (1:15 pm–3:15 pm)
For a description of this presentation, see “Workshops and Seminars: Monday.”

» HUMAN RIGHTS

Building Inclusive, Equitable, and Sustainable Development for All
Presented by Daniella Bas
Room 310
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» GOING DEEPER WITH DIVERSITY

Creating 21st Century Workplaces that Work
Presented by Emma Deese-Owens
Room 317B (1:15 pm–3:15 pm)
For a description of this presentation, see “Workshops and Seminars: Monday.”

» YOUTH RISING

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

2:30 pm – 3:30 pm

Avenue to the Experience: Strategies to Assist in Working With Individuals Who Experience Moderate/Severe Disabilities
Presented by Jo Mascorro
Room 301A (2:30 pm–4:15 pm)
For a description of this presentation, see “Workshops and Seminars: Monday.”

Just Beautiful! The Good, the Bad, and the Ugly of Cultural Diversity in Healthcare and How to Make It Beautiful!
Presented by Omeima Sukkarieh
Room 301B
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”
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
Presented by Linda Flynn, Kimberly Corbin & Hannah Wilson
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.

2. Teaching Leadership: Breaking Stereotypes in the World of the Physically Challenged
Presented by Yevgeniy Tetyukhin
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.

TOPICAL PRESENTATIONS ON
Wellness and Mental Health
Room 302B

1. Project Hope: Advocating for People with Mental Health Needs and Intellectual Disabilities
Presented by Mark Starford & Molly Kennedy
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.

2. Creating a Mental Health Research Centre
Presented by Ruby Dhand & Margaret Hall
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.

THE SOCIAL GOOD: STEP INTO THE FUTURE
Appreciative Inquiry and Video Self–Modeling Leadership Program: Achieving Skill or Behavior Change
Presented by Bethany Bilodeau
Room 303A
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.

LIVING IN(TER)DEPENDENTLY
Multi-Stakeholder Partnerships That Support In(ter)dependent Living
Presented by Kay Magill & Linda Toms Barker
Room 303B
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.
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
   Presented by Lorraine Baron

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.

2. Situating Disability and Diversity: A Spatial Science Strategy
   Presented by Hamish Robertson

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.

WELLNESS AND MENTAL HEALTH

The New Brunswick Postsecondary Positive Mental Health Initiative

Presented by Patricia Peterson & William Morrison

Room 304B

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.

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
   Presented by Reshawna Chapple

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.

2. Teaching through Bodily Failure: The Autoethnography of a Fat, Disabled Kinesiology Professor
   Presented by Lauren Morimoto

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.

TOPICAL PRESENTATION ON
Accessible Worlds

Room 305B

1. Services for the Inclusion of University Students at the Università degli Studi di Napoli Federico II
   Presented by Alessandro Pepino

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.
TOPICAL PRESENTATIONS ON Changing the World: Advocacy in Action

Room 308B

1. Perspectives on Autism
Presented by Aniko Burjan
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.

2. What’s in a Name? Tension Between the Demands of Critical Theory and Wider Outreach
Presented by Frederic Fovet
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.”

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.

TOPICAL PRESENTATION ON Accessible Worlds

Room 308A

1. Inclusive Education in Rural Cambodia: Building Empowerment and School Change through Photo Voice Methodology
Presented by Charlye Ramsey
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.
3:45 pm – 4:15 pm

» HUMAN RIGHTS

**Getting Out and Moving Around: Barriers and Enablers for People with Disabilities in East Timor**

*Presented by Jane Shamrock  Room 301B*

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.

» WELNESS AND MENTAL HEALTH

**Another Look at Ethics: As Minorities Become Majority**

*Presented by Paul Leung  Room 302A*

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.

» DISABILITY STUDIES: YESTERDAY, TODAY, AND TOMORROW

**Disability Studies in the Humanities of Taiwan’s Higher Education**

*Presented by Hsiao-yu Sun  Room 302B*

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.

» WELLNESS AND MENTAL HEALTH

**New Directions in Assessing and Measuring Functioning and Disability**

*Presented by Blake Beecher  Room 303A*

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.

» LIVING IN(TER)DEPENDENTLY

**Natural Partners: Disability Services and the Sustainability Movement**

*Presented by Molly Mayo  Room 303B*

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.
Open System Assessment as a Best Practice to Provide Equal Access to Healthcare for All
Presented by Herbert Wong & Matthew Mock
Room 304A

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.

Therapeutic Adventure: Paths to Consider
Presented by Sebastien Rojo
Room 304B

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.

Subcultural Body Modification Meets Disability: Rethinking Disability Politics
Presented by Emily Gillespie
Room 305A

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.

Parents of Children with Disabilities Transitioning to Adulthood: Perceptions on Current Practices
Presented by Kathleen Haggith
Room 305B

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.

The Impact of Stress in Accessing Mental and Behavioral Healthcare Services for Parents of Children on the Autism Spectrum
Presented by Irina Zamora & Eliza Harley
Room 307A

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).
YOUTH RISING

An Ecological Approach to Understanding Barriers to Employment for Youth with Disabilities Compared to Their Typically Developing Peers

Presented by Sally Lindsay
Room 307B

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.

TEACH FOR ALL

College & Career Readiness Schoolwide Framework

Presented by Amy Gaumer Erickson & Pattie Noonan
Room 308B

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.

TEACH FOR ALL

Teacher Education Service-Learning: Experiences with the Nuances of Difference & Diversity

Presented by Karin Lewis
Room 308A

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.

TEACH FOR ALL

SEAC: A Strong Connection between Families and Schools

Presented by Antoinette Funk & Michele Sandy
Room 309

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.
» THE POWER OF WORDS: LIFE, LANGUAGE, AND LEARNING

Mathematics and Multilingual Learners: Transformative Learning through Professional Development for In-Service Teachers

Presented by Jennifer Holdway
Room 317A

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.

» TEACH FOR ALL

Teaching Resources and Strategies for Working with Students Who Are Gifted and Talented

Presented by Jan Ray & Pascale Pinner
Room 317B

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.

» YOUTH RISING

Identifying the Unique Needs of Deaf and Hard of Hearing Students and Offering an Integrative Model of Multiple Services to Improve Success

Presented by Terry Berryman & Kimberly Osmani
Room 318A

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.
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.

Tuesday, May 20

8:00 am – 4:00 pm

» DD & ID: SAYING YES TO EQUALITY
The Third Wave: Toward a Future of Self-Determination, Dignity, Respect, and Opportunity
Presented by Michael Wehmeyer
Room 301A
For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

» LIVING IN(TER)DEPENDENTLY
Innovative Programming across the Life Span for Individuals on the Autism Spectrum
Presented by Sharon Kreder, Paula Aiesi, Joshua Lyons & Aaron Kaufman
Room 301B (8:30 am–10:00 am)
For a description of this presentation, see “Workshops and Seminars: Tuesday.”
Concurrents: Tuesday, 8:30 am – 9:30 am

» YOUTH RISING

Social Supports for Students with Asperger Syndrome in Postsecondary Education
Presented by Meribeth Jackson & Ann Heimann Room 302A

More and more students with Asperger’s are graduating from high school with the ability to achieve at the post-secondary level. This discussion focuses on a program of accommodations for students with Asperger’s, addressing social and academic needs inside and outside the classroom.

» THE SOCIAL GOOD: STEP INTO THE FUTURE

Resilience, Disability, and Climate Change: What Is the Role of Education?
Presented by Kathryn Wayne Room 302B

For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

» TEACH FOR ALL

Thinking through Improvement 3.0—“IT Kit 3.0”
Presented by Sandy Schmitz & Tri Tran Room 303A

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.

» TEACH FOR ALL

Making Sense of Common Core: How Professionals Interpret the Implications for Special Education
Presented by Dawn Witt, Tiina Itkonen & Sachiko Hoshide Room 303B

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.

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
Presented by Pattie Noonan & Amy Gaumer Erickson

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.

2. Postsecondary Access: What Mentors Gain from Partnering with College Students with an Intellectual Disability
Presented by Melissa Jones

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.

» DIVERSITY, DISABILITY, AND PUBLIC HEALTH

Are There Preventable Deaths of People with Developmental Disabilities, and what is the Hawai‘i Department of Health Doing About This?

Presented by Jeffrey Okamoto, Mary Brogan & Aaron Arakaki
Room 304B

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.

» HUMAN RIGHTS

Preserving Human Rights with Supported Decision-Making

Presented by Tina Campanella
Room 305B

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.

TOPICAL PRESENTATIONS ON Early Childhood: Focus on South Korea

Room 307A

1. The Voice of Immigrant Mothers of Children with Disabilities in Korea

Presented by Youngsun Lee, Yu-Hoa Seongok, Gum-Hee Kim & Kyung-Mi Chun

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.

2. A Study on the Relationship between Listening Ability and Language Development of Young Children

Presented by Seoungwoo Ahn

This session reports on a study to identify the importance of listening ability in the development of language of young children.

» HUMAN RIGHTS/REGIONAL FOCUS: SHOWCASING CAPACITY IN THE PACIFIC REGION

Te Hunga Haua Mauri Mo Nga Tangata Katoa – Including All People: Sharing Cultural Diversity in Aotearoa

Presented by Auriole Ruka & Dairne Kirton
Room 305A

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.
RESEARCH AS AN ENGINE FOR SOCIAL CHANGE

A Contemporary View of Strategies for Optimal Employment Outcomes for Youth in Transition
Presented by Kelli Crane & Monica Simonsen
Room 307B

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.

ACCESSIBLE WORLDS

Removing Barriers to Access for College Students on the Autism Spectrum
Presented by Sara Gardner & Susan Gjolmesli
Room 308A

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.

DD & ID: SAYING YES TO EQUALITY

All We Need Is Love: Sexuality Norms for People with Intellectual Disabilities
Presented by Rick Tabor
Room 308B

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.

THE POWER OF WORDS: LIFE, LANGUAGE, AND LEARNING

Watching this Space: Exploration of Autism in Young Adult Literature
Presented by Courtney Tsumoto & Rhonda Black
Room 309

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.

THE SOCIAL GOOD: STEP INTO THE FUTURE

What’s Next for Disability Rights in the United States?
Presented by Andy Imparato
Room 310

For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

HUMAN RIGHTS

Advocacy on the Ground: Addressing Barriers for People with Mental Health Disabilities
Presented by Margaret Hall & Ruby Dhand
Room 317A (8:30 AM–10:30 AM)

For a description of this presentation, see “Workshops and Seminars: Tuesday.”
» SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

**Hands-on Mathematics: How to Engage Middle and Secondary Students in Math**

Presented by Kiriko Takahashi, Hye Jin Park, Justin Toyofuku, Jerica Manoa, Jerrik Feliciano, & LJ Rayphand
Room 317B **(8:30 AM-10:00 AM)**

For a description of this presentation, see “Workshops and Seminars: Tuesday.”

» RESILIENCY, RELAXATION, AND REJUVENATION

**Building Team Resiliency**

Presented by Naomi Rombaoa Tanaka & Sue Mrazek
Room 318A **(8:30 AM-10:00 AM)**

For a description of this presentation, see “Workshops and Seminars: Tuesday.”

9:45 am – 10:45 am

» HUMAN RIGHTS

**Health Care – A Fundamental Human Right**

Presented by Patricia Welch Saleeby
Room 301A

For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

» YOUTH RISING

**Career Pathways for Youth with Disabilities: Transition from School to Work and Lifelong Learning**

Presented by Linda Toms Barker & Kay Magill
Room 302A

“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.

» THE SOCIAL GOOD: STEP INTO THE FUTURE

**HBCU Disability Consortium**

Presented by Denize Stanton-Williams & Tranesha Christie
Room 302B

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.

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**

   Presented by Kimberly Corbin & Shiloh Francis

   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.

2. Culturally Linguistically Responsive Teacher-Made Materials and Strategies for Diverse Students with Disabilities

Presented by Patricia Peterson

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.

TOPICAL PRESENTATIONS ON Living In(ter)dependently

1. Wisconsin Options in Long-Term Care

Presented by Randi Johnson

Wisconsin has been at the forefront of revamping long-term care for persons with disabilities. It’s about choice! Family care, IRIS, Microboards, and LLC. Not decided behind a desk, it’s an active process with the person with disabilities included!

2. Analysis and Recognition of Participating in Daily Routines of Individuals with Disabilities

Presented by Eunra Kim & Jae Kook Park

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.

ID AND TRANSITION TO POSTSECONDARY EDUCATION AND EMPLOYMENT

The Senior Internship Experience: How a College Program for Students with IDD Develops Meaningful Career Preparation Experiences

Presented by Rebecca Daley, Amy Schuler & Rick Blumberg

Room 304A

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.

DIVERSITY, DISABILITY, AND PUBLIC HEALTH

CMIST and Cot-to-Cot: Identifying Needs of Diverse and Disability Communities in Emergency Care Shelters

Presented by Janice Springer & Mary Casey-Lockyer

Room 304B

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.
Mentoring and UDL in Virtual Environments for STEM Students with Disabilities
Presented by Maureen Linden & Robert Todd
Room 305A

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.

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
Presented by Fiona Redgrove
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.

2. Enriching the Workforce with Ability
Presented by Neena Sood & Nicole Willis
Disability employment specialists from NOVA Employment discuss how to enhance the workplace by hiring people with a disability and promoting success.

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
Presented by Meena Karimi
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.

TOPICAL PRESENTATIONS ON Research as an Engine for Social Change
Room 307B

1. Research Academy: Mentoring Research for Social Change
Presented by Karin Lewis & Terry Overton
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.

2. “What the Heck Does the Washing Machine Do?” Using Participant Experiences to Navigate Entological Conundrums
Presented by Jonathan Harvey
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.
TOPICAL PRESENTATIONS ON Accessible Worlds

1. Best Practices for Post-Production and Emerging Forms of Audio Description
   Presented by Robert Pearson

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.

2. Investigating the Accessibility of Print Materials for Low-Income Parents of Students with Disabilities: A Readability Research Review
   Presented by Sarah Nagro

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.

_PROJECT UWAO (PEACEMAKERS) _Presented by Val Crabbe & Sara Banks

For a description of this presentation, see “Workshops and Seminars: Tuesday.”

**Diversity NOW! “A Whole Lott More”**

Presented by Karen Kalivoda & Sarah Kesler

Room 308B (9:45 am–11:15 am)

For a description of this film, see “Diversity NOW! Mini Film Festival” in Special Events Section.

11:00 am – 12:00 pm

RESILIENCY, RELAXATION, AND REJUVENATION

Connecting with the Au’makua (Higher Self)
   Presented by Kealapono Richardson

Room 301A

For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

2014 Pacific Rim International Conference on Disability and Diversity  Honolulu, Hawaii
**GOING DEEPER WITH DIVERSITY**

**Going Deeper with Diversity: Understanding Privilege and Intersectionality**

Presented by Sarina Saturn
Room 301B

For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

**TOPICAL PRESENTATIONS ON International Classification of Functioning, Disability and Health (ICF)**

1. **Self-Directed Care in Mental Health: Promoting Community Participation as a Medical Necessity in Supports for Adults who Experience Psychiatric Disabilities**

Presented by Mark Salzer

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.

2. **Introducing the ICF-Based Communication Supports Inventory—Children & Youth**

Presented by Sandra Steiner

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.

**WELLNESS AND MENTAL HEALTH**

**Healing Pathways: An Innovative Strength-based Approach to Addressing Depression among Women with Disabilities**

Presented by Elizabeth McNeff & Patricia Alvarez
Room 302B

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.

**TOPICAL PRESENTATIONS ON Teach for All**

1. **The Nature of Implementing Response to Intervention in Fourth Grade**

Presented by Maha ALSulaiman

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.

2. **Rethinking the Provision of Special Education in the 21st Century with the Implementation of RtI Framework**

Presented by Nieves Flores

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.”

**LIVING IN(TER)DEPENDENTLY**

**Self-Determination for a Fulfilled Life**  
*Presented by Ellen Perry & Saif Khan*  
*Room 303B*

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.

**DIVERSITY, DISABILITY, AND PUBLIC HEALTH**

**The Affordable Care Act and Insurance Options for People with Disabilities**  
*Presented by Scott Suzuki*  
*Room 304B*

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.

**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**  
*Presented by Judi Goldston*

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.

2. **Work Begets Work: Making Integrated Employment a Reality**  
*Presented by Monica Simonsen & Kelli Crane*

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.

**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**  
*Presented by Casadi “Khaki” Marino*

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.

2. **Time to Shine: Conversations with Special-Needs Cheerleading Communities about Gender and Sport**  
*Presented by Rachael Shockey*

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.
HUMAN RIGHTS

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

Presented by Kairsty Wilson & Phillip Camela

Room 305B

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.

TOPICAL PRESENTATIONS ON
Accessible Worlds

Room 307B

1. Measuring Accessible Journeys

Presented by Roger Loveless

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.


Presented by Gordon Fuller

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.

TOPICAL PRESENTATIONS ON
Early Childhood

Room 307A

1. Learning Problems: How Can We Predict?

Presented by Amarpreet Gujral

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.

2. The Communication Dictionary Questionnaire for Children with Limited Speech

Presented by Alexa Okrainec

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.

TOPICAL PRESENTATIONS ON
Accessible Worlds

Room 308A

1. Experiences of Shopping: Constructions of Choice, Control, and Vulnerability in Retail Stores

Presented by Ieva Eskyte

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.
2. Tax Policy, Disability Studies, and Barriers to Full Participation in Society of People with Disabilities

Presented by Tamara Larre

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?

TOPICAL PRESENTATIONS ON

Changing the World: Advocacy in Action and Human Rights

1. My Story of Advocacy Leadership in Action

Presented by Patricia Malowney

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.

2. Development-Induced Displacements and Disability Rights in Africa

Presented by Judith Olson & Melfried Olson

For decades, millions of people have been displaced by development projects. While all those displaced are vulnerable to the socioeconomic impacts of displacement, certain groups are particularly vulnerable among which are persons with disabilities. This presentation explores how these persons can be protected against DID in Africa and elsewhere.

» TEACH FOR ALL/RESEARCH AS AN ENGINE FOR SOCIAL CHANGE

Pedagogy of Aloha – Inclusive Education for All

Presented by Kū Kahakalau

For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

» DISABILITY STUDIES: YESTERDAY, TODAY, AND TOMORROW

My Friends Can Call Me “A Crip”—Do They? A Personal Perspective/Journey through Disability Studies—Past, Present, and Future

Presented by Steven Brown

For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

» SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

Using Technology Enhances Accessibility for Struggling Students in Algebra

Presented by Judith Olson & Melfried Olson

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.
HELP! In the Midst of Taking Care of Others I Have Neglected Myself.....

Presented by Samantha Pang
Room 318A

“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.

2:00 pm – 3:00 pm

A Community Collaboration for Youth: iJobs Summer Work Experience Opening Doors to Employment
Presented by Kimberly Osmani & Larry Hartzell
Room 302A

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.

CHANGING THE WORLD: ADVOCACY IN ACTION

Voices from the Inside
Presented by Prison Monologues Group
Room 301A (2:00 PM–5:00 PM)

For a description of this presentation, see “Voices from the Inside” in Special Events Section.

THE SOCIAL GOOD: STEP INTO THE FUTURE

Put on Your OCR Hat!
Presented by Susan Mattison
Room 301B (2:00 PM–4:00 PM)

For a description of this presentation, see “Workshops and Seminars: Tuesday.”

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.

TEACH FOR ALL

Reaching the 21st Century Library and Information Needs of All Students
Presented by William Myhill
Room 303A

This presentation, which provides professional development and resources for K-12 educators, librarians, and administrators, and is relevant to post-secondary educa-
tors, brings to light best practices for special and general educator collaboration with librarians in meeting the learning needs of students with disabilities.

**TEACH FOR ALL**

**Inclusion as a Context and Approach for Promoting Acceptance, Diversity, and Success: Lessons from the U.S. and Macau**

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.

**DIVERSITY, DISABILITY, AND PUBLIC HEALTH**

**Disability-Selective Abortion and the Americans with Disabilities Act**

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 to answer these questions.

**HUMAN RIGHTS**

**Different Pathways towards an Inclusive Community**

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.
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
Presented by Ji Kyung Lee

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.

» EARLY CHILDHOOD

Promoting Inclusive Childcare through a Quality Rating System and Incentives Program
Presented by Julie Fodor, Brenda Ingalls & Melissa Crist
Room 307B

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.

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
Presented by Scott Bowditch, Kelly Roberts, Kiriko Takahashi, Hye Jin Park, Kendra Nip, LJ Rayphand, & Samantha Siscon

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.

» CHANGING THE WORLD: ADVOCACY IN ACTION

Find the Staff of Your Dreams
Presented by Ellen Perry & Maria Guadagnoli-Closs
Room 308B

The presentation reports findings that people with disabilities who choose the people who work with them daily have fewer interruptions and maintain a healthier lifestyle. Stability in staff results in higher self-esteem and productivity.

» RESILIENCY, RELAXATION, AND REJUVENATION

From Trauma to Hope: Teaching a New Ending
Presented by Patrick Camangian
Room 309 (2:00 PM–4:00 PM)

For a description of this presentation, see “Workshops and Seminars: Tuesday.”
Concurrents: Tuesday, 3:15 pm – 4:15 pm // 107

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.

ACCESSIBLE WORLDS
EmployAble: A Virtual Employment Center
Presented by Megan Conway, Tom Conway & Steven Brown
ROOM 317A (2:00 PM–4:00 PM)
For a description of this presentation, see “Workshops and Seminars: Tuesday.”

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.

CHANGING THE WORLD: ADVOCACY IN ACTION
Deafhood Allies
Presented by Marvin Miller
ROOM 318A (2:00 PM–4:00 PM)
For a description of this presentation, see “Workshops and Seminars: Tuesday.”

RESEARCH AS AN ENGINE FOR SOCIAL CHANGE
Supporting our Military Service Members through Evidence-Based Research: Using the 7 Dimension Psychosocial Stress Inventory to Understand Human Complexity
Presented by Aimee Henson
ROOM 302A
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.

THE SOCIAL GOOD: STEP INTO THE FUTURE
The Implications of Photovoice: Teacher Reflections
Presented by Amy Bossler & James Skouge
ROOM 302B
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.
« TEACH FOR ALL

New Trends in Technical Assistance: Using Technology to Increase Efficiency and Improve Child Outcomes

Presented by Robin Greenfield
Room 303A

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.”

« RESEARCH AS AN ENGINE FOR SOCIAL CHANGE

Diagnostic Considerations of the Autism Spectrum

Presented by Terry Overton
Room 307B

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.

« CHANGING THE WORLD: ADVOCACY IN ACTION

The Seven Habits of Highly Successful Dyslexics

Presented by James Bauer
Room 308B (3:15 PM–4:45 PM)

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.
Poster Sessions

ACCESSIBLE WORLDS

1. **Universal Design in Psychological Practice: A Proposed Model for Providing Services to Mental Health Consumers**
   » MARIE MCGRATH & LORETTA MESTISHEN
   This poster presents a model for the use of Universal Design in psychological practice to address the diverse motor, sensory, linguistic, and cognitive needs of clients with and without disabilities. Legal, ethical, and practical implications are discussed.

2. **Tips and Techniques for Traveling Internationally with a Service Dog**
   » DENISE DECKER
   In Braille and large print, this poster offers tips for traveling internationally with your service dog. The presenter describes key laws, what documents to bring, and how to stay prepared so you and your “best friend” can have fun!

3. **The Effectiveness of the Korean High-Tech AAC**
   » HEEYEON LEE & KI-HYUNG HONG
   This poster presentation introduces the tablet PC-based Korean high-tech AAC (Augmentative and Alternative Communication) software and presents the effectiveness of the device in improving communication behaviors of individuals with speech disorders.

4. **From Institutions to Independence: Helping Persons with Disabilities Move to Subsidized Housing**
   » LISA MAETANI, CHRISTY NISHITA & MADI SILVERMAN
   This poster presents data and success stories from the Hawai‘i Going Home Plus Project, a statewide demonstration that transitions individuals from institutional to community settings. Additionally, we provide lessons learned in helping individuals move to independent, subsidized housing.

5. **Physical Accessibility and Health Care Use for Women with Physical Disabilities: A Case Study Approach**
   » RIE SUZUKI & TRACY SWEENEY
   The purpose of this case study was to understand institutional physical accessibility experiences of an outpatient health care center. Results showed that, though the clinic was found to be inaccessible, the patients did not identify the barriers.
   » TAKURO HATAKEYAMA
   Hard-of-hearing students were provided with notetakers to help ensure course understanding by having the lecture content written. We developed a system for improving the support environment by utilizing a digital pen.

7. **Conquering the Blind Side: Franchising a Computer School for the Blind**
   » CECILIA NOBLE
   This poster presents ATRIEV’s roadmap for the future. Readers are welcome to recommend options for its sustainability plan.

8. **Linking Where We’ve Been to Where We Want to Go: Our Advocacy Stories**
   » STEPHANIE GEORGE
   Effective advocacy begins with development and use of personal stories. This presentation identifies how those stories increase individual self-awareness, understanding, and advocacy involvement, while also helping us answer the question, “What difference do we make in Alaska?”

9. **Migration and Definitions of Health and Disability in an Age of Climate Change**
   » KATHRYN WAYNE
   With the increase in climate-related events and ensuing migrations, the impact on vulnerable populations raises the question of how we define disability. This poster explores this issue and poses some possibilities.

10. **Applying the Social Model to Disability Service Provision in Higher Education**
    » FREDERIC FOVET
    This presentation discusses the application of the social model to disability service provision in post-secondary education. The poster examines how service provision often contradicts the principles of the social model in every day practices. Ways to align these more adequately are presented.

11. **Emergency Preparedness for Individuals with Different Abilities**
    » MEHWISH QASIM
    Centro Ann Sullivan Peru (CASP) is a nonprofit educational institution in Lima, Peru for individuals with different abilities and their families. This poster presentation discusses emergency preparedness for individuals with disabilities.
12. **Hearing Loss Trends Among Disabled Students Attending Centro Ann Sullivan del Peru in Lima, Peru**  
   » GABRIELLA PEREZ  
   To reduce the prevalence of hearing loss among students with disabilities in Lima, Peru, preventative measures are needed. This poster shows possible measures that can be employed.

13. **Association Between Self-Rated Health/Dietary Satisfaction and Food Intake, Behavioral, and Dietary Environmental Factors in Community Dwelling Individuals with Spinal Cord Injury in Japan**  
   » KIKUKO HATA & TAKAYO INAYAMA  
   This poster describes a study that looked at the correlation between dietary satisfaction (or self-rate health) as a quality of life and lifestyle (food intake and behavior) and environmental (dietary environment) factors in community-dwelling individuals with spinal cord injuries in Japan.

14. **Association Between Dietary Satisfaction and Dietary Factors: A Pilot Study of Community-Dwelling Individuals with Physical Disabilities in Japan**  
   » SAKI NAKAMURA, KIKUKO HATA & TAKAYO INAYAMA  
   This poster describes a study on the correlation between dietary satisfaction and behavior. The researchers looked at dietary behavior and taking care of your health using the trans-theoretical model (TTM), outcome expectations (OE), and self-efficacy (SE) in individuals with physical disabilities in the sports community.

15. **Developmental Disorders and Disaster—Three S’s for Prevention and Intervention**  
   » ASAMI MAYEKAWA  
   The presenter discusses the important meaning of the three “S”s: “Safety”, “Security”, and “Stability” after and before the Great East Japan Earthquake of March 2011. From a first-hand and clinical perspective, the poster describes the psychological well being of children with intellectual disabilities and their family members.

16. **Disability Through A Global Lens: Understanding Disability In Cultural Contexts**  
   » TAMAR KODISH  
   This poster examines disability through a global lens, using ethnographic fieldwork case studies in Otavalo, Ecuador, and Jerusalem, Israel. The purpose is to understand how disability is defined, perceived, and treated in unique and cross-cultural settings. This research illustrates the importance of disability as a global subject.

17. **Fathers’ and Mothers’ Perception on Family Well Being in American Families With Young Children With a Disability in the National Survey of Children’s Health from 2011–2012**  
   » JIYEON KIM  
   This study examines fathers’ and mothers’ perception on family well being in American families with young children with a disability. Using a sample of 3,412 families of young children with disabilities, Multiple Indicators and Multiple Causes (MIMIC) modelling was used to confirm the factor structure and examine population heterogeneity.
   » JIYEON KIM & KYUSANG PARK
   This study aimed to identify the underlying patterns surrounding parents’ well being in American families having a child with a disability, based on parent responses to the seven specified characteristics on family life. The study analyzed responses from 3,938 samples of the National Survey of Children’s Health from 2011-2012, using Latent Class Analysis.

19. The Impact of Rural Community Environments on Health–Related Behaviors of Individuals with Disabilities
   » KEITH CHRISTENSEN
   This poster describes an extensive review of literature on the impact of the rural environment on health and health-related behaviors of individuals with disabilities.

   » WAN-CHEN LU
   The poster describes a study that explored the relationship between leisure activities for children and their gross motor development.

21. “Augmentative Communication Media” for Hard of Hearing Toddlers
   » KUNIOMI SHIBATA
   This poster shows a communication-assisted software application for an Android made for hard-of-hearing toddlers. The study suggests the potential to combine the real conversations with the “Tablet-Media app,” what we should call “Augmentative Communication Media.”

22. Teaching Math to Young Children Through Everyday Activities and Routines
   » JENNY WELLS & LINDA OSHITA
   This poster provides evidence-based recommendations from the 2014 Institute of Education Sciences practice guide for teaching mathematical thinking to young children ages 3 to 6. Recommendations include the developmental progression of the skills and concepts in two math-content areas, teaching recommendations, and sample activities.

23. American Sāmoa Early Hearing Detection and Intervention
   » JEAN ANDERSON & JEAN JOHNSON
   This poster describes development of an effective and culturally sensitive model of early hearing detection and intervention by the American Sāmoa Department of Health and the University of Hawai’i Center on Disability Studies.

24. Hawai‘i Preschool Positive Engagement Project: Parent Perceptions
   » CHARLYE RAMSEY, CARLA SCHMIDT, JEAN JOHNSON, NAOMI ROMBAOA TANAKA, CAMILLE ROCKETT, SUSAN MRAZEK & LEAH WHITNEY
   This poster shows the Hawai‘i Preschool Positive Engagement Project with a focus on homeBase+. The goals of the program are to improve early out-
comes for preschool students and to build protective factors of families with preschool students by facilitating parental positive engagement.

25. Perception and Analysis on the Factors Influencing Happiness for Fathers of Preschoolers With Disabilities
   » EUNRA KIM & JAE KOOK PARK
   The purpose of this study was to investigate happiness levels of fathers of preschoolers with and without disabilities and the demographic variables that affect the perceived happiness levels of fathers.

26. AVID College Readiness K-16
   » ANNETTE MURRAY
   Advancement Via Individual Determination (AVID), is a systemic instructional system for students in kindergarten through higher education (K-16). The AVID College Readiness System focuses on leadership, systems, instruction, and culture to increase the number of students who enroll in higher education.

27. Effective Employment Specialists: Are They Born or Made?
   » MONICA SIMONSEN & KELLI CRANE
   Competent and talented employment specialists can facilitate meaningful employment for people with disabilities. This poster describes four unique attributes that characterize highly effective employment specialists.

28. A Week in the Life of a College Student: Implementing Effective Supports for Postsecondary Inclusion
   » RICA MCGINNIS
   Implementation of theory, promising practices, strategies, and supports in post-secondary inclusion are simplified and illustrated through examination of a student’s typical weekly schedule.

   » ASUKA FUJII
   This poster shows current implementation and issues of the individualized transition plan (ITP) for students with disabilities in Japan. The data were collected from 574 special-needs high school students. As a result, almost all ITPs were used by teacher-directed ITP planning models.

30. Dual Enrollment with Individualized Supports Project
   » CAROL LEE-ARNOLD, LESLIE OKOJI, MARLA ARQUERO, MELISSA KIM, CHRISTIAN BATON & MICHAEL CORLEW
   This poster highlights the Dual Enrollment with Individualized Supports Project (DEIS). DEIS is designed to demonstrate and replicate a sustainable and comprehensive transition model that helps eligible students with intellectual disabilities participate in post-secondary education. The project
is based in Hawai‘i and has facilitated successful transition for high school students to community college campuses.

INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY, AND HEALTH

31. The (ICF) as a Boundary Object for Inter-Professional Case Co-Configuration in Special Educational Services
   » FARIDA LARRY
   This poster addresses the premise of integrating the International Classification of Functioning, Disability, and Health (ICF) in a Cultural Historical Activity Theory Perspective. Such integration enables inter-professional learning, collaboration and creation of knowledge.

32. Utilization of the ICF for Indexing Fatigue in Individuals Diagnosed and Treated for Head and Neck Cancer
   » GRACE SCOTT & ERIC DAVIS
   The biopsychosocial model provided by the ICF framework serves as an excellent platform to analyze cancer-related fatigue as a multidimensional condition that affects the body in a multitude of ways. This study examined the perception of fatigue by individuals diagnosed with head and neck cancer.

33. Aligning the Voice-Related Quality of Life Measure with the ICF: An Examination of Voice Disability Secondary to Laryngeal Cancer
   » GRACE SCOTT
   This poster presents findings from a study of 160 adults who had undergone surgical removal of the larynx for cancer. The content of a clinical measure (Voice-Related Quality of Life) was explored relative to the ICF framework in an effort to align information to better define the disability experienced.

LIVING IN(TER)DEPENDENTLY

34. The Effectiveness of Individual Evacuation Plans for Persons with Special Needs in an Area Affected by the Great East Japan Earthquake: Cases at Minami-Sanriku, Miyagi Prefecture
   » YAYOI KITAMURA
   Interviews were conducted to understand evacuation plans, behaviors, shelter life and temporary housing in Japan. Interviewed were welfare commissioners, the president of a day-care center for persons with disabilities, and volunteer leaders who worked with persons with disabilities at Minami-Sanriku town, Miyagi Prefecture, Japan.

35. Disability and Work: A Review of Best Practices to Improve the Under-utilized Talent of People with Disabilities in the Labour Market
   » SALLY LINDSAY
   This scoping review highlights the most promising policies, programs, and interventions for including people with disabilities at work.
36. **Focused Reading and Language Intervention for English Language Learners at Risk for Developing Reading Disabilities**

» LEILA RICCI

Without effective intervention, English language learners can be at risk for disabilities. This poster presents a reading and language intervention for at-risk Spanish-speaking, English language learners in the first grade. Sample materials are provided as well as best practices learned from coaching teachers who used this intervention.

37. **Promoting Science and Expository Writing in a Multimedia Environment**

» CARYL HITCHCOCK AND BHONNA GASPAR

Power Assisted Writing for Science is a process that uses evidence-based practices and multimedia technology to improve expository writing. This poster describes the steps and provides research results from three field-trials with inclusive middle-school classrooms.

38. **Professional Development for Teachers of K-12 ELLs: Supporting Educators**

» LORYN GUM, JENNIFER HOLDWAY & LAUREN NISHIMURA

This poster showcases online professional development courses for teachers of ELL in grades K-12 that the NB-ELL project delivers to Hawai‘i Department of Education, the American Sāmoa Department of Education, and the Republic of the Marshall Islands Ministry of Education.

39. **Are You Prepared to Use a Variety of Computer Technology Tools to Improve Your ELL Students’ Learning Outcomes?**

» WEOLOSON KIM-RUPNOW

This poster showcases a variety of computer-related strategies for improving literacy skills. Strategies were shared through an online professional development course offered to teachers with the Hawai‘i Department of Education.

40. **International Collaboration and Capacity Building in Southeastern Asia: Spreading Human Motion Analysis Techniques and Technology**

» RYAN INAWAT, KARL CANSECO & GERALD HARRIS

Through collaboration between Marquette University and the University of the Philippines, Philippine General Hospital, a motion analysis laboratory is being established to offer advanced motion metrics to the Philippine population (pediatric and adult) and to perform research.

41. **Newborn Hearing Screening—Good News for All in the Pacific Islands!**

» JEAN JOHNSON

This poster shows how newborn hearing screening in Pacific nations provides a pathway to social justice and to global hearing health for newborns. The presentation discusses opportunities for creating sustainability.
42. Developing the Scale Regarding Psychological Inflexibility in Japanese Early Adolescence
> Kenichiro Ishizu, Yoshiyuki Shimoda & Tomu Ohtsuki
This study reports on development of the Japanese version of the avoidance and fusion questionnaire for adolescents. 1,189 Japanese junior high school students completed the questionnaire to examine the reliability and validity of the scale. The study confirmed its reliability and validity.

43. The Life Experiences and Service Expectations of Taiwanese Caregivers of Special Children
> Hsin-Hao Tsai & Nien-Hwa Lai
Interviews were conducted to understand the life experiences and service expectations of caregivers of special children in Taiwan. While they described common hardship in certain life periods, comments were also made on formal and informal supports that had or would have provided alleviation.

44. Transforming Post-Secondary Education: A Caribbean Perspective On The Inclusion Of Students With Disabilities
> Jacqueline Huggins
This presentation explicates the core principles of a phenomenological research design. By use of a phenomenological approach, the researcher examined the lived experiences of students with disabilities at three main campuses of the University of the West Indies - St. Augustine (Trinidad and Tobago), Mona (Jamaica) and Cave Hill (Barbados).

45. Age-Related Changes in Older Drivers’ Performance and Distraction
> Joonwoo Son
As drivers age, they become more susceptible to distraction, and the ability to quickly shift attention between multiple stimuli is lost. As a result, older drivers may be placed at greater risk from interactions with complex in-vehicle systems. This study shows older drivers’ diminished performance while distracted with driving.

46. Comparisons of Simulated Driving Performance Between Stroke Patients and Healthy Adults
> Myoungouk Park & Joonwoo Son
Driving is important in daily life, and many stroke patients who were driving prior to their stroke wish to resume driving. In this study, data obtained from healthy adults and stroke drivers were used to compare the driving performance between stroke patients and healthy adults in a driving simulator.

47. HI-PRAISE: A Research Study on the Impact of Incentives to Improve Chronic Disease
> Rebecca Ozaki, Ritabelle Fernandes, Misha Tajima, & Robin Arndt
This poster provides an overview of the design and implementation of the Hawai’i Patient Reward and Incentive to Support Empowerment (HI-PRAISE) Project, a health economic research study focused on the use of incentives to improve chronic disease management for adult Medicaid recipients diagnosed with diabetes.
48. Understanding of Autism Among the General Public in US/Canada and Childcare Providers in Idaho

» GWEN MITCHELL & KENNETH LOCKE

A survey of the general public in the U.S. and Canada, and of childcare providers in the state of Idaho, showed their knowledge of autism. Although generally accurate, their understanding did suffer from recurrent errors regarding causes and symptoms.

49. Promising Results of Project Hoʻokuʻi; Supporting High Need Native Hawaiian Students to Earn College Credit While Still in High School

» KELLY ROBERTS, SCOTT BOWDITCH, & CARYL HITCHCOCK

Project Hoʻokuʻi was a four-year study conducted by the University of Hawaiʻi Center on Disability Studies. The goal of the project was to increase the number of Native Hawaiian high school students who meet the academic qualifications to participate and succeed in a high school/college dual-enrollment program.

50. A Comparison of Relationships and Happiness Between the Siblings of Students With and Without Disabilities

» SEOUNGWOO AHN

The purpose of this study was to examine sibling relationships and the perceived level of happiness between siblings of students with and without disabilities. The study aimed to discover if there was a relation between recognition of sibling relationships and feelings of happiness.


» LEAH WHITNEY & NAOMI ROMBAOA TANAKA

The Hawaiʻi Preschool Positive Engagement Project (HPPEP) aims to bring out the best students, parents, and teachers by helping them focus on what is going right. The poster shows how the HPPEP was intentionally created to build resiliency of the parents we work with.

52. Mathematics Through Local Context and Blended Learning

» KIRIKO TAKAHASHI, HYE JIN PARK, JUSTIN TOYOFUKU, JERRICK FELICIANO, JERICA MANOA, LJ RAYPHAND & SAMANTHA SISCON

Ka Palina: AIM Together is a project to improve algebra outcomes of 7-12th graders using blended learning in a local and Native Hawaiian context. The project started in September of 2012 and is in its second year. Project components and activities are presented.

53. Pathways to STEM: Math Teaching in Community College

» KIRIKO TAKAHASHI, HYE JIN PARK, JUSTIN TOYOFUKU, JERRIK FELICIANO & KELLY ROBERTS

Math is a barrier for many postsecondary students pursuing STEM fields. To improve outcomes of students in developmental math courses and their
problem-solving skills, two interventions have been implemented in a community college elementary algebra course: heuristics and an intelligent tutoring system.


» YOUNGSUN LEE

The aim of the study was to examine the effect of career education programs focusing on STEM for students with disabilities. Middle and high school students participated in an eight-week C–STEM project. Student interest improved, and STEM knowledge and academic self-efficacy increased.

55. Pacific Alliance Internship for College Students

» DEREK CHAN, RICHARD LIAGA, MICHAEL DENIS & KESHAVA KAIPAKA

Pacific Alliance aims to increase participation of individuals with disabilities in STEM fields in post-secondary educational institutions and in the workforce. The project also strives to help its participants reach their goals through internship opportunities and stipends for attending events.

56. Successful Transition of Students with Severe Disabilities

» TURKI ALQURAINI

This review examines critical components of successful inclusion for students with severe disabilities and provides an overview of literature regarding effective practices for inclusion. Focus is on critical components of successful inclusion that assist in preparing the stakeholders worldwide to engage effectively with students with disabilities in inclusive schools.

57. Successful Inclusion of Students with Severe Disabilities

» TURKI ALQURAINI

The purpose of this study was to identify provision of transition services in educational institutions for students with multiple disabilities and the importance of those services from the perspective of school teams in the city of Riyadh. The study included 98 teachers and administrators selected from Riyadh schools in the second semester of the academic year of 2011-2012.

58. Teaching Sam to Read: Effective Academic and Behavioral Interventions for Teaching Children with Developmental Disabilities

» GAIL COULTER & ROGER SASNETT

This case study follows the progress of one child on the autism spectrum in learning to read. It describes child characteristics, the reading intervention, types of behavioral supports, and progress over time. It provides a blueprint for children with similar learning profiles.

59. Access to General Education Curriculum: The Effect of Pre-teaching Target Words Upon Passage Fluency

» GAIL COULTER & CHUCK LAMBERT

This presentation examines pre-teaching content words on accuracy and fluency in connected text. The study used three participants identified with learning disabilities who read two grade levels below their same-age peers and three general education peers reading at grade level. The researchers found different results with the two groups of students.
60. A Statewide System of Supports for School-Based Teams Serving Students on the Autism Spectrum: A Coaching and Capacity Building Model
   » JULIE FODOR
   This presentation describes a coaching and training process for rural schools serving students with autism. To build capacity, distance-training approaches are used to supplement on-site coaching. The presentation describes the coaching process, online training approaches, assessment protocol, and outcomes.

61. From IEP to the Classroom
   » GWEN MITCHELL
   This presentation discusses how general education teachers report a lack of adequate training to meet the social and behavioral goals of students on the autism spectrum.

62. Hidden Curricula in Special Education Schools as Observed by Student Teachers
   » HOOHEE LEE & SOONYOUNG HWANG
   This presentation shows research that searches for hidden curriculums in special schools, and examines their impact on school life and classes.

63. Determining Evidence-Based Practices for Training Special Education Teachers
   » SARAH NAGRO & KYENA CORNELIUS
   Effectively training special education teachers requires identifying techniques shown to strengthen teacher development and improve student learning through empirical research. Two evaluations of techniques for training special education teachers, performance feedback, and video analysis are discussed.

64. Sustainability, Access, and Retention for Students with Disabilities at the University of Nairobi
   » SHADE’ OSIFUYE
   There is very little research on implementation of accommodations in classrooms to meet the needs of students with disabilities in Kenya. This study aims to provide findings to support the movement towards an equitable education in college classrooms.

65. Promoting Postsecondary Educational Success of Individuals Who Experience Mental Disabilities
   » MARK SALZER
   This presentation presents data from the only national survey about educational experiences of students with mental disabilities, their use and desires for campus supports, and their experiences on campus. Implications for enhancing educational attainment through novel strategies are presented.

66. Factors Associated with Income of Workers with Mental Challenges
   » HYUNKYUNG LEE
   This study looked at the need for vocational rehabilitation for persons who experience mental challenges and investigates factors associated with the income level of these workers. Found was that promotion of vocational rehabilitation for people with mental disabilities is essential.
YOUTH RISING

67. Using Predictors of Post-School Success to Help Guide Youth and their Families Through the Transition Process
   » KIMBERLY OSMANI & LARRY HARTZELL
   NSTTAC conducted a research analysis to identify evidence-based predictors of post-school success. The study developed a timeline of transition activities beginning at birth and going beyond high school that is aligned to the predictors. Presenters provide a visual of the predictor areas as well as examples from the timeline.

68. How Youth Adapt to Chronic Illness to Pursue Desired Activities
   » RYAN SNELGROVE & LAURA WOOD
   This presentation describes how youth make adjustments to their lives when faced with illness-related challenges. Two key strategies undertaken were developing outlooks and learning to alter routine activities. Findings are related to the selective optimization with compensation model.

69. Navigating Multidisciplinary Partnerships to Improve Hawai‘i Middle School Youth Health Outcomes: A Place-Based Teen Pregnancy and Sexually Transmitted Infection Prevention Curriculum
   » DENISE UEHARA, KELLY ROBERTS, BRANDON KOBASHIGAWA & TAMMY TOM
   This poster describes Pono Choices—a teen pregnancy and sexually transmitted infections prevention curriculum for middle school youth in Hawai‘i. Also described are development of Pono Choices through community partnerships, and results from pilot testing.

70. Culturally and Linguistically Diverse Pre-Service Teachers’ Perceptions of Working with Students with Special Needs: Investigating the Special Education Teacher Shortage
   » CHRISTINA KEAULANA
   This project investigated why minority pre-service teachers avoid special education careers and how they developed their perceptions about students with special needs. A preliminary survey and focus group interviews of 12 culturally and linguistically diverse pre-service teachers reveals key themes that explain why minority populations are grossly underrepresented in the special education field.
Exhibitor List

» BOOTH # 1
AGIS Network (AssistGuide)
13 Steele Avenue
Annapolis, MD 21401
Al Schreitmueller
410-269-7851
Al@AGISnetwork.com

» BOOTH # 19
American Thermoform Corporation
1758 Brackett Street
La Verne, CA 91750
Patrick Nunnelly
800-331-3676, x 101
pnunnelly@americanthermoform.com

» BOOTH # 26
Assistive Technology Resource Centers of Hawaii (ATRC)
200 N. Vineyard Blvd. #430
Honolulu, HI 96817
Candice Young
808-532-7115
candice@atrc.org

» BOOTH # 23
The Caregiver Foundation
P.O. Box 894794
Mililani, HI 96789
Gary Powell
808-625-3782
gary@thecaregiverfoundation.org

» BOOTH # 14
Developmental Disabilities Division
3627 Kilauea Avenue #104
Honolulu, HI 96816
Laine Tokumoto & Jessie Fernandez
808-733-9197
lin.hashimoto@doh.hawaii.gov

» BOOTH # 24
Disabled Advocacy Group, APLC
12 Williamsburg Lane
Chico, CA 95926
Scott Hubbard & Lynn Hubbard
530-895-3252
angelb@hubslaw.com

» BOOTH # 16
Hawaii‘i Association for Behavior Analysis
1776 University Avenue U-A 4-7
Honolulu, HI 96822
Carla Schmidt
808-956-5861
carlats@hawaii.edu

» BOOTH # 15
Hawaii‘i Disability Rights Center
1132 Bishop St, Suite 2102
Honolulu, HI 96813
Howard Lesser & Emily Wilkinson
808-949-2922
jane@hawaiidisabilityrights.org
**Exhibitors**

**BOOTH # 21**  
**Hawaii SHIP/Sage PLUS Program—Medicare Counseling**  
No. 1 Capitol District  
250 S. Hotel Street  
Honolulu, HI 96813  
Brenda M. Lau  
808-586-7275  
brenda.lau@doh.hawaii.gov

**BOOTH # 2**  
**Hospitality and Community Health Institute of Training (Samoa)**  
Matautu-Tau Rd, Re Marina  
Apia, Samoa  
Darryl Scott & Savili Mouaug  
685-778-5174  
darryl@csitaustralia.com

**BOOTH # 3**  
**IMPAQ International**  
10420 Little Patuxent Parkway, Suite 300  
Columbia, MD 21044  
Kay Magill, & Linda Toms Barker  
443-283-1651  
lbwilliams@impaqint.com

**BOOTH # 4**  
**Independence Science**  
3000 Kent Ave  
West Lafayette, IN 47906  
Cary Supalo & Carla Vallejo (PA)  
630-544-0733  
rdsupalo@cs.com

**BOOTH # 5**  
**‘Ōlelo Community Media**  
1122 Mapunapuna Street  
Honolulu, HI 96819  
808-834-0007 ext. 140  
mapunapuna@olelo.org

**BOOTH # 25**  
**Job Accommodation Network**  
PO Box 6080  
Morgantown, WV 26506-6080  
Louis Orslene  
800-526-7234  
taylor@jan.wvu.edu

**BOOTH # 17**  
**Kapi‘olani Community College**  
4303 Diamond Head Road, Manono 102  
Honolulu, HI 96816  
Dale London  
808-734-9154  
dalep@hawaii.edu

**BOOTH # 13**  
**Learning Disabilities Association of Hawaii**  
245 N. Kukui St, Suite 205  
Honolulu, HI 96817  
Joe Kernan & Marsha Robinson  
808-536-9684  
rrowe@ldahawaii.org

**BOOTH # 7**  
**Marquette University Tech4POD**  
PO Box 1881, ASF 105  
Milwaukee, WI 53201-1881  
Gerald Harris & Karl Canseco  
414-288-0696  
deborah.epps@marquette.edu

**BOOTH # 28**  
**National Oceanic and Atmospheric Administration (NOAA)**  
National Weather Service, 1845 Wasp Blvd., Building 176  
Honolulu, HI 96818-5007  
Edward Young Jr. & Richard Jackson  
808-725-6002  
Edward.Young@noaa.gov

**BOOTH # 29**  
**Paua by Dan**  
1-473 Main Road, Stoke  
Nelson, Tasman, 7011, New Zealand  
Daniel Youngusband & Tony McLean  
643-547-6808  
youngusband@xtra.co.nz
BOOTH # 6

Prentke Romich Company
1022 Heyl Road
Wooster, OH 44691
Kathy Crites-Lewis
382-5008/800-262-1984
kdc2u@aol.com

BOOTH # 20

Social Security Administration
300 Ala Moana Blvd, Room 1-114
Honolulu, HI 96850
Lori Halm
855-601-2478 x31354
lori.halm@ssa.gov

BOOTH # 27

Sprint Relay Hawai‘i
420 Waiakamilo Road, Suite 405
Honolulu, HI 96817
Jenny Blake
808-847-9032/ 800-357-5168
jenny.blake@sprint.com

BOOTH # 12

The Taishoff Center for Inclusive Higher Education at Syracuse University
805 S. Crouse Avenue
Syracuse, NY 13244-2280
Bud Buckhout
315-443-3851
ccolavit@syr.edu

BOOTH # 8

Task Master Pro
421 S. Rock River Road
Diamond Bar, CA 91765
John Chou
818-481-7818
johnchou@taskmasterpro.com

BOOTH # 11

Therap Services LLC
41-703 Mekia Street
Waimanalo, HI 96795
Kevin Dierks
808-261-0607
kevin.dierks@therapservices.net

BOOTH # 22

United Healthcare Community Plan
841 Bishop St, Suite 725
Honolulu, HI 96813
Michelle Gendrano
808-544-8878
michelle_gendrano@uhc.com

BOOTH # 9

University of Washington Medical Scientist Training Program (MD/PhD)
1959 NE Pacific St
Seattle, WA 98195
Marcie Buckner
206-685-0762
mbuckner@uw.edu

BOOTH # 18

Winners at Work dba Abilities Unlimited
414 Kuwili Street, Suite 103
Honolulu, HI 96817
Scott Nishimoto
Dayle Lee-Roche
808-532-2100
snishimoto@abilitiesunlimitedhi.org
dlee-roche@abilitiesunlimitedhi.org

BOOTH # 10

Winsor Learning/The Sonday System
1620 West 7th Street
St. Paul, MN 55102
Amanda Burnette
800-321-7585
amanda.burnette@winsorlearning.com
MAP OF EXHIBITOR ROOM
Room 306AB

Exhibitor Room 306AB

Entrance: 2728

Shaded tables have access to power.

Client: Hawaii Convention Center
Location: 306AB
Room: Hawaii Convention Center
Event Name: 2014 Pacific Rim International Conference on Disability and Diversity
Date: Honolulu, Hawaii
Time: 2014

Prepared By: Sean Coffey
Prepared On: 04/29/14 14:01:01

Diagram created using Room Viewer®.
Romola Adeola
Romola Adeola is a LLD Candidate at the Centre for Human Rights, Faculty of Law, University of Pretoria, South Africa.

Nadia Ahmed
Nadia Ahmed is a PhD student at Queen Mary University of London. She researches working environments for disabled academics at universities in the United Kingdom. As a disabled and inspired academic, she is passionate about equitable and accessible working environments for herself and others.

Elizabeth Afoa-Mavaega
Elizabeth Afoa-Mavaega has worked in vocational rehabilitation for more than 25 years. She is division head for the Vocational Rehabilitation Counselor Unit. Her BA degree is in rehabilitation and her MS degree is in education administration, with an emphasis in leadership.

Seoungwoo Ahn
Seoungwoo Ahn is a professor in the Special Education Program at Pusan National University in South Korea.

Turki Alquraini
Turki Alquraini is an assistant professor in special education at King Saud University in Saudi Arabia. His research is on the challenges, perspectives, and possibilities of inclusive education.

Maha ALSulaiman
Maha ALSulaiman works as an assistant professor at the Learning Disabilities Program at the Arabian Gulf University in Bahrain. Her professional focus is in special education with an emphasis on response-to-intervention and formal assessment. For several years, she has worked with students with special needs and taught in several universities in Saudi Arabia.

Patricia Alvarez
Patricia Alvarez has been an advocate in the disability community her whole life. She has worked with the HASL Center for Independent Living as Director of Special Projects and ADA consultant since 2008. In addition; she has worked as projection coordinator in Healing Pathways since 2009.

Jean Anderson
Jean Anderson, PhD, is coordinator for the American Sāmoa Early Hearing Detection and Intervention (EHDI) Program. She was previously Part C Coordinator for American Sāmoa and was instrumental in redesigning the system of early intervention services in American Sāmoa.

Aaron Arakaki
Aaron Arakaki is chief of the Outcomes & Compliance Branch in the Developmental Disabilities Division at the Hawai‘i State Department of Health.

Robin Arndt
Robin Arndt, MSW, LSW, is co-project coordinator with the Hawai‘i Patient Incentives and Rewards to Support Empowerment Project at the Center on Disability Studies of the University of Hawai‘i. His focus is community outreach, interdisciplinary collaboration, program development, administration, and program evaluation.
Marla Arquero
Marla Arquero, MSW, LCSW, is a student support and employment specialist with the DEIS project in the Center on Disability Studies at the University of Hawai‘i. She has experience working with students and adults with mental health needs in public schools and private facilities.

Linda Toms Barker
Linda Toms Barker, MA, is a principal research associate at IMPAQ International. Previously, she was with Berkeley Policy Associates for 35 years. She is an expert in disability policy research using integrated mixed methods approaches.

Lorraine Baron
Lorraine Baron, EdD, is an assistant professor in mathematics education at the College of Education, Institute for Teacher Education at the University of Hawai‘i, where she engages in research and teaching. She works to make mathematics more accessible through her research in teachers’ beliefs and practices, in her community work in quantitative and financial literacies, and through the design and implementation of equitable pedagogical tasks and assessment practices with teachers in practice.

Nathan Basha
Nathan Basha is a young man from Sydney who attended school in a regular class, trying out different interests and workplaces before finding his niche. Nathan is pursuing further postsecondary education, is planning a move from the family home, and works at NOVA radio station. He says that he is ‘living the dream.’

Christian Batoon
Christian Batoon, BA, works as an educational coach for the Dual Enrollment with Individualized Supports project in the Center on Disability Studies at the University of Hawai‘i. Batoon plans to pursue a master’s degree in clinical psychology specializing in marriage, family, and therapy.

James Bauer
James Bauer is a registered occupational therapist practicing in the Minneapolis-St. Paul area. His master’s thesis was published as a book titled *The Runaway Learning Machine*. Discovered by the theatre community, the book was written into a play. It debuted in the Minneapolis area in 2005 and was performed in London in 2007.

Blake Beecher
Blake Beecher is an associate professor and director of the MSW Program in the School of Social Work at Eastern Washington University. His practice and research interests include behavioral health as well as addictions, aging, international social work, and research informed practice.

Terry Berryman
Terry Berryman has been a high school educator and adjunct professor for over 20 years. She specializes in working with youth who are deaf and hard of hearing. She collaborates with public schools and the School for the Deaf, and serves on numerous committees to enhance transition experiences for youth.

Dewayne Bettag
Dewayne Bettag balances theoretical and applied experience to help children learn and optimally develop. He is completing his PhD in developmental psychology, and teaches child development, psychology, and education classes at undergraduate/graduate levels at the University of Hawai‘i.

Bethany Bilodeau
Bethany Bilodeau, BS, MBA, and DA, is founder and CEO of C.O.R.E. Vocational Services Inc., which provides training in vocational and independent living skills to students who experience a disability or mental health impairment.

Rhonda Black
Rhonda Black has a MS degree in special education from the University of Utah and an EdD degree in Vocational Special Needs and Occupational Studies from the University of Georgia. She is a professor in the College of Education at the University of Hawai‘i.

Rick Blumberg
Rick Blumberg, PhD, is an associate professor of special education, education, language & literacy at the College of New Jersey. He is a member of the affiliated faculty in the CCS Program and director of the Center for Autism at the College.
**Amy Bossler**
Amy Bossler is a PhD fellow in exceptionality studies at the University of Hawai‘i at Mānoa. Her research interests include multicultural special education, teacher preparation, educational technology and strategies for culturally and linguistically diverse learners, and rehabilitating underprepared undergraduate students.

**Scott Bowditch**
Scott Bowditch, PhD, is on the faculty of the Center on Disability Studies at the University of Hawai‘i. His research interests include cross-cultural developmental and disability research, learning in multicultural contexts, immigrant and indigenous acculturation, and research methods.

**Mary Brogan**
Mary Brogan is coordinator of performance improvement for the Office of Program Improvement and Excellence at the Hawai‘i State Department of Health.

**Steven Brown**
Steven Brown, PhD, is principal investigator on the EmployAble Project and is an individual with a disability. He is a professor and disability studies scholar at the Center on Disability Studies of the University of Hawai‘i and is co-founder of the Institute on Disability Culture.

**Barbara Broyles**
Barbara Broyles is project coordinator for the Autism Supports Project at the University of Idaho Center on Disabilities and Human Development (CDHD). She is a member of the CDHD Business Team and has coordinated a variety of projects, including Positive Behavioral Supports, Even Start Family Literacy, and Parent as Teachers.

**Aniko Burjan**
Aniko Burjan is a psychoeducator and has specialized in education and treatment of children with autism for the past 17 years. She holds a master’s degree in educational psychology from McGill University.

**Jill Burgess**
Jill Burgess is project director for Add Us In at the University of Oklahoma National Center for Disability Education and Training (NCDET). She has been with NCDET for over 13 years. Add Us In is a cooperative agreement funded by the Office of Disability and Employment Policy through the Department of Labor.

**Phillip Camela**
Phillip Camela is general manager of the AED Legal Centre. He has 20 years of experience in disability employment and education. His roles have included research and communications, planning of policy development projects, and project management.

**Tina Campanella**
Tina Campanella is CEO of Quality Trust. In over 35 years working with children and adults with disabilities, she has addressed critical challenges such as human rights. She has expertise in program development, person-centered approaches, and service-quality management.

**Joanna Cannon**
Joanna Cannon is an assistant professor in the Department of Educational & Counseling Psychology, & Special Education at the University of British Columbia. In 2010, she conducted the first research study with students who are DHH and ELLs. She is consulting on the replication of the study in Florida.

**Karl Canseco**
Karl Canseco is research assistant professor at the Orthopedic and Rehabilitation Engineering Center at Marquette University/Medical College of Wisconsin. His research interests include orthopedics, physical medicine and rehabilitation, motion analysis, and foot and ankle biomechanics.

**Mary Casey-Lockyer**
Mary Casey-Lockyer is the lead for disaster health services for the National Headquarters of the American Red Cross in Washington D.C. She works with federal partners, integrating Cot-to-Cot into operations, and works with Disaster Services Health Support in all 50 states and US territories.
Derek Chan
Derek Chan is a student at the University of Hawai‘i at Mānoa currently majoring in Computer Science. He is an intern for the Pacific Alliance Project.

Reshawna Chapple
Reshawna Chapple is an assistant professor of social work at Bridgewater State University in Massachusetts. She received a master’s degree of social work and PhD in justice studies from Arizona State University.

Keith Christensen
Keith Christensen is on the faculty in the Department of Landscape Architecture and a Faculty Fellow with the Center for Persons with Disabilities at Utah State University. His research emphasizes planning and design of socially inclusive environments.

Tranesha Christie
Tranesha Christie is a graduate student at the Chicago School of Professional Psychology and will graduate in the spring 2015. Tranesha has a BA degree in theatre arts from the University of the District of Columbia.

Kyeong-Mi Chun
Kyeong-Mi Chun is a doctoral student in the Multicultural Education Program and a participant in the Brain Korea21 (BK21) Project at Inha University. She is teaching Korean language to female married immigrants and foreign workers and also providing Fine Art programs for children with disabilities at the local special schools.

Mehmet Çinar
Dr. Mehmet Çinar graduated and completed his residency at Gulhane Medical School. For two years, he has served as a consultation-liaison psychiatrist at a rehabilitation setting. He works with physically and psychologically traumatized patients and their family members.

Judith Clark
Judith Clark is executive director of the Hawai‘i Youth Services Network, a statewide coalition of youth organizations. She also provides training in Pacific Islands. The Hawai‘i State Legislature named her Hawai‘i’s “Outstanding Advocate for Children and Youth.”

Megan Conway
Megan Conway, PhD, is co-principal Investigator on EmployAble and is also managing editor for The Review of Disability Studies: An International Journal, a peer-reviewed disability studies journal. She teaches online graduate classes in the multidisciplinary Disability and Diversity Studies Certificate Program.

Thomas Conway
Thomas Conway, MBA, is project director of the EmployAble Project. He is also a faculty member and media coordinator for the Center on Disability Studies at the University of Hawai‘i. He is working on his PhD in educational technology.

Bryan Cook
Bryan Cook is a professor in the Department of Special Education at the University of Hawai‘i at Mānoa, having earned his PhD in special education at the University of California at Santa Barbara. He is chair of the Council for Exceptional Children’s workgroup on evidence-based practices and President of the Council for Exceptional Children’s Division for Research. He is also associate editor of the journal Remedial and Special Education.

Kimberly Corbin
Kimberly Corbin, BS in special education from Texas State University, and MEd in curriculum studies from the University of Hawai‘i, has twenty years of classroom experience, seven at a NASA magnet school, and two as an Instructional Literacy coach. In the fall 2013, she entered the doctoral program at the College of Education at the University of Hawai‘i.

Michael Corlew
Michael Corlew, BA, is an educational coach at Hawai‘i Community College. He also works as a support specialist in the Center on Disability Studies at the University of Hawai‘i.

Kyena Cornelius
Kyena Cornelius is a doctoral student in the Department of Special Education at Johns Hopkins University. Her research interests include teacher preparation as well as novice induction and mentoring.
Gail Coulter
Gail Coulter is an associate professor in special education at Western Washington University. Her 20-year career in higher education focuses on reading instruction for children with disabilities. Her current research is on teaching reading to children with autism.

Kelli Crane
Kelli Crane is a senior research associate at TransCen and has been involved in creating and expanding secondary transition systems for youth. She directs the technical assistance and training component of several national projects. She is also a professor at UMD.

Rob Crawford
Rob Crawford is CEO of the Life Development Institute in Glendale, Arizona. He has been the driving force behind private and public collaborations helping thousands of individuals referred from families, vocational rehabilitation, the foster care system, adult basic education, professionals and consultants, to succeed at making their first successful steps into the larger community on their own.

Melissa Crist
Melissa Crist holds a master’s degree in early childhood. She has expertise in inclusion of infants and toddlers with diverse needs and their families and is a co-developer of the Idaho inclusion model and training components.

Ruth Crocker
Ruth Crocker has worked with and on behalf of people living with disability and their families in metropolitan and regional locations in New South Wales and South Australia. She is a Lecturer in the Disability and Community Inclusion Unit at Flinders University.

Keyonna Dailey
Keyonna Dailey is associate director of the Center for Disability Services at Auburn University Montgomery. She holds a master’s degree in counseling and counseling psychology and has 10 years of experience providing accommodation services to students with disabilities at the college level.

Rebecca Daley
Rebecca Daley, MS, is an adjunct professor for the Department of Special Education at the College of New Jersey as well as director for Career and Community Studies, a four-year transition and post-secondary college program started in 2006.

Eric Davis
Eric Davis is a master’s candidate in the Voice Production and Perception Laboratory at the University of Western Ontario. His research interests include voice disorders, quality of life, and public awareness of HPV-related cancers.

Denise Decker
Denise Decker is a professional trainer in the federal and university sectors. Trilingual, she works throughout the U.S. and has participated in many international disability rights delegations. Her book, Canine Angel, about her fourth guide dog, has been praised by Mobility International.

Gina DeGaetano
Gina DeGaetano graduated from James Madison University with an undergraduate degree in business management. She earned a master’s degree in special education from Shenandoah University. She teaches students in special education at Belmont Ridge Middle School in Loudoun County, Virginia.

Lisa Deneen
Lisa Deneen is a Disabilities Coordinator and Counselor at the University of Hawai‘i, Maui Campus. Previously, she was an instructor in sociology at Portland State University.

Heather DeWoody
Heather DeWoody has a MEd in educational psychology. She is a project coordinator and instructional coach at the Center for Disability Studies at the College of Education.

Michael Denis
Michael Denis is a student at Windward Community College studying ethnopharmacology and plant biotechnology. He is an intern for the Pacific Alliance Project.

Emanuela D’Urso
Emanuela D’Urso is the manager for cultural diversity, community access, ageing, disability and home care at the Department of Family and Community Services in the state of New South Wales, Australia. She has more than 20 years of experience in diversity.
Mary Beth Durr
Mary Beth Durr has 28 years of experience as a disability manager, advocate, diversity trainer, and instructor. She has been successful at galvanizing her community on ADA issues. She holds a Federal Travel Trainer Certification.

Lily Dyson
Lily Dyson is a professor of special education and educational psychology. Her research interest is in child development, family adaptation to a child with disabilities, and literacy in children from low-income homes.

Mike Ellis
Mike Ellis is Sprint’s National Director for Sprint Relay, and has been a part of the nation’s largest provider of Telecommunications Relay Service for 22 years. Recently, Mr. Ellis led a team at Sprint to create the REAL DEAL Employee Resource Group (ERG), which focuses on creating resources, raising awareness, and empowering employees with disabilities.

Amy Gaumer Erickson
Amy Gaumer Erickson is an assistant research professor at the University of Kansas Center for Research on Learning. She conducts professional development and evaluation in college and career readiness as well as multi-tiered academic and behavioral systems of support.

Ieva Eskyte
Ieva Eskyte is a doctoral researcher at the School of Sociology and Social Policy, University of Leeds, and Marie Curie Fellow at the international training network of Disability Rights Expanding Accessible Markets (DREAM).

Richard Fee
Richard Fee is an assistant professor of education at Lincoln University, Graduate Center in Philadelphia. He has been an associate professor of special education and chair of the MEd Special Education Program at the University of Guam and a Fulbright Scholar at Santo Tomas in Manila.

Jerrik Feliciano
Jerrik Feliciano is a graduate research assistant with the Pathways to STEM and Ka Pilina Project for the Center on Disability Studies at the University of Hawai‘i. He is pursuing a master’s degree in mathematics at the university.

Ritabelle Fernandes
Ritabelle Fernandes, MD, MPH, FACP, is an associate professor at the Department of Geriatric Medicine of the John A. Burns School of Medicine, University of Hawai‘i. She has coauthored a booklet, Services and Housing Options for Seniors on Oahu – 2013, which provides information on aging in place and other placement options.

Nieves Flores
Nieves Flores is a former special education teacher, consulting resource teacher, assistant associate administrator of special education, and special education faculty for the School of Education, and a training associate for a UCEDD.

Linda Flynn
Linda Flynn has 30 years of experience in early childhood special education. She has extensive experience in teaching early childhood in schools and the university classroom.

Julie Fodor
Julie Fodor is director of the Idaho UCEDD at the University of Idaho, a faculty member at the College of Education and director of the statewide Autism Support Project. Her expertise is in establishing statewide systems of supports, social and emotional development, and behavior management.

Eric Folk
Eric Folk, MEd, is a junior specialist at the Center on Disability Studies at the University of Hawai‘i. He is Project Director for the DEIS Project. His research interests include acculturation and cultural identity development, and post-secondary education for students with disabilities.

Frederic Fovet
Frederic Fovet is director of the Office for Students with Disabilities at McGill University. His research and practice focus on social emotional behaviour difficulties, inclusive education, and provisions of disabilities service. He launched a large-scale UDL implementation at McGill in 2011.

Dov Fox
Dov Fox is an assistant professor of law at the University of San Diego School of Law. He has written over thirty
academic articles on topics in health law, anti-discrimination law, and behavioral economics, with a special focus on disability studies.

**Shiloh Francis**
Shiloh Francis has taught social studies at Castle High in Kaneohe, Hawai’i for nine years. With a co-teacher, she now teaches 9th-grade US history to heterogeneous students. She earned National Board certification (2011) and has her BA in American history and master’s of education from the University of Hawai’i, Mānoa.

**Kauren Fritzius**
Kauren Fritzius completed a degree in elementary education at Davis and Elkins College and earned a master’s degree in special education from Shenandoah University. She teaches students in special education at Belmont Ridge Middle School in Loudoun County, Virginia.

**Nite Fuamatu**
Nite Fuamatu is a Samoan woman in Aotearoa (New Zealand) and is doing her dissertation on Auckland-based Samoans living with a disability. She was born and raised in Auckland and holds qualifications in sociology, education and public health from the University of Auckland. Her interests include intersectionality, impairment, disability research, and Pacific research theoretical frameworks.

**Asuka Fujii**
Asuka Fujii received a PhD in special education from Hiroshima University in Japan, and serves as an assistant professor at Takamatsu University. She is interested in transition from school to work and post-secondary education and is researching professional development of special teachers for effective transition.

**Kevin Fujimoto**
Kevin Fujimoto, PsyD, is executive director of Surfrider Spirit Sessions and is a school psychologist with the Hawai’i Department of Education.

**Antoinette Funk**
Antoinette Funk has been a classroom teacher, assistant principal, and principal in Virginia and West Virginia schools. She has served as chair, co-chair, and vice chair of SEAC and is an administrator. Her undergraduate degrees are from Shepherd University and the University of Virginia, and she is completing her EdD at Shenandoah University.

**Gordon Fuller**
Gordon Fuller, Managing Director and Executive Producer for CAVU Hawaii, LLC, is a social entrepreneur and producer, working at the forefront of technological innovation. He has developed industry-leading digital TV, broadband Internet, and social networking applications for self-expression, civic engagement, and economic development.

**Katherine Gallinger**
Katherine Gallinger recently completed her PhD in education with a research focus on inclusive post-secondary education. She has over 15 years of experience providing supports to people with developmental disabilities in education and employment.

**Dax Garcia**
Dax Garcia, MA, is a doctoral student in English at the University of Hawai’i and a graduate assistant at the Center on Disability Studies.

**Sara Gardner**
Sara Gardner, diagnosed on the autism spectrum at age 41, is an autism specialist with educational and lived experience in Seattle. She designed, developed, and manages the largest support program in the US serving college students on the autism spectrum.

**Bhonna Gaspar**
Bhonna Gaspar holds a BS in computer science and a BA in second language studies from the University of Hawai’i at Mānoa. She is interested in materials development and the use of technology in second language teaching.

**Stephanie George**
Stephanie George is coordinator of the Partners in Policy-making Program at the University of Alaska Center for Human Development. Her work in advocacy incorporates her experiences as an educator and parent of children with autism.

**Emily Gillespie**
Emily Gillespie is pursuing a master’s degree in critical disability studies at York University. She is interested in disability and identity, and considering ways of rethinking disability in order to work towards social justice.
Susan Gjolmesli
Susan Gjolmesli is director of Disability Resources at Bellevue College in Bellevue, Washington. She has worked in the field for over 35 years. Her work has removed multiple barriers for students with disabilities, including those flourishing at Bellevue College.

Judi Goldston
As the training project manager, statewide coordinator of Project SEARCH and a certified ASTD instructor with the University of Oklahoma, Judi Goldston has, since 1992, offered training and technical assistance on customized employment supports to state agencies assisting individuals with disabilities to obtain community employment and independent living.

Diane Goyette
Diane Goyette develops dynamic, informative, interactive, and entertaining workshops. She is an adjunct professor at Sam Houston State University, and has presented at national, state and local professional conferences. She is also the parent of an adult with disabilities.

Robin Greenfield
Robin Greenfield is associate director of the Center on Disabilities and Human Development at the University of Idaho and director of the Idaho Project for Children and Youth with Deaf-Blindness.

Maria Guadagnoli-Closs
Maria Guadagnoli-Closs is a PhD candidate in critical disability studies at York University in Toronto, Canada. While interested in women’s health, disability and social determinants of pain, she is researching and writing on the connection between these areas and pain.

Caroline Guardino
Dr. Caroline Guardino is an assistant professor of exceptional student and deaf education at the University of North Florida. She is passionate about providing worldwide access to existing and new information for parents, teachers, and professionals working with deaf and diverse children via www.understandingdad.org.

Martha Guinan
Martha Guinan, MPH, is doctoral student in exceptionalities at the University of Hawai‘i, working with MyAccess (online writing tool) support.

Amarpreet Gujral
Amarpreet Gujral is a registered occupational therapist. She has 16 years of experience working with the pediatric and adult population.

Loryn Gum
Loryn Gum, MEd, is skilled in curriculum and materials design, program development and coordination, instruction, partnerships, and communication with ESL. Her career path has built expertise in academic, literacy, workplace, and healthcare programs for ESL.

Kathleen Haggith
Kathleen Haggith is associate dean with the faculty of Academic and Career Advancement at Kwantlen Polytechnic University. Her portfolio includes access programs for people with disabilities, English as a Second Language, and adult basic education.

Andrea Hall
Andrea Hall is a wife and mother of two and is director of innovations at the Department of Rehabilitation Services in Oklahoma. She earned a MS degree from East Central University and is a certified rehabilitation counselor.

Judy Hall
Judy Hall is a coach of positive behavioral and autism supports. She has worked for over 30 years assisting school teams to implement evidence-based practices for students across disability and behavior characteristics.

Mary Harber
Mary Harber, MSW, has worked in a variety of areas over her 27 years in Social Work. She has supported children, youth, and families in the context of child welfare, trauma, healthy sexuality, children and youth with disabilities, parent support, and youth addiction issues.

Eliza Harley
Eliza Harley, PhD, is a postdoctoral psychology fellow in Early Childhood Mental Health at Children’s Hospital Los Angeles/University Center for Excellence in Developmental Disabilities. Her clinical/research areas of interest include autism, dual-diagnoses, and Latino mental health.
Gerald Harris
Gerald Harris is a professor of biomedical engineering at Marquette University and director of the Motion Analysis Labs at the Medical College of Wisconsin and Shriners Hospital in Chicago. He has also established successful motion laboratories in Southeast Asia and Mexico.

Larry Hartzell
Larry Hartzell has retired from public education after serving as a speech pathologist and principal for 24 years and as a coordinator at the Oklahoma State Department of Education. He has been the transition programs field representative for the Oklahoma Department of Rehabilitation Services since May 2010.

Jonathan Harvey
Jonathan Harvey is a doctoral student in the Faculty of Health and Social Care at the Open University, in the United Kingdom. His research explores the identity of ABI survivors.

Kikuko Hata
Kikuko Hata is a registered dietician and a student of the Department of Health Promotion Sciences, Graduate School of Tokyo Metropolitan University in Japan. She belongs to the Japan Paralympics Committee. Her research focuses on the healthy eating of individuals with spinal cord injuries.

Takuro Hatekeyama
Takuro Hatekeyama, PhD, is a professor at the Faculty of Human Sciences at Waseda University. He is a visiting researcher for the Center on Disability Studies, University of Hawai‘i. Takuro has 28 years of experience working in assistive technology for persons with disabilities.

Jay Hedgpeth
Jay Hedgpeth is an assistant professor at Southern University at New Orleans. Prior to this post, he was a faculty associate at Arizona State University and has been an advocate for individuals with disabilities for more than 30 years.

Anne Heimann
Anne Heimann is the disability services specialist at the University of Nebraska in Omaha.

Caryl Hitchcock
Caryl Hitchcock, PhD, is an assistant professor at the Center on Disability Studies at the University of Hawai‘i and Project Director of TeenACE for Science, and co-author of ACE Reading. Her research interests include strategies that use technology to improve literacy and learning outcomes for culturally, linguistically, and socio-economically diverse students.

Jennifer Holdway
Jennifer Holdway, MA, is a second language studies PhD student at the University of Hawai‘i, Mānoa. She specializes in language policy and planning and K-12 language and literacy education.

Ki-Hyung Hong
Ki-Hyung Hong, PhD, works at the Korea Advanced Institute of Science and Technology, and is a professor at the Sungshin University School of Information Technology. Previously, she was a Senior Researcher for Electronics and Telecommunication Research.

Scott Hosford
Scott Hosford is a licensed psychologist and director of the Academic Support Office at Brigham Young University. He holds advanced degrees from the University of Texas at Austin and Brigham Young University.

Sachiko Hoshide
Sachiko Hoshide is a Wraparound education specialist for the ISIS program which is an alternative education/special education program she developed and implemented for the Hayward Unified School District in Hayward, California. Dr. Hoshide has been teaching in Alternative Education programs for the past fifteen years.

Jacqueline Huggins
Jacqueline Huggins has a master’s degree in sociology, a bachelor’s degree in social work, and is pursuing her PhD in sociology. She has worked in disability studies for six years and is coordinator in a Student Academic Support/Disability Liaison Unit in the Caribbean.

Soonyoung Hwang
Soonyoung Hwang is an associate professor at Pusan National University and a member of the Board of Directors in the Association of Special Education for Children with Special Needs in South Korea. Her research interests include behavior intervention and inclusive education.
Keith Hyatt
Keith Hyatt is a professor of special education at Western Washington University. His research and teaching interests include assessment and development of quality IEPs directly linked to assessment data.

Ryan Inawat
Ryan Inawat is graduate student at Marquette University and is pursuing a master’s in biomedical engineering. His interests include orthopedics, prosthetics and orthotics, motion analysis, physical medicine and rehabilitation, and translating research towards clinical use.

Takayo Inayama
Takayo Inayama is an associate professor in the Department of Health Promotion Sciences at Tokyo Metropolitan University. Professor Inayama specializes in community nutrition, health education and nutrition management.

Brenda Ingalls
Brenda Ingalls has been a member of the Center on Disabilities and Human Development at the University of Idaho for 16 years. During those years, she has focused in early childhood in a variety of capacities: a home visitor, preschool teacher, training developer, and child care training coordinator. Brenda holds a B. S. in child development and family relations and a M. S. in family and consumer sciences from the University of Idaho.

Kenichiro Ishizu
Kenichiro Ishizu, PhD, is an associate professor of human development at the University of Toyama in Japan.

Tiina Itkonen
Tiina Itkonen is an associate professor of Education and Political Science at California State University, Channel Islands. Her research focuses on interest groups and special education policy.

Meribeth Jackson
Meribeth Jackson is director of Disability Services at the University of Nebraska at Omaha. She has 15 years of special education experience, with particular focus on students with autism.

Overtun Jenda
Overtoun Jenda is associate provost for Diversity and Multicultural Affairs and a professor of mathematics at Auburn University. He oversees implementation of the Auburn University Strategic Diversity Plan and serves as principal investigator for several projects funded by the National Science Foundation.

Cinda Johnson
Cinda Johnson, EdD, is a special education professor and program director at Seattle University. She is the principal investigator for the Center for Change in Transition Services. She is a researcher, writer, and speaker.

Curt Johnson
Curt Johnson, MS, CRC, ATP, has been a rehabilitation counselor at the University of Washington Medical Center since 1996. Combined with his work in counseling, he provides outpatient services in assistive technology and training for the UWMC and the Seattle community.

Jean Johnson
Jean Johnson, DrPH, has worked primarily in health services administration. Her current grants relate to newborn hearing screening, early intervention, and preschool services. Her work was critical in beginning newborn hearing screening in American Sāmoa and the Marshall Islands.

Linea Johnson
Linea Johnson is a national mental health advocate, speaker, writer and the coauthor of Perfect Chaos. She is a research assistant at Harborview Medical Center in Seattle, WA. She spent time with a mental health team in rural Kerala, India. She also worked as an intern at the World Health Organization in mental health policy in Geneva, Switzerland.

Randi Johnson
Randi Johnson has 25 years of non-profit and disability experience, helping people with disabilities with navigating the system and services available to them.

Melissa Jones
Melissa Jones, PhD, is a professor at Northern Kentucky University. As a scholar in special education and disability studies, her research focus is on student empowerment and inclusion.
Sharla Kaeo
Sharla Kaeo is a Native Hawaiian cultural specialist.

Keshava Kaipaka
Keshava Kaipaka is a student at Honolulu Community College, majoring in business. He is an intern for the Pacific Alliance project.

Karen Kalivoda
Karen Kalivoda is director of the Disability Resource Center and Testing Services at the University of Georgia. Since 1985, she has guided the Center to dramatic growth and is the primary university resource for disability-related concerns.

Meena Karimi
Meena Karimi is a rehabilitation practitioner with 20 years of experience working with groups of vulnerable children, focusing mainly on children with disabilities. As project manager at the Catholic Health Association of India, she is involved in monitoring and evaluation, as well as activities in capacity development.

Benjamin Katz
Benjamin Katz has a degree in sustainable living from the Maharishi University of Management and an MBA from the Bainbridge Graduate Institute. As COO for CAVU Hawai‘i, he develops technology solutions to increase access to goods and services for everyone.

Christina Keaulana
Christina Keaulana is an instructor for Leeward Community College’s Associate in Arts in Teaching program and the University of Hawai‘i at Mānoa’s special education department.

Molly Kennedy
Molly Kennedy has been an advocate for persons with disabilities for over 20 years. She has a master’s degree in public administration and is seeking a position on the State Council on Developmental Disabilities.

Sarah Kesler
Sarah Kesler is the administrative manager of the Disability Resource Center and Testing Services at the University of Georgia. In this role, she oversees departmental financial management and develops fund-raising strategy, materials, and information systems.

Saif Khan
Saif Khan creates positive social change for the greater good by devoting his time, skills and knowledge to many volunteer activities. Saif trains for and competes in the Special Olympics.

Eunra Kim
Eunra Kim is a doctoral student in special education at Pusan National University in South Korea.

Gum-hee Kim
Gum-hee Kim is a doctoral student in multicultural education at Inha University. She is working as a marriage counselor, with research interests in counseling for families having diverse cultural backgrounds and multicultural families.

Jiyeon Kim
Jiyeon Kim is a doctoral candidate at the University of California, Santa Barbara. Her research interests include child and family outcomes of early childhood services, the autism spectrum, disability policy and families.

Melissa Kim
Melissa Kim, BA, works as a graduate assistant with the DEIS Project, and is currently pursuing an MA in second language studies. Her primary responsibilities include assisting DEIS Staff and coordinating the DEIS eDevice Program.

Weolsoon Kim-Rupnow
Kim-Rupnow is an associate professor at the Center on Disability Studies of the University of Hawai‘i. She is principle investigator for the NB-ELL Project. She has published numerous articles in educational technology and ELL and, since 2000, has been awarded grants totaling over $4 million from the U.S. Department of Education.

Dairne Kirton
Dairne Kirton is a Maori woman living with a physical disability—born with one arm and a palm that consists of three digits. She is a breast cancer survivor with three children. She runs her own business called Life’s Abilities. She is the northern regional representative on the National Board, CCS Disability Action and an active advocate for whanau with disabilities.
Yayoi Kitamura
Yayoi Kitamura has shown the effectiveness of evacuation drills by persons with severe autism and persons with mental illness. She also developed, for persons with autism, a multimedia disaster-prevention manual with an accessible format called DAISY.

Brandon Kobashigawa
Brandon Kobashigawa, MPH, is a junior specialist at the Center on Disability Studies at the University of Hawai‘i. He has been with Pono Choices since 2011. Brandon conducts field observations and fidelity maintenance with teachers, organizes and co-facilitates statewide curriculum trainings, and is developing online curriculum training.

Tamar Kodish
Tamar Kodish is an honors undergraduate student at Ohio State University graduating in May 2014 with a major in psychology and a minor in disability studies. Her research thesis focuses on cross-cultural disability.

Stewart Koplick
Stewart Koplick is a manager for Education Services at the Endeavour Foundation. A teacher by trade, he has presented papers at conferences on disabilities and education, enjoys playing in a rock band, and is attempting to teach his Kelpie X Lab new tricks.

Nien-hwa Lai
Nien-hwa Lai is a professor in the Department of Psychology and Counseling, National Taipei University of Education. She specializes in expressive arts therapy and volunteers at Angel Heart, a Taipei-based non-for-profit organization serving families with special children.

Chuck Lambert
Chuck Lambert is an associate professor in the Department of Special Education and Education Leadership at Western Washington University. His research interests include effects of teacher presentation styles on academic and social behavior, behavior disorders with urban youth, and applied behavior analysis.

Tamara Larre
Tamara Larre is an associate professor at the University of Saskatchewan’s College of Law. Her research expertise is in taxation law and policy, and her work includes studying health and disability-related tax policies.

Farida Larry
Farida Larry is a PhD student at the Faculty of Education, University of Cambridge. She is working on an intervention study that introduces the ICF in Saudi Arabia. She has worked for several years as a case manager in a special school in Saudi Arabia for girls identified with disabilities.

Isaac Lau
Isaac Lau is a college educated, world traveling working artist, a social entrepreneur, a swimmer, and a member of the LDS Church. Despite living with significant physical disabilities, Isaac thinks of himself as far from disabled.

Tammy Lau
Hawai‘i Kai resident Tammy Lau, along with her brother Isaac, is a working artist. She is a college educated, world traveling working artist, a social entrepreneur, a swimmer, and a member of the LDS Church. Despite living with significant physical disabilities, Tammy thinks of herself as far from disabled. She likes to say, “we’re differently abled.”

David Leake
David Leake, PhD, MPH, is an anthropologist who has been with the University of Hawai‘i’s Center on Disability Studies for over 20 years working on research and demonstration projects in the transition to adulthood, child and adolescent mental health, self-determination, and cultural competence.

Heeyeon Lee
Heeyeon Lee, PhD, works in the Department of Education, Psychology, at the University of Minnesota. He has been a senior researcher at the Seoul National University Center for Quality of Life Technology (QoLT) in Seoul.

Hoohee Lee
Hoohee Lee is a doctoral student in special education at Pusan National University in South Korea.

Hyunkyung Lee
Hyunkyung Lee is a mental health research officer in the Ministry of Health and Welfare. He has conducted research on mental health policies issues and disability.

Ji Kyung Lee
Ji Kyung Lee is a research professor in special education at Pusan National University in South Korea. Her research focuses on people who have diverse backgrounds.
Youngsun Lee
Youngsun Lee is an assistant professor of special education at Inha University in South Korea. Her research interests include secondary transition of youth with disabilities and promoting self-determination and technology uses for those populations.

Carol Lee-Arnold
Carol Lee-Arnold, BA, currently serves as an educational coach and campus coordinator at Honolulu Community College and for the Dual Enrollment with Individualized Supports (DEIS) project at the University of Hawai‘i at Mānoa. She has a bachelor’s degree in psychology and has an extensive history of supporting students with disabilities in education.

Ann Lemke
Ann Lemke, PhD, is a disability specialist and admissions counselor at Windward Community College. She has over 30 years of experience in program development, service delivery, and administration in post-secondary disabilities.

Paul Leung
Paul Leung is a professor at the University of North Texas. He has held appointments at the University of Arizona, the University of Illinois, the University of North Carolina, and Deakin University in Australia.

Karin Lewis
Dr. Karin Lewis, an assistant professor of cognition and learning in educational psychology and leadership studies at the University of Texas at Brownsville, researches cognitive psychology, personal epistemology, and cross-cultural learning. She is also a nationally certified interpreter for the deaf.

Richard Liaga
Richard Liaga is a student at Kapi‘olani Community College studying to become a medical laboratory technician. He is an intern for the Pacific Alliance project.

Maureen Linden
Maureen Linden is a research engineer at Georgia Tech. She has been a researcher and practitioner in rehabilitation engineering and AT for two decades, including providing education accommodations for primary, secondary, and post-secondary students with disabilities.

Sally Lindsay
Sally Lindsay is a scientist at Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, Ontario Canada. Her research focuses on the participation and inclusion of youth with disabilities.

Kenneth Locke
Kenneth Locke, PhD, is a licensed psychologist and a professor in the Department of Psychology and Communication Studies at the University of Idaho.

Shail Lopez-Ortiz
Shail Lopez-Ortiz, MS, is director of Wayfinders, a TPSID at California State University, Fresno. She has worked as a rehabilitation counselor for 15 years, holding positions at Fresno State. She is director of the Rehabilitation Counseling Evaluation Center.

Roger Loveless
Roger Loveless is a retired professional electrical engineer. He managed his own consultancy business for 12 years and is a CCS Disability Action New Zealand Access Coordinator, lobbying for removal of barriers. He is a council member for the Muscular Dystrophy Association of New Zealand and has lived the experience of disability as a wheelchair user.

Wan-Chen Lu
Wan-Chen Lu is an occupational therapist. She is studying in the graduate program of occupational therapy at National Cheng Kung University. She has worked in the hospital Pediatric Occupational Therapy unit for two years.

Lisa Maetani
Lisa Maetani, MSW, is a housing and outreach specialist for the Hawaii Going Home Plus project. She has worked with the Hawai‘i State Department of Health, Developmental Disabilities Division for more than 15 years as a case manager and project manager.

Kay Magill
Kay Magill, PhD, senior research associate at IMPAQ International (formerly with Berkeley Policy Associates), often studies programs and services for adults and youth with disabilities and others facing employment barriers. Much of her research focuses on improving access to government and community supports for people with disabilities and older adults.
Patricia Malowney
In 2013, Patricia Malowney received the inaugural Brenda Gabe Leadership Award and was inducted into the Honour Roll of Victorian Women. Her disability is a tool to empower other women and to advocate to governments.

Jerica Mānoa
Jerica Mānoa is a graduate research assistant with the Ka Pilina project for the Center on Disability Studies at the University of Hawai‘i at Mānoa. She has an MA degree from the university in second language studies (with specializations in language teaching and language assessment, measurement, and program evaluation).

Casadi Marino
Casadi “Khaki” Marino is mad identified. She has worked in community mental health and founded a Hearing Voices group. She is pursuing a PhD in social work at Portland State University in order to conduct disability and mad studies.

Tamara Massey-Garrett
Tamara Massey-Garrett is director of the Center for Disability Services and co-principal Investigator for the Alabama Alliance for Students with Disabilities-STEM at Auburn University in Montgomery. She has a master’s degree in rehabilitation services and 16 years of experience.

Asami Mayekawa
Asami Mayekawa has over 25 years of experience as a clinical psychologist, working with children and families experiencing psychological trauma such as bullying, abuse, and disaster-related traumas.

Molly Mayo
Molly Mayo is founder and executive director at On-the-Move Community Integration, a Portland nonprofit working to enrich communities through fuller participation of individuals with differences. Living car-free and eating a plant-based diet are two ways Molly keeps her ecological footprint small.

Rosa McAllister
Rosa McAllister is co-founder of Networks for Training and Development, Inc., where she acts as organizational advisor. She is on the faculty of Arcadia University, teaching in instructional/assistive technologies and inclusive environments. She is also a licensed massage therapist leading networks in their growing holistic practices services area.

Brittany McCullough
Brittany McCullough is the diversity analyst in the Office of Diversity and Multicultural Affairs at Auburn University. She is responsible for analyzing data, trends, and impacts of diversity initiatives. She develops and maintains systems to measure, track, and report on diversity programs.

Rica McGinnis
Rica McGinnis, MS, is academic coordinator for Wayfinders at California State University, Fresno. Rica is a member of a community of practice, which promotes person-centered planning.

Marie McGrath
Marie McGrath is an associate professor in the Department of Graduate Psychology at Immaculata University. She holds a PhD and MEd in school psychology from Temple University. She is a certified school psychologist and a licensed psychologist in Pennsylvania.

Kim McKenzie
Kim McKenzie holds degrees in nursing, history, and politics. She is operations manager for Carpentaria Disability Services, located in the remote Top End of Australia. She has a commitment to directing funding and care services for grassroots campaigns.

Tony McLean
Tony McLean has worked with disabled people and their families, the formal service system, and local communities for over 20 years. Tony works with individuals to explore their gifts, strengths, and capacities, and has supported many people in Aotearoa to create their own incomes through micro-business.

Elizabeth McNeff
Elizabeth McNeff is a woman with a disability who has over 30 years of direct service, research, advocacy, and activism in the disability arena. Her research areas are depression among women, abuse, violence, sexuality, employment, neglect, quality of life, and care providing.
Loretta Mestishen
Loretta Mestishen is a doctoral student in clinical psychology at Immaculata University. She holds an MS degree in clinical psychology from Chestnut Hill College and an MFA degree in writing and literature from Bennington College.

Susan Miller
Susan Miller is principal investigator and project director for the Hawai’i Aquaponics Workforce Maui Demonstration Project, in partnership with Maui County Community Mental Health, Division of Vocational Rehabilitation, Hawai’i Judiciary Jail Diversion, Lanakila Clubhouse, Mental Health Kokua, Maui County College of Tropical Agriculture, and the Center on Disability Studies at the University of Hawai’i.

Rene Minor
Rene Minor serves as a school-based coach with extensive experience in school-wide positive behavioral and autism supports. She has years of experience as a consulting teacher and is a systems expert.

Gwen Mitchell
Gwen Mitchell, PhD, is a licensed counselor and a clinical assistant professor at the Center on Disabilities and Human Development at the University of Idaho.

Lauren Morimoto
Lauren Morimoto is an associate professor of kinesiology and director of diversity and inclusive excellence at Sonoma State University. Her research explores the intersections and divergences between race, gender, fatness, and disability.

Bill Morrison
Bill Morrison is a professor of educational psychology at the University of New Brunswick (Canada). In addition to his licenses as a professional educator and psychologist with 20 years of clinical practice, he has had extensive experience in the development and implementation of health and educational services for children and adults with exceptional needs.

Susan Mrazek
Susan Mrazek, MA, is a junior specialist researcher at the Center on Disability Studies of the University of Hawai’i. She is a behavioral coach with Hawai’i Preschool Positive Engagement Project and works with teachers, parents, and children to help them focus on what is going right.

Nathan Murata
Nathan Murata is a professor and chair with the Department of Kinesiology and Rehabilitation Science at the University of Hawai’i at Mānoa. He is also principal investigator and co-director of the Hawai’i Concussion Awareness and Management Program.

Annette Murray
Annette Murray has worked in education for over 20 years as a middle school teacher, curriculum specialist, and AVID program manager in both Northern California and Hawai’i. She has a MA degree in educational leadership, with emphasis on English learners. She attended the University of California, Santa Barbara and Sonoma State University.

William Myhill
William Myhill is a lifelong advocate of persons with disabilities, former special educator, and an attorney. He collaborates on research and training with the Center for Digital Literacy, and is Director of Legal Research and Writing for the Burton Blatt Institute.

Sarah Nagro
Sarah Nagro is a doctoral student in special education at Johns Hopkins University. Her research interests include special education teacher preparation and education accessibility for families and their children with disabilities.

Saki Nakamura
Saki Nakamura is a registered dietician and graduate student in the Department of Health Promotion Sciences, Tokyo Metropolitan University in Japan. Her research focuses on healthy eating for individuals with physical disability and health disparities.

Ira Neighbors
Ira Neighbors, LCSW, MSW, is employed at Southern University at New Orleans. He holds membership in NASW, CSWE, NOFSW and NABSW. He received his doctorate from Howard University and a master’s degree in social work from UCLA. In 2013, he received a Lifetime Achievement Award from the National Organization of Forensic Social Work.
Kendra Nip
Kendra Nip received her BA in psychology and MEd in educational psychology from the University of Hawai‘i at Mānoa. She is pursuing her PhD in educational psychology. Her research interests include learning disabilities, differential item functioning, and neuropsychological testing.

Lauren Nishimura
Lauren Nishimura, BA, recently graduated from the University of Hawai‘i at Mānoa with dual degrees in English and communications. Her interests lie at the intersections between rhetoric and cultural studies, particularly writer-development in relation to representation and society.

Christy Nishita
Christy Nishita, PhD, is evaluator for the Hawai‘i Going Home Plus Project. She has a background in housing and community-based long-term services and supports.

Cecilia Noble
Cecilia Noble holds a PhD in sociology and a Certificate on Disability and Diversity Studies from the University of Hawai‘i at Mānoa. Her research focus is cybersociology and the representation of persons with disabilities online. She is on the adjunct faculty at the University of the Philippines and the Asian Institute of Management. She is also a consultant of the Fully-Abled Nation Project of the Asia Foundation.

Pattie Noonan
Pattie Noonan is an associate research professor at the University of Kansas. Her work focuses on providing systematic professional development to promote college and career readiness and evaluating the impact of educator professional development, with a particular interest in measuring collaboration.

Alicia Norton
Alicia Norton is a graduate student in critical disability studies at York University. Given her life experiences as a person who has lived with JRA and multiple disabilities, she is an advocate, researcher, and motivator for people with disabilities.

Meg O’Connell
Meg O’Connell, PHR, is a managing partner at Global Disability Inclusion. Ms. O’Connell has designed and developed disability inclusion programs for dozens of Fortune 500 companies.

Tomu Ohtsuki
Tomu Ohtsuki, PhD, is an associate professor of human sciences at Waseda University, Japan.

Leslie Okoji
Leslie Okoji is an assistant specialist with the DEIS project at the Center on Disability Studies of the University of Hawai‘i. She has over 15 years of experience working with students in the public school system. She has a MEd degree in school counseling and a PhD in educational psychology.

Jeffrey Okamoto
Jeffrey Okamoto, MD, FAAP, is the medical director in the Developmental Disabilities Division of the Hawai‘i State Department of Health. He is also on the faculty at the John A. Burns School of Medicine at the University of Hawai‘i at Mānoa.

Alexa Okrainec
Alexa Okrainec is a speech-language pathologist and an associate professor of special education at Brandon University in Brandon, Canada.

Judith Olson
Judith Olson is a senior mathematics education researcher at the College of Education and Emeritus Professor of Mathematics at Western Illinois University. She has expertise in integrating technology into curriculum and is a national instructor for Texas Instruments.

Melfried Olson
Melfried Olson is an associate professor of mathematics education at CRDG and Emeritus Professor of Mathematics at Western Illinois University. He has expertise in content-driven professional development and has directed numerous grants and projects.

Ross Oshiro
Ross Oshiro is the athletic health care trainer and coordinator with the State of Hawai‘i Department of Education. He is a certified Athletic Trainer and Co-director of the Hawai‘i Concussion Awareness and Management Program.
Linda Oshita
Linda Oshita is an assistant specialist in the Special Education Department at the College of Education, University of Hawai‘i. She was formerly a special education teacher with the Hawai‘i Department of Education.

Shade’ Osifuye
Shade’ Osifuye is pursuing a MA degree in multicultural college teaching and learning with a minor in public health. In addition to her academics, she is a McNair alumna and advisor for the Roland E. McNair Undergraduate Summer Research Program.

Kimberly Osmani
Kimberly Osmani spent 10 years as a special education teacher, four years at the State Department of Education, and is now the Statewide Transition Coordinator for the Oklahoma Department of Rehabilitation Services. She serves on several state and national committees focused on improving outcomes for youth.

Terry Overton
Terry Overton is a professor in educational psychology and special education at the University of Texas, Brownsville. She is the author of “Assessing Learners with Special Needs: An Applied Approach.” Her research interests include assessment, behavioral change, and autism. She serves as a faculty mentor for student researchers in the special education master program at the university.

Rebecca Rude Ozaki
Rebecca Rude Ozaki, PhD, is an associate professor at the Center on Disability Studies of the University of Hawai‘i. She has been the principal investigator for 15 state or federally funded projects totaling $26 million. She has received funding for five centers on Medicare and Medicaid services grants. Her research focus is disability, employment, health economics, and systems change.

Diane Painter
Diane Painter, PhD, heads the special education master’s degree program at Shenandoah University in Winchester, Virginia. She taught special education students for 21 years in Maryland and Virginia, and served for nine years as a technology resource teacher for Fairfax County (VA) Public Schools.

Chris Palmer
Chris Palmer is an adjunct instructor in Biology at Auburn University, Montgomery and a researcher at Alabama State University. He has a master’s degree in biology and 19 years of experience in biomedical research and teaching and providing accommodations in college-level biology courses.

Samantha Pang
Samantha Pang is pursuing her bachelor’s degree in sociology. She plans to one day start a non-profit working with at-risk youth. She thoroughly enjoys empowering others to accept their greatness and live a fulfilled life doing what inspires them.

Hye Jin Park
Hye Jin Park, EdD, is an assistant professor at the Center on Disability Studies of the University of Hawai‘i. Participating in multiple projects, she has taken the lead on evaluation and analysis of data on many projects.

Jaekook Park
Jaekook Park works collaboratively to conduct research with Eunra Kim. She is in the special education program at Pusan National University in South Korea.

Kyusang Park
Kyusang Park is a doctoral candidate at the University of California, Santa Barbara. Her research interests include quantitative methodology, educational measurement, and academic achievement and success for students of diverse populations.

Myoungouk Park
Myoungouk Park is a researcher at the HumanLab, DGIST in Korea, working on analyzing results of driving rehabilitation, distraction, and eco-driving experiments in a driving simulator and in an on-road car. Her research interests are in driving rehabilitation.

Robert Pearson
Robert Pearson is an information technology director who has been functioning, influencing, and engaging in the accessibility industry since 1999. He is an industry advocate, community builder, trainer, and developer.
Alessandro Pepino was born in Naples, has a PhD in biomedical engineering, is an associate professor in Rehabilitation Technology and Health Information Systems, and is Technology Coordinator at SINAPSI University Centre. He has authored about 100 papers.

Gabriella Perez
Gabriella Perez is from Cedar Rapids, Iowa and recently graduated from the University of Iowa. She spent this past summer in Lima, Peru, interning at a center for disabled children and adults and conducting hearing-related research.

Ellen Perry
Longtime advocate Ellen Perry co-wrote a series of books entitled “Ellen Perry’s Journey,” which help people with developmental disabilities create more independent lives. She leads several local advocacy groups in Carrboro, North Carolina and speaks and consults nationally on disability topics.

Patricia Peterson
Patricia Peterson, a professor of special education at Northern Arizona University, focuses her research and teaching in culturally and linguistically diverse exception-al education. She holds a PhD in special education and bilingual education from the University of Florida.

Patricia Peterson
Patricia Peterson holds a doctoral degree in educational psychology from Boston University. Along with serving as a faculty member at the University of New Brunswick (Canada), she is Co-executive Director of the university’s Health and Education Research Group, leading initiatives related to disability and diversity, student wellness, mental fitness, and inclusive education systems.

Donald Piburn
Donald Piburn, a past president of the Hawai‘i affiliate of the NAEYC, received the NAEYC Champion for Men and Children award, and has published and advocated internationally on the influence of gender in early childhood education.

Pascale Pinner
Pascale Pinner is a national board certified science teacher at Hilo Intermediate School on Hawai‘i Island and an affiliate faculty member at the University of Hawai‘i at Hilo. She also coordinates the gifted and talented program.

Julie Preece
Julie Preece is a licensed psychologist and a clinical professor at Brigham Young University. At BYU, she has worked in university disability services and academic support. Her research interests include mental health issues and disability in college/university students.

Mehwish Qasim
Mehwish Qasim is a doctoral candidate from the University of Iowa whose work focuses on health disparities. She was selected for the Minority Health International Research Training Award, which gave her the opportunity to work in Lima, Peru.

Mohammed Qazi
Mohammed Qazi is a professor of mathematics at Tuskegee University. He also serves as a principal investigator and co-principal investigator on several externally funded projects designed to improve mathematics and science education in local K-12 schools and increase participation of under-represented groups in STEM.

Charlye Ramsey
Charlye Ramsey, EdS, NCSP, works at the Center on Disability Studies at the University of Hawai‘i.

Jan Ray
Jan Ray is an associate professor of education in the College of Education at the University of Hawai‘i at Hilo, and also professional development coordinator for Academic Affairs. She teaches diverse learner classes in the Master of Arts in Teaching (MAT) and Master of Education (MEd) programs.

LJ Rayphand
LJ Rayphand, a native of Chuuk, Federated States of Micronesia, is a graduate student in the Department of Educational Technology at the University of Hawai‘i at Mānoa.

Fiona Redgrove
Fiona Redgrove is a PhD candidate at Flinders University, Adelaide. She has over 30 years of experience in disability services, initially as a special educator, before
moving to family support agencies. She is currently an on-line university educator.

Ericka Reid
Dr. Ericka Reid directs the Office of Science Education & Diversity at NIEHS, where the goal is to ensure that those who desire to have the opportunity to consider a career in the exciting field of environmental health science can do so, and that its workforce is representative of our country’s diverse population.

Leila Ricci
Leila Ricci, PhD, is an assistant professor of special education at California State University, Los Angeles. Her interests include preparation of special educators and reading instruction for children with disabilities.

Kelly Roberts
Kelly Roberts holds a doctorate in education (emphasis on special education, assistive technology, and learning disabilities) from the University of Hawai‘i, Mānoa. Her research background includes multicultural education, learning disabilities, assistive technology, and transition.

Hamish Roberston
Hamish Robertson is a geographer by training. He is completing a PhD at the University of New South Wales in Australia on the geography of Alzheimer’s disease. He has experience in multicultural health, ageing research and the wider disability sector.

Jeanette Robertson
Dr. Robertson has taught disability studies for 15 years. Before entering academia, she worked as a social worker in the disability field. She is engaged in research pertaining to marginalized populations, devoted to exploring the lived experience of people in relation to social inclusion/exclusion in health care and higher education.

LeAnne Robinson
LeAnne Robinson is a professor of special education at Western Washington University. Her research and teaching interests include curriculum-based measurement with a specific emphasis on written expression.

Camille Rockett
Camille Rockett, LSW, is the data and assessment coordinator for HPPEP at the Center on Disability Studies at the University of Hawai‘i.

Sébastien Rojo
Sébastien Rojo is a lecturer and researcher at the University of Quebec at Chicoutimi (Quebec, Canada), a therapeutic facilitator an expedition professional guide, and president of Intervention par la Nature et l’aventure, Québec (INAQ).

Auriole Ruka
Auriole Ruka is a descendant of the Iwi tribe Ngapuhi. She has worked for CCS Disability Action for 11 years and is currently regional manager of the northern region. She is heavily involved in development of the Maori communities. Auriole is a staunch advocate for the voice of people with disabilities to influence and lobby for social change and has a passion for Maori leadership that challenges the stereotypes and stigma within her own culture.

Amy Rumrill
Amy Rumrill, MEd, CRC, is a vocational specialist with VocWorks, Inc., an Ohio-based company that provides vocational and case management services to people with a wide range of disabilities. She is also an Instructor in the Rehabilitation Counseling Program at Kent State University.

Phillip Rumrill
Phillip Rumrill, PhD, CRC, is a professor and coordinator of the Rehabilitation Counseling Program and Director of the Center for Disability Studies at Kent State University in Ohio. He is also the Founding Director of the Multiple Sclerosis Employment Assistance Service. He is one the most widely cited researchers in Rehabilitation Counseling.

Deb Russell
Deb Russell is Managing Partner at Global Disability Inclusion. Previously, she was charged with thought-leadership and oversight of Walgreen’s strategy to create a new program resulting in over 1,000 people with disabilities in retail and distribution jobs.

Elsie Ryder
Elsie Ryder is a Native Hawaiian cultural specialist.

Mark Salzer
Mark Salzer, PhD, is professor and chair of the Department of Rehabilitation Sciences at Temple University. He is also the principal investigator and director of the
Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities, a research and training center funded by the National Institute on Disability and Rehabilitation Research.

**Michele Sandy**
Michele Sandy has been a teacher and administrator in Virginia for 22 years. She holds a BS in elementary and special education and a MEd in administration. She is a doctoral student at Shenandoah University in Winchester, Virginia.

**Roger Sasnett**
Roger Sasnett is an assistant professor of special education at Western Washington University and a nationally certified School Psychologist. He specializes in identification and treatment of neurobiological disorders.

**Carla Schmidt**
Carla Schmidt, PhD, BCBA-D, is on the faculty member at the Special Education Department and the Center on Disability Studies at the University of Hawai‘i.

**Sandy Schmitz**
Sandy Schmitz has worked with state, district, and building-level teams in conducting data analysis to improve outcomes of students with disabilities in different performance areas. This work includes data analysis to identify root causes to poor performance and to identify evidence-based practice to address the root causes.

**Amy Schuler**
Amy Schuler, MAT, is the career specialist and an academic instructor for the Career and Community Studies Program. She received her BS in communication from Boston University and her MAT in special education from the College of New Jersey.

**Grace Scott**
Grace Scott is a master’s candidate at the Laboratory for Well-Being and Quality of Life in Oncology. Her research focuses on psychosocial oncology and the perception of fatigue.

**Yu-Hoa Seongok**
Yu-Hoa Seongok is a doctoral student in the multicultural education program. She is a participant in the Brain Korea 21 (BK21) Project at Inha University. She teaches Japanese language and culture to Korean college students. Her research interest areas include multicultural issues in post-secondary education and special education.

**Jane Shamrock**
Jane Shamrock is an occupational therapist based in Australia, with experience setting up therapy and later training programs in Timor Leste.

**Kuniomi Shibata**
Kuniomi Shibata works as an associate professor at Tsuda College. He specializes in assistive technology, especially information communication technology for people with disabilities. As a parent, he directs a support program for hard-of-hearing toddlers.

**Yoshiyuki Shimoda**
Yoshiyuki Shimoda, PhD, is an associate professor of human development at the University of Toyama, Japan.

**Rachael Shockey**
Rachael Shockey is in her final semester of graduate study in the Women's, Gender, and Sexuality Studies Department at the University of Cincinnati. Her primary research interest is in the intersections of gender and disability in identity construction among youth and young adults.

**Steve Showalter**
Steve Showalter is a clinical assistant professor in the Education Specialties Department at Northern Arizona University. He is associate director of the CREST grant that prepares MEd students in STEM areas to improve learning outcomes for English learners and English learners with disabilities.

**Madi Silverman**
Madi Silverman works at the Hawai‘i Department of Human Services Med-Quest Division and is project director for the Hawai‘i Going Home Plus Project.

**Monica Simonsen**
Monica Simonsen is a senior research associate at TransCen, Inc. whose technical assistance, consulting, and research focuses on best practices in transition. She is a former transition specialist and teaches at KU, UMASS, and UMD.
Samantha Siscon
Samantha Siscon, BA, is a graduate of the University of Hawai‘i at Mānoa and involved with high school students in leeward O‘ahu. She is a field specialist for text-to-speech and is also involved in projects investigating the efficacy of interventions for students with disabilities struggling in math and STEM fields.

James Skouge
James Skouge is an associate professor in the Special Education Department at the University of Hawai‘i at Mānoa. His work and commitment to empower students on the Mānoa campus and throughout the Pacific with new media encourages learning inside and outside the classroom.

Ryan Snelgrove
Dr. Ryan Snelgrove is an assistant professor of Sport Management at the University of Windsor. He is interested in how the systems can be designed and managed to facilitate access and inclusion for all.

Joonwoo Son
Joonwoo Son is a senior research scientist at the DGIST Human Lab in South Korea. His primary research interests are in the areas of design for older drivers, driver workload assessment methodology (on-road and simulator), and eco-drive assistant systems.

Neena Sood
Neena Sood has been with NOVA Employment for three years as an employment consultant with a strong client focus. Previously, Neena worked for Centrelink, an equivalent to social services in Australia.

Kerry Spindler
Kerry Spindler, manager at NOVA Employment in Australia, has spent 24 years on the frontline of disability and mental health services, including intellectual and physical disabilities, brain injury, and mental health. Kerry has managed multiple non-clinical mental health services across New South Wales and Queensland.

Janice Springer
Janice Springer has ten years of progressive leadership experience in disaster health with the American Red Cross. Her research involves a study of meeting access and the functional needs of clients in disaster shelters. She is a national consultant for the analysis of shelter-intake processes.

Denize Stanton-Williams
Denize Stanton-Williams, MS, a native Washingtonian, Oversees the research and the dissemination of created materials for the HBCU Disability Consortium, as well as presentations and new grant opportunities in her current position as director.

Mark Starford
Mark Starford directs BRC, providing leadership development for persons with disabilities, organizations, and government agencies that provide specialized and generic services. BRC offers training, facilitation, adapted media, and technical assistance.

Norma Jean Stodden
Norma Jean Stodden, PhD, is interdisciplinary training coordinator for the Center on Disability Studies at the University of Hawai‘i. Her research grants and training expertise focus on instructional strategies, which support all students in accessing the general education curriculum.

Hsiao-yu Sun
Hsiao-yu Sun is a professor at National Sun Yat-sen University, Taiwan, ROC. She has just completed a book, Disability Studies & Life Writing: Disabled Women’s Gender/sex, Body Politics, Aesthetics.

Rie Suzuki
Rie Suzuki, PhD, is an assistant professor at the University of Michigan. He specializes in the development, implementation, and evaluation of health promotion programs for persons with disabilities.

Scott Suzuki
Scott C. Suzuki, JD, MPH, is a Hawai‘i attorney who heads a boutique estate planning law firm that focuses on special-needs planning and public benefits. Scott is also the national Vice President of the Special Needs Alliance.

Tracy Sweeney
Tracy Sweeney, BS, is a doctoral student in the physical therapy program at the University of Michigan-Flint.
**Rick Tabor**
Rick Tabor is program coordinator at Sound Mental Health’s Community Networks Program. He has been at SMH for 25 years and in the mental health field for over 37 years. He is a licensed mental health counselor and a certified youth & adult DD specialist.

**Misha Tajima**
Misha Tajima, MEd, MBA, is a junior specialist in the Center on Disability Studies at the University of Hawai‘i’s. She is a former special education teacher with the Hawai‘i Department of Education. She is a Co-project Coordinator on the Hawai‘i Patient Rewards and Incentives to Support Empowerment (HI-PRAISE) Demonstration Research Project.

**Kiriko Takahashi**
Kiriko Takahashi is an assistant specialist in the Center on Disability Studies at the University of Hawai‘i. Her master’s degree is in learning disabilities from Northwestern University. She is pursuing her doctorate degree in exceptionalities. Her research interests include assistive technology, culturally based education, and math.

**Naomi Rombaoa Tanaka**
Naomi Rombaoa Tanaka, MS, is project coordinator for HPPEP in the Center on Disability Studies at the University of Hawai‘i. She has a master’s degree a decade of experience in early childhood/elementary special education.

**Genesis Tau**
Born and raised in American Sāmoa, Genesis Tau received both her bachelor’s and master’s of science degrees in criminal justice from Chaminade University of Honolulu. She aspires to be an attorney with a focus on social movements.

**Yevgeniy Tetyukhin**
Yevgeniy Tetyukhin is a university professor, having taught English and linguistics for 45 years. A polio survivor since childhood, he is an international wheelchair racer, a marathon man (150 marathons) and a two-time Para Olympian. He is also a public figure and disability rights advocate.

**Robert Todd**
Robert Todd is director of policy and partnership development for the University System of the Georgia Board of Regents. He is principal investigator for the Georgia STEM Accessibility Alliance, with extensive experience in innovative online education, including virtual worlds.

**LisaAnn Tom**
LisaAnn Tom is a relay program manager (since 2006) for Sprint Relay Hawai‘i. She promotes awareness for relay services to empower the deaf, hard of hearing, and those with speech challenges. Her job is to ensure that they are able to lead improved lives in their educational and employment opportunities.

**Tammy Tom**
Tammy Tom is the data manager for the Pono Choices TP and STI Prevention Project at the University of Hawai‘i at Mānoa. She works closely with external evaluator, IMPAQ International and the 40+ Hawai‘i schools, participating in a 2012-2015 rigorous study of the curriculum. She holds master’s degrees in Secondary Education and Applied Statistics.

**Justin Toyofuku**
Justin Toyofuku is a junior specialist in the Center on Disability Studies of the University of Hawai‘i. His master’s degree is in mathematics from the University of Hawai‘i. He also lectures in mathematics courses at Kapi‘olani Community College.

**Tri Tran**
Tri Tran has extensive experience conducting data analysis and building data analytic solutions. He has worked with teams at different levels, from state to classroom, to analyze and use data to improve results for infants and toddlers, students, and postsecondary transition-age youth with disabilities.

**Hsin-hao Tsai**
Hsin-hao Tsai is a postgraduate student in the Life and Death Education and Counseling Program at National Taipei University of Nursing and Health Sciences. She also volunteers at Angel Heart, a not-for-profit organization in Taipei that serves families with special children.
Courtney Tsumoto
Courtney Tsumoto has a MEd degree in educational psychology and a graduate certificate in Disability and Diversity Studies, both from the University of Hawai‘i at Mānoa. She is an Academic Advisor and Mentor Program Coordinator at UH Mānoa Student-Athlete Academic Services.

Denise Uehara
Denise Uehara is the lead researcher for the Pono Choices TP and the STI prevention curriculum at the University of Hawai‘i at Mānoa. She has worked closely with the curriculum writers throughout its development, pilot testing, revisions, and current efficacy testing activities. She has over 15 years of research and evaluation experience. She holds a Certificate in Disability and Diversity studies and was a certified school counselor.

Sarah Urquhart
Sarah Urquhart is a professor at Utah State University, where she teaches interior design. She focuses on issues related to universal design and accessibility in the built environment, sustainability and the integration of these principles into design learning and practice.

Lisa Uyehara
Lisa Uyehara, MA, JD, is an assistant specialist in the Center on Disability Studies at the University of Hawai‘i and is project coordinator of the Pacific Alliance STEM project. Her areas of interest include indigenous populations and individuals with disabilities, socio-cultural learning, universal design for learning, and native and disability rights.

Jenny Wells
Jenny Wells is an associate professor in the College of Education at the University of Hawai‘i. In 2003, she attained National Board Teacher Certification in early childhood through young adult/exceptional needs specialist with a specialization in early childhood and has been teaching since 2005.

Leah Whitney
Leah Whitney works at ALU LIKE, Inc., and is a project coach for the Hawai‘i Preschool Positive Engagement Project. She has over a decade of experience in early intervention and is very passionate about connecting with families in her community.

Nicole Willis
Nicole Willis is from Australia and is a manager for NOVA employment. Previously she worked as a social educator for AFFORD.

Hannah Wilson
Hannah Wilson is a junior at Tulane University in New Orleans, Louisiana. She is integrally involved with undergraduate students and serves as a Resident Assistant in a dormitory on campus.

Kairsty Wilson
Kairsty Wilson is a principal legal practitioner at AED Legal Centre and specializes in human rights law. She has worked for over 15 years as a human rights lawyer and disability advocate.

Dawn Witt
Dawn Witt is an assistant professor of special education in the College of Education and Organizational Leadership at the University of LaVerne. Her research focuses on teaching practices and teaching efficacy.

Herbert Wong
Herbert Wong, PhD, is a professor of psychology at John F. Kennedy University. He has written extensively on multicultural leadership and diversity issues, and develops and evaluates healthcare programs using open system assessment.

Laura Wood
Laura Wood is an assistant professor in sports management at the University of Windsor. Her research examines how sports can be designed to meet the needs of various market segments, and how people experience and negotiate constraints related to sport participation.

Richard Yahola
Richard Yahola is a vocational rehabilitation specialist at Central Oklahoma Juvenile Center in Tecumseh. Richard has been in the field for over 20 years and is a licensed professional counselor. He has worked with State VR in Oklahoma and Texas and with the Safe Schools Program with the Choctaw Nation.

Daniel Younghusband
Born in Zimbabwe in 1984, Daniel Younghusband was identified as having Seckel’s Syndrome. He immigrated
with his family to New Zealand in 2002. In spite of his limitations, his perseverance and determination has earned him his Black Belt in Seido karate. He lives independently and manages his own micro-business.

**Joann Yuen**
JoAnn Yuen, PhD, is associate director of the Center on Disability Studies at the University of Hawai‘i. She advocates for preventive health in at-risk communities throughout the Pacific basin. Her strategies promote cultural competence, self-efficacy and persistence, and self-determination.

**Irina Zamora**
Irina Zamora is a licensed psychologist and an assistant professor of clinical pediatrics at the USC Keck School of Medicine, working in the early childhood mental health program at the Children’s Hospital in Los Angeles.

**Chun Zhang**
Chun Zhang, PhD, is a professor in the Graduate School of Education at Fordham University. Her research focuses on early prevention and intervention of developmental delays and disabilities for young children from birth to age eight as well as family-professional partnerships and collaboration. She has published widely in childrearing and parenting differences of culturally and linguistically diverse (CLD) families.
Acknowledgements

The 30th Annual Pacific Rim International Conference on Disability and Diversity is a team effort, and we would like to thank everyone who worked so hard to make this a memorable experience.

Conference Producer
The Center on Disability Studies, College of Education, UH-Manoa

Conference Co-Chairs
Robert Stodden, Charmaine Crockett

Conference Organizer/Coordinator
Charmaine Crockett

Conference Administrative Officer
Velina Sugiyama

Topic Chairs and Reviewers

FOUNDATION

Accessible Worlds: Kelly Roberts & Michael Corlew

Changing the World: Advocacy in Action: PacRim Team

Developmental and Intellectual Disabilities: Saying Yes to Equality: PacRim Team

Disability Studies: Yesterday, Today, and Tomorrow: Steve Brown, Norma Jean Stodden & Megan Conway

Diversity, Disability and Public Health: David Leake & Martha Guinan

Early Childhood: Leilani Kupahu-Marino & Donald Piburn

Intellectual Disabilities and Transition to Postsecondary Education and Employment: Robert Stodden & Eric Folk

Living In(ter)dependently: PacRim Team

Research as an Engine for Social Change: PacRim Team

Science, Technology, Engineering & Mathematics (STEM): Robert Stodden & Kiriko Takahashi

Teach for All: PacRim Team

The Power of Words: Life, Language, and Learning: Loryn Gum, Caryl Hitchcock & Chuan Chang

Wellness and Mental Health: Wellness for the 21st Century: PacRim Team

EXPLORATION

From the Margins to the Center: Pathways out of Poverty: PacRim Team

Going Deeper With Diversity: PacRim Team

Human Rights—The Time to Deliver is Now: PacRim Team

International Classification of Functioning, Disability, and Health: Patricia Saleeby

Regional Focus: Showcasing Capacity in the Pacific and Asia Region: PacRim Team

Resiliency, Relaxation, and Rejuvenation: PacRim Team

Youth Rising: PacRim Team

INNOVATION

The Future of Us: Solving Tomorrow's Challenges with Today's Envisioning: PacRim Team
Acknowledgements

Conversation Central
Becky Ozaki, Lauren Ho

Self Advocacy Leadership Institute
Charmaine Crockett

Catalyst Institute
Carla Borders with PacRim Team

Voices from the Inside
Kim Corbin & Carla Borders

Pacific Alliance STEM Networking & Career Fair
Kelly Roberts, Lisa Uyehara & Genesis Leong

Logistics Coordinators
Charmaine Crockett, Erin Green, Carla Borders & Amanda McLaughlin

Registration Coordinator
Erin Green

Poster Session Coordinator
Joshua Fouts

Accessibility Table Coordinator
Juana Tabali-Weir

Volunteer Coordinators
Joey Martinelli & Amanda McLaughlin

Signage Coordinator
Erin Green

Program Book
Charmaine Crockett & Erin Green with Bob Johnson, Carla Borders, and Amanda McLaughlin

Program Book Designer
Eric Butler

Program Cover Design
Trip Wrems

Printing
Professional Image Hawaii

Book Binding
Obun Hawaii

Braille Services
Valley Braille Service, Inc

Audio Visual Services
Heath Lopez, Projection Presentation Technology, Hawaii Convention Center

Wireless Services
Mike & Brandon Browning, Pacific Direct Connect

Sign Language Interpreter Service
Isle Interpret, LLC

CART Services
Sami Silvia, SamiCaptions

Nohokai Production Services
Curtis Colin

Hawai‘i State Convention Center
Sherry Pokaka’a, Lois Asato, Helene Feagaimaalii & Sean Coffey

A special thanks to Etsuko Hendricks of the Hilton Hawaiian Village and the Convention Center Team. Thank you to Hawai‘i Prince Hotel and the Ala Moana Hotel for your continued support. We also want to thank Trip Wrems, Scott Bowditch, Becky Ozaki & JoAnn Yuen. We want to extend a warm thank you to the American Cancer Society, Catholic Charities, and Access Surf. We would also like to thank the many volunteers who helped make this conference successful!

A BIG MAHALO to Ed Young, National Oceanic and Atmospheric Administration (NOAA) who sponsored 2014 Conversation Central and to LisaAnn Tom of Spring Relay, our program book sponsor. We are forever grateful for your presence in this world and for your support.

For more information:
Phone: (808) 956-7539
Fax: (808) 956-4437
Email: prinfo@hawaii.edu, cccrocke@hawaii.edu

See you next year at the 31st Annual Pacific Rim Conference. Pac Rim 2015 will take place on May 18-19 of 2015.
Cancer Feats the Walker

You can help finish the fight against cancer.

Walk in the American Cancer Society Relay For Life.
Saturday, July 19, 2014
6:00 PM
Relay For Life of Magic Island
Ala Moana Beach Park
RelayForLife.org/MagicIslandHI

The American Cancer Society invests in groundbreaking breast cancer research and helps women in every community. In fact, one in two women newly diagnosed with breast cancer turns to us for everything—from information about clinical trials to getting rides to treatments. Together, we can create a world with less breast cancer and more birthdays. Join Making Strides Against Breast Cancer, and let’s finish the fight.

Sign up at MakingStridesWalk.org/HonoluluHI