DEEP IMPACT
PACIFIC RIM INTERNATIONAL CONFERENCE ON DISABILITY AND DIVERSITY
MAY 18 & 19, 2015
HAWAI’I CONVENTION CENTER
Dialing 7-1-1 will connect you to Relay Hawaii, a free service which allows effortless communication for people who are deaf, hard-of-hearing, speech-disabled, and hearing. It is very simple to make phone calls. Just:

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TTY or Voice
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Español
800-676-4290
CapTel
888-269-7477
Speech-to-Speech
877-787-1989

Please come to our presentation, “There’s an App for That! Understanding and Sharing Accessible Wireless Applications”
Monday, May 18
9:45 AM – 10:45 AM
Room 303B
Aloha and Welcome!

MAY 18, 2015

The Faculty and staff of the Center on Disability Studies and the University of Hawai‘i at Mānoa welcome you to the 31st Pacific Rim International Conference on Disability & Diversity. This year’s conference theme, “Deep Impact”, reminds us of our shared responsibility to strengthen the positive impacts we already have in our communities and to push the envelope, think out of the box and to continually stretch our imaginations into what is possible in this world.

What are the ways we can deepen our effect on the world and ensure that each human being will not be excluded from the communities at large? 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.

The 31st Pacific Rim Conference offers much in the way of how we can deepen our impact. From leadership workshops to best practices and evidence based research in all fields of diversity to advocates leading the charge for innovative solutions to the numerous challenges that plague society, we hope that when you leave this conference, your commitment will not only be deeper but that you will have more tools, people and ideas at your fingertips than you had before May 18, 2015.

We welcome our new attendees this year. 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 – each step moving toward a brighter future and deeper impact for human beings.

Aloha,

Rebecca Rude Ozaki & Charmaine Crockett, Conference Co-Chairs
Contents

Page

1 Conference Co-Chairs' Message
3 Information for Participants
4 Monday Luncheon Events
5 Poster Reception and Party
6 Tuesday Luncheon Events
7 Map of Hawai‘i Convention Center
8 Conference Special Events and Promotions
20 Conference Advertisers and Supporters
30 Conference Agenda

30 — Sunday and Monday
31 — Tuesday and Wednesday

32 Thematic Keynote and Noted Speakers

33 — Monday
44 — Tuesday

54 Workshops and Seminars

55 — Monday
61 — Tuesday

70 Concurrents and Topical Presentations

71 — Monday
96 — Tuesday

111 Poster Sessions and Reception

111 — Poster Sessions
126 — Map of Poster Room

127 Exhibitors

127 — Exhibitor List
130 — Map of Exhibitor Room

131 Author Biographies
154 Acknowledgements

Quick Reference

Floor Maps of Hawai‘i Convention Center, p. 7
Poster Room, p. 126
Exhibitor Room, p. 130

Daily Agendas
p. 30-31
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 needs
- Program books and other materials
- Tourist maps
- Pre-ordered tech equipment for presenters

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 at the Hospitality desk. Program books will be sold for $15.00 on site. When requested in advance only, Braille and large print program books are located at the Hospitality Table. For accessible presentation formats of a concurrent or workshops, please ask the presenter and they will have alternative formats available. 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 18, 2015

Lunch on the Go: 10:30 am – 2:00 pm
Express Deli: 10:30 am – 12:30 pm

Buy some lunch with your coupons at the Convention Center's concession stands and relax, meet new people, talk story during the lunch session. The Menu (in case you want to plan in advance) is provided below.

### 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

* All combo meals consist of a bag of chips and a canned beverage.

### Cash and Credit Card Sales

**LUNCH FILM – 12:30 PM**

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

**TransFatty Lives**

Directed by Patrick O’Brien (Disclaimer: Emotional), winner of the Audience Award at the 2015 Tribeca Film Festival.

Defying sentimentality, TRANSFATTY LIVES takes you on an emotional rollercoaster from Patrick’s wild, fun-loving days into the dark heart of ALS (a.k.a. Lou Gehrig's disease). Given 2 to 5 years to live, Patrick first loses his ability to walk, then move his arms, then to swallow, and even to breathe.

With the support of his bewildered friends and family Patrick braves the unthinkable and turns his camera onto himself. As the director and star of his own documentary, Patrick films every step of his debilitating journey from first diagnosis through his current paralysis. Forcefully lacking self-pity, he captures the emotion, humor, and absurdity of real life as he makes art, gets political, falls in love, fathers a son, and fights extreme depression and paranoia.
Monday, May 18, 4:15 pm – 6:00 pm,
Room 311 and on the Concourse

Please join us for our fourth 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. Sit back and relax to the tunes from Mango Season.

MANGO SEASON

Mango Season was formed in Honolulu, Hawai‘i back in 2009 and is the creation of husband and wife duo Curtis and Annie Kamiya. This soulful duo will mesmerize you with their “island soul jazz” sound, a mix of retro, soul, and jazz infused with classic Hawaiian grooves and lush harmonies. Rounding out their core duo sound, Mango Season preforms with a trio of talented local musicians including Wil Talfolo, Chris Yeh, and Roy Loughran. They believe “That music is a uniquely valuable form of expression. It turns on something in each of us that’s impossible to reach with just words or visuals. Music taps into our hearts. Music connects us to each other and to our deepest selves.”

Mango Season is perfect for unwinding after a long day at the conference and will set the mood just right! Come join us at the Poster Reception and Party!!
Luncheon Event

Tuesday, May 19, 2015

12:00 pm – 1:45 pm
Formal Lunch Program – Kalakaua Ballroom

A Splendid Buffet Feast.
Get There Early.
Please wear your conference badge to secure entrance.

12:35 pm – 12:45 pm
Welcoming Remarks by Rebecca Ozaki and JoAnn Yuen

12:45 pm – 1:00 pm
Award Presentations

1:00 pm – 1:45 pm
The Talent Show

Janice Lee: Slam Poetry

Janice Lee is an award winning folk artist—an artist of the people! She is a poet, musician, storyteller and community organizer rooted in Kitchener, Ontario. She combines her literature background with political activism to create art that is engaging and inspires positive social change.

Janice sings, speaks and shares stories about love and struggle, community and friendship. She is honest and upfront about her desire to create just and thriving communities through art based in reciprocity and joy. She has been called a “Poet Provocateur” and received the Leading Edge Waterloo Region Arts.

Karen Roberts: “What is the table for”

Come join Karen Roberts as she performs her renowned monologue, “What is the table for” which she recently performed at Access Art’s Wonderland Revisited event at the Queensland Multicultural Centre.

Roberts is a singer, writer and actor who will perform to provoke stimulating messages about society and self, or simply to entertain. Karen has performed extensively in both Australia and the United Kingdom. She has sung at The Old Vic Theatre in London, acted on stage at the Queensland Performing Arts Complex, performed her original works at the Wataboshi Festival in Johor Bahru, Malaysia, and been a part of various festivals including the Brisbane Festival, Fete de la Musique, the Festival of Sydney, and the Mardi Gras Cabaret Club.

Mihana Souza and Hula Friends including Momi Cazimero

With two hot best selling CD’s, Mihani Souza is a musical force to reckon with. Moving from Hawaiian to jazz to rock music, Mihana grew up in the great old tradition of Hawaiian music-making. Whether it’s a dressy evening party or a lazy afternoon in the backyard, she always knows there’s going to be music and her family (all of us) will be singing, strumming, dancing, laughing.
Conference Special Events and Promotions

Pacific Rim Deep Impact 2015
Mini Diversity Film Festival

Guest Curator and Speaker, Laura Blum

Film Schedule & Synopsis – Hawai‘i Convention Center

CDS Productions
Monday, 8:30 am – 9:45 am

Families with Autism: Let Them Stand Tall (55 min, USA)
A video celebration of the experiences of four families whose children have autism spectrum disorders. The video showcases teachers, providers, and services that are making a difference in the lives of these families and their children. Directed by: Sara Banks

A Pedagogy of Aloha (20 min, USA)
A Dialogue with Dr. Manulani Alulii Meyer

Capturing Grace (64 min, USA) 2014
Monday, 9:45 am – 11:00 am

A story about two realms. One is occupied by some of the most acclaimed modern dancers in the world. The other is inhabited by a group of people with Parkinson's disease. This film is about what happens when those worlds intersect. “Dave Iverson is a masterful storyteller...Capturing Grace is a poignant reflection on the strength and resilience of the human spirit.” — Michael J. Fox

Directed By: David Iverson

www.capturinggracefilm.com
Zemene (70 min, Ethiopia) 2014
Monday, 11:00 am – 12:15 pm

A feature documentary about a young Ethiopian girl, Zemenework (Zemene), who from an early age was afflicted by a rare form of Kyphosis, a curving of the spine causing hunchback and spinal cord compression. Living in a remote village with this disease, Zemene faced potentially life-threatening illnesses. Set in the beautiful countryside of Ethiopia, the film shows how a brave but malnourished Zemene travels to the city of Gondar. It’s there that she crosses paths with Dr. Rick Hodes, an internist specializing in spinal conditions, whose life’s work compels him to help people in need. Winner of numerous awards, this film is a testament to our humanity and how we can change another person’s life.

Directed by: Melissa Donovan                    www.zemenefilm.com

TransFatty Lives (85 min, USA) 2015
Monday, 12:30 pm – 1:45 pm
Audience Award winner 2015 Tribeca Film Festival

At 30, Patrick Sean O’Brien was TransFatty, a New York City DJ, internet personality, and filmmaker. He spent his days as a beer-drinking creative force, making art films about perverts, vulnerable souls, and Howard Johnson’s restaurants. Then his legs started shaking. Defying sentimentality, TRANSFATTY LIVES takes you on an emotional rollercoaster from Patrick’s wild, fun-loving days into the dark heart of ALS (a.k.a. Lou Gehrig’s disease).

See the full film description on page 4 (Lunch Film).

Directed by: Patrick Sean O’Brien **Audience Disclaimer: emotional film**

Fixed (60 min, USA) 2014
Monday, 2:30 pm – 4:00 pm

Award-winning documentary, Fixed: The Science/Fiction of Human Enhancement, explores the social impact of human augmentation. Haunting and humorous, poignant and political, Fixed rethinks "disability" and "normalcy" by exploring technologies that promise to change our bodies and minds forever.

Directed by: Regan Brasher                     www.fixedthemovie.com

No Ordinary Hero: The SuperDeafy Movie (80 min, USA) 2014 Captioned
Monday, 4:30 pm – 6:00 pm

Starring John Maucere with Academy Award winner Marlee Matlin is here! This family drama is about a deaf actor who plays a superhero on television who looks beyond his cape to influence a deaf boy to redefine what "being normal" means. During his journey he also finds inspiration to transform himself.

Directed By: Troy Kotsur             www.noordinaryheromovie.com
Youth Leadership Institute

It’s Cool to be Different
Monday, May 18th, 2015 8:30 am -3:00 pm
Hawai‘i Convention Center
Part of the Pacific Rim International Conference on Disability and Diversity

**Harrison Ines**
Poet Facilitator, Pacific Tongues

Brave New Voices International Youth Slam Poetry Festival Champion, a three-time member of the Youth Speaks Hawai‘i travel team. A Hawai‘i Grand Slam Finalist, and in 2009, he led his alma mater Farrington High School to their first Hawai‘i Interscholastic Poetry Slam Championship.

**Jenna Robinson**
Poet Facilitator, Pacific Tongues

Graduated from UH Manoa with a double major in History and Ethnic Studies. She was the commencement speaker at the UHM graduation ceremony. Jenna currently performs and teaches slam poetry throughout the nation and has competed on several national poetry teams.

**Janice Yee**
Folk Artist

An Artist for the people! She is an award-winning poet, performer, musician, storyteller and a community organizer rooted in Kitchener, Ontario. She combines her literature background with political activism to create art that is engaging and inspires social change.

Our annual Youth Leadership Institute wants to support you in developing your skills to thrive in the world. In 2015, we will be using slam poetry, writing and performance to gear you up to be tomorrow’s outspoken revolutionary leaders.

**Morning Session: Acceptance**
Harrison and Jenna will guide you through interactive and creative activities that will expand your awareness of your own uniqueness and acceptance of differences in others. Through writing prompts, group shares and open mikes, you will leave this workshop ready to change your world “inside and out.”

**Afternoon Session: How Awesome Can I Be? Janice Lee**

In this workshop, we will dream up the most amazing stories that take us to the highest levels of awesome. We will play with spoken word, beatboxing, and melody to create 15 second verses. We will jam out our rhythm in a hip hop cypher and create one piece together.
Using The Long Line
Applying Native Ingenuity in Education
A KŪ-A-KANAKA Indigenous Education Symposium

Date: MAY 18, 2015
Time: 8:00am - 4:30pm
Hawai‘i Convention Center
Honolulu

This informative one-day Professional Development Seminar brings together Native educators, social entrepreneurs, and representatives of innovative community organizations to collectively delineate the foundations of a Hawaiian system of education, which primes our children to flourish and our lāhui and our kulaiwi to thrive, and assures that our vast Indigenous knowledge and practices are passed down to the next generations.

Colloquium topics include:

• Culture and Language Revitalization and Practice
• Elders, Family and Community Engagement and Empowerment
• Food Sovereignty and Environmental Sustainability
• Organizational Values and Economic Viability

To Register for the Symposium go to www.indigenousresearchinstitute.com
Standard Registration ends April 30, 2015.

Contact Kū-A-Kanaka: 808-464-5005
Email: kuakanaka@gmail.com
What does quality mean in the context of education? While there may be some consensus existing around the basic dimensions of a quality education, how we get there and how far we have to go inspires numerous debates and perspectives. The issues and answers are so diverse, we wonder how we can possibly answer this question in 75 minutes. In this keynote conversation, we are taking broad sweeps across the educational landscape – from the impacts of poverty and educational privatization on classroom learning and teaching to educational reform to teaching for all students, we want to shine the light on the most pressing educational issues of the day. The intent is to look at how we arrive to our educational destination where every child thrives and lives to their full potential. Join us for an inspiring discussion led by Hawaii Public Radio’s own, Beth-Ann Kozlovich.

About the Conversation Discussants

Beth-Ann Kozlovich, Moderator
Beth-Ann is Hawaii Public Radio’s Talk Shows Executive Producer and oversees HPR’s five locally produced talk programs. Her attraction to public radio began when it was the only car-accessible, parent-approved station...so all this is really her mother’s fault.

Paul McKimmy Ed. D.
Paul McKimmy is a faculty member in the University of Hawai‘i-Manoa department of Learning Design & Technology. He serves as Director of Technology and Distance Programs for the College of Education where he herds the cats in instructional support, technical services, and distance learning design teams.

Dennis McDougall
Dennis McDougall, from Baltimore, MD, started his career as a public school teacher. As Professor of Special Education at the UH Manoa, since 1995, his professional interests include teacher training and self-management techniques.

Michael Salzman
Michael Salzman is a professor and Chair of the Department of Educational Psychology at the University of Hawai‘i. at Manoa. He is a licensed psychologist and has published in the areas of, intercultural conflict and cooperation, the psychology of colonization and decolonization, intercultural sensitivity training, multicultural counseling and cultural trauma and recovery among indigenous peoples and the effects of globalization on culture and anxiety.

Darlene Robertson
Darlene Robertson is the Director of Teacher Training and Outreach Program (ATTOP) at Assets School for students with learning disabilities. Ms. Robertson has served on the boards of several agencies involved with exceptional learners including the Council for Exceptional Children-Hawaii Chapter and the Hawaii Branch of the International Dyslexia Association.

Kiele Pennington
Kiele is the parent of three children, one with severe autism. Ms. Pennington is the Hawaii Chapter Coordinator of the national nonprofit, Talk About Curing Autism (TACA). She is also a “Parent as Partners” volunteer with Learning Disabilities Association of Hawaii, Hawaii’s Parent Training & Information Center.
AGENDA

- **8:00 am - 9:00 am** - Registration
- **8:30 am - 8:45 am** - Welcome
  - Mary Brogan, Waynette Cabral, Tammy Evrard
- **9:00 am - 9:45 am** - Keynotes
  - Anna MacQuarrie, Inclusion International & Bathey Fong, SAAC
- **9:45 am - 11:00 am** - Human Rights Program
  (Charmaine Crockett and friends)
- **11:00 am - 11:20 am** - Yoga with Erin Green
- **11:20 am - 11:50 pm** - Basic Self Defense with Alessandro Ferreira
- **11:50 am - 1:00 pm** - Lunch
- **1:00 pm - 1:45 pm** - “Let’s Talk about Abuse”
  - Activities (Tammy Evrard)
- **1:45 pm - 4:00 pm** - Starting a Stop Abuse Campaign through the Arts - Chelsea Leitner
- **4:00 pm - 4:15 pm** - Aloha until we meet again
Join us for the 2015 Hawaii Afterschool Alliance Summit:
Celebrating Out-of-School and Summer Learning!

Be part of the second annual HAA Summit. It will be a full day of exciting keynote speakers, networking events, and innovative, engaging workshops on out-of-school learning. This year’s summit, Celebrating Out-of-School and Summer Learning Programs, brings together stakeholders from across the state to share ideas and best practices, explore new topics, and continue to build a network for high quality out-of-school time learning opportunities for youth.

For more information, please visit the website http://www.hawaiiafterschoolalliance.org/
Good Morning World @ Pacrim2015

I mean the whole thing about meditation and yoga is about connecting to the higher part of yourself, and then seeing that every living thing is connected in some way. —Gillian Anderson

Pacrim is proud to host two conference earlybird activities that engage your senses and heal your body to help you be more relaxed and energized, and have a renewed passion for life.

Meditation and Energy Fields with Rosa McAllister: Tuesday, May 19, 7:30 am Room 301B

About the Healer  Rosa McAllister, M.Ed., A.T.P., R.M., L.M.T. is the co-founder of Networks for Training and Development, Inc. and on the faculty of Arcadia University. Additionally, Rosa has studied various styles of massage and energy/bodywork, is a licensed massage therapist, and is assisting Networks to further develop their holistic practices.

Restorative Yoga with Erin Green: Tuesday, May 19, 7:30 am – 8:15 am Room 302A

About the Yoga Teacher  Erin Green is a 200-hour RYT registered yoga teacher, and completed her certification course with the Maha Yoga Institute (O‘ahu, Hawai‘i) in the summer of 2014. Since 2013 she has been a devoted practitioner of the Ashtanga vinyasa series, and owes her personal growth and self-development to this practice. She currently teaches yoga at the East-West Center and is also a project associate at the Center on Disability Studies, University of Hawai‘i and can be found at Pacrim leading the charge on conference registration, signage and helping out where and when needed. She can be found on Facebook under the title “The Yogi Librarian.”
Hawai‘i Certified Peer Specialists: Pillars of Support to Organizations

A FREE community event
At The 31st Pacific Rim International Conference on Disability and Diversity
Tuesday May 19th, 2015
2:00pm-4:30pm Room 301B
Hawai‘i Convention Center

What to EXPECT!

Ø An Overview of the Hawai‘i Certified Peer Specialist Program and the certification process.
Ø Understanding the impact of trainings involved that make the difference in service agencies through a panel discussion
Ø Testimonies of positive life change through peer support
Ø An opportunity to network with current and future Hawai‘i Certified Peer Specialists
Ø Brainstorming for future impact in organizations in need of cost-effective workforce support
Ø How to make HCPS a Sustainable Program to keep motivating persons in recovery

Target Audience
Mental Health Professionals and Agencies, Hawai‘i Certified Peer Specialists and Prospects, Forensic Professionals, Psychiatrists, Case Managers, Nurses, LMFT’s.

WHO WE ARE? The Hawai‘i Certified Peer Specialist (HCPS) program is a part of the Trauma Informed State Incentive Care Grant (TIC-IT) that is federally funded through Substance Abuse and Mental Health System’s Administration (SAMHSA). HCPS are persons in recovery who have received recognition by the State of Hawai‘i, Department of Health, Adult Mental Health Division (AMHD). Individuals are awarded certification only after attending several HCPS Trainings, and successfully passing both oral and written examinations. HCPS promote self-determination, personal responsibility, and community integration. Currently there are over 130 HCPS statewide that serve as champions in recovery, and mentors to consumers taking their first step towards a better life, and future.

Register Today at www.pacrim.hawaii.edu
For more information email prinfo@hawaii.edu or call Carla Borders 956-9823
More than 70,000 children are held in juvenile jails. Many American children are imperiled by abuse, neglect, domestic and community violence, and poverty. Without effective intervention and help, these children suffer, struggle, and fall into despair and hopelessness, many ending up in jail. A recent study showed that delinquent children are much more likely than their non-delinquent peers to die violently later in life, with girls being especially vulnerable, dying at nearly five times the rate of the general population. Up to one in five children in the United States experience a mental health challenge each year, and a whopping 70 percent of youth in juvenile justice institutions have some sort of disability. The statistics are daunting. Are we really keeping our children and young people safe?

Join us in a provocative discussion on how we as a society can change direction for our youth. What do we need? We want today’s youth to be lifted up from the depths of marginalization and be at the front and center of our collective commitment to ensure that each youth lives to their full potential.

About the Conversation Discussants

Kat Brady
Kat is a community advocate for justice who is actively engaged in bringing the community’s voice into venues where it has rarely been heard. She works to increase civic literacy, public participation, and to reform public policy. Kat serves as a legislative coordinator the Hawaii Juvenile Justice Project, as the Coordinator for the Community Alliance on Prisons, and as a Board member of Hawaii Friends of Law and Civic Related Education.

Peter Leone
Peter Leone is a professor in the Department of Counseling, Higher Education, and Special Education at the University of Maryland. Dr. Leone has monitored, evaluated education services, and provided technical assistance in jails, detention centers, training schools, and prisons in a number of states. He is the former Director of the National Center on Education, Disability, and Juvenile Justice at the UM.

Sara Banks
Sara Banks, MFA, is a faculty member at the Center on Disability Studies at UH Manoa. She has over 40 years experience producing educational videos, which explore numerous social justice issues, including human rights and equality for GLBT youth and Native Hawaiians. Currently she is focusing on Environmental and Educational justice concerns through the E Ola Pono Campaign, the statewide initiative, she coordinates to promote peace and pono in Hawaii’s schools and communities.

Meleanna Meyer
As an arts advocate, celebrated filmmaker, author and educator, Meleanna sees creativity and all art forms as a vital part of a good education. Her commitment to community capacity building and healing through the arts has always been her focus.

Beth-Ann Kozlovich, Moderator
Beth-Ann is Hawaii Public Radio’s Talk Shows Executive Producer and oversees HPR’s five locally produced talk programs. Her attraction to public radio began when it was the only car-accessible, parent-approved station...so all this is really her mother’s fault.
Diversity, Disability and Public Health

**Including Patients in Health Care** Olaf Kraus de Camargo, MD  
Tuesday, Room 302A  2:00 pm – 3:00 pm

The meaning of the word “patient” is to be passive. In a world of inclusion, empowerment, and participation, the role of the patient has changed. The presentation discusses consequences of this shift for inclusion of patients in diagnostics, treatment/interventions, and research.

**Informal Meet Up on Dementia**  
Tuesday, Room 307B  2:00 pm – 4:30 pm  
Meet the Leaders of the US National Task Group on Intellectual Disabilities and Dementia Practices – Matthew Janicki, PhD and Seth Keller, MD

This informal session is an opportunity to converse on any aspects of Alzheimer’s disease and related dementias, as well as brainstorm about undertaking dementia-services advocacy or designing dementia-capable services for adults with intellectual disability.

**Complementary and Alternative Therapy, Wellness Topic Area**  
**Energy Healing Workshop** Brenda (Nurah) Johnson  
Tuesday, Room 301A  2:00 pm - 4:30 pm

As an alternative Wellness Art, energy healing can be easily integrated into conventional health care. Since this modality can be offered an inch or two above the body it is not contraindicated. Those who experience this fusion of energy therapy may experience optimum releases of tension, stress reduction, relaxation, and may trigger their own body’s natural healing abilities. Those attending this workshop will experience the symphony of three healing energy modalities, Reiki, Karuna, and Seichem.
As an alternative Wellness Art, energy healing, specifically Reiki, can be easily integrated into conventional health care. Since this modality can be offered an inch or two above the body it is not contraindicated. Reiki is a modality that interacts with the participants own bio-energetic system. The practitioner gently touches the recipient who in turn pulls in the vibrational energy and the body distributes it where needed. Those attending this workshop will experience the symphony of three healing energy modalities, Reiki, Karuna, and Seichem.

Learning Outcomes: Those who experience this fusion of energy therapy may experience optimum releases of tension, stress reduction, relaxation, and may trigger their own body’s natural healing abilities. Participants will experience a sense of inner peace and harmony.

Brenda (Nurah) Johnson

at present, has few interests and they have been reduced to the art of Healing. She is a master practitioner of Reiki Seichem and a pundit of Life coaching. As a student of Life, she never stops learning. She has chosen to Be a person rather than a Have person.

She has twenty-five years experience in Energy Healing, and over 40 years in meditation, and she is the author of a book called “Sketches of Life”

Nurah is a founder and facilitator of “Sisters of Hagar” an organization consisting of a group of healers who practice meditation and seek ways to uplift humanity. She is also a member and teacher/facilitator of the All-Love Community founded by Master Teacher Patrick Zeigler.

Reiki

An ancient healing art, which uses the physical energy, gives life to our bodies to facilitate healing from the inside out by harmonizing and balancing the energies.

Karuna Reiki

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Seichem/Sekhem

Healing Energy is the Ancient Egyptian meaning for universal energy and power. It is a very high vibrational energy that works deeper than Reiki. It works on the physical, mental, emotional and spiritual bodies.
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# Conference Agenda

## Sunday, May 17, 2015 Pacific Rim International Conference

### Exhibitor and Early Registration Check in – Hawai‘i Convention Center, 3rd Floor, 301A

## Monday, May 18, 2015 Pacific Rim International Conference

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>7:00 am – 4:00 pm</td>
<td><strong>Registration</strong></td>
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<tr>
<td>8:00 am – 5:00 pm</td>
<td><strong>Institutes:</strong> Conversation Central; Youth Institute; Indigenous Education Symposium; Private Function: After-School Program</td>
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<tr>
<td><strong>Continental Breakfast</strong></td>
<td>7:45 am – 8:30 am</td>
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<tr>
<td><strong>Lunch and Networking</strong></td>
<td>12:00 pm – 1:15 pm</td>
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<tr>
<td>8:30 am – 9:30 am</td>
<td>Concurrent Thematic Keynotes, Noted Speakers, Breakouts and Topical Sessions:</td>
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<tr>
<td>9:45 am – 10:45 am</td>
<td>11:00 am – 12:00 pm</td>
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<td>1:15 pm – 2:15 pm</td>
<td>2:30 pm – 3:30 pm</td>
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<tr>
<td><strong>Breaks:</strong></td>
<td>9:30 am – 9:45 am; 10:45 am – 11:00 am; 2:15 pm – 2:30 pm; 3:30 pm – 3:45 pm</td>
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<tr>
<td>3:45 pm – 4:15 pm</td>
<td><strong>Topical Sessions</strong></td>
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<tr>
<td>4:15 pm – 5:45 pm</td>
<td><strong>Poster Reception and Party</strong></td>
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### Tuesday, May 19, 2015 Pacific Rim International Conference

- **7:00 am – 12:00 pm** Registration
- **Wellness Program – Yoga and Meditation**
  - 7:30 am – 8:15 am

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<tr>
<td>Continental Breakfast</td>
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<tr>
<td>Formal Lunch Program</td>
<td>12:00 pm – 1:45 pm</td>
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<tr>
<td>Concurrent Thematic Keynotes, Noted Speakers, Breakouts and Topical Sessions</td>
<td>8:30 am – 9:30 am, 9:45 am – 10:45 am, 11:00 am – 12:00 pm</td>
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<tr>
<td>Breaks:</td>
<td>9:30 am – 9:45 am, 10:45 am – 11:00 am</td>
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<tr>
<td><strong>Kalakaua Ballroom</strong></td>
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<td><strong>2:00 pm – 3:00 pm Breakouts and Topical Sessions</strong></td>
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<td><strong>2:00 pm – 5:00 pm Special Community Workshops and Activities</strong></td>
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<td><strong>Formal Lunch</strong></td>
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### Wednesday, May 20, 2015 Mid Week Institutes

- **8:00 am – 12:30 pm**
  - ICF Workshop (International Classification of Functioning, Disability and Health Workshop)
  - Hawai‘i Convention Center, 3rd Floor
  - (7:30 am registration)
- **8:00 am – 4:00 pm**
  - Inclusive Education Institute
  - Hawai‘i Convention Center, 3rd Floor
  - (7:30 am registration)
- **8:00 pm – 3:00 pm**
  - Cultural Field Trips – Ka Holo Wā‘a (Traditional Canoe Sailing) & Mao Farm Visit
  - (www.indigenousresearchinstitute.com)
- **1:00 pm – 5:00 pm**
  - From Findings to Action: Research and Evaluation Reports that Grab Attention Workshop
  - Hawai‘i Convention Center, 3rd Floor
  - (12:30 pm registration)
- **8:00 am – 5:00 pm**
  - IASSIDD Academy Workshops (7 4-hour workshops)
  - Hawai‘i Convention Center, 3rd Floor
  - (7:30 pm registration)
Thematic Keynote and Noted Speakers

2015 Pacific Rim International Conference on Disability and Diversity

Honolulu, Hawai‘i
Monday, May 18, 8:30 am-9:30 am, Room 301A

Peter Leone

Topic: Lifting Youth Up
Title: Doing Things Differently: Creating Opportunity, Altering Trajectories for Marginalized Youth

Youth confined to the camps, ranches, halls, and correctional facilities in the U.S. represent the failure of education and other public systems designed to nurture, protect, and support children. Working collaboratively within and across systems, parents, professionals, and policymakers can change the life trajectory and create opportunities for youth. The presentation will explore the imperative of doing things differently, disrupting the “school to prison” pipeline, and improving outcomes for children, families, and communities.

About the Speaker

PETER LEONE is a professor in the Department of Counseling, Higher Education, and Special Education at the University of Maryland. During his professional career he has taught adolescents with behavioral disorders in the public schools, trained teachers, and studied education programs and practices in institutional settings. Dr. Leone has monitored, evaluated education services, and provided technical assistance in jails, detention centers, training schools, and prisons in a number of states. He is the former Director of the National Center on Education, Disability, and Juvenile Justice at the UM and he served on the Blue Ribbon Commission for the reform of the Texas Youth Commission in 2007. He currently serves as monitor of education services for the Illinois Department of Juvenile Justice. His research examines access and equity of education services for marginalized youth, particularly youth with disabilities in institutional settings.
Preventing or controlling obesity in adults and children has become a priority in the U.S. largely due to the growing number of people who are overweight/obese and the negative impact obesity has on many diseases. Various “obesogenic” attributes of neighborhood environments can promote obesity by making it difficult to engage in physical activity and/or access healthy foods. Research on how an obesogenic environment helps or hinders healthy lifestyles in adults, including those with disabilities, will be presented. A social ecological model for how to alter components of the obesogenic environment and strategies for overcoming environmental barriers will be discussed.

About the Speaker

CHERYL ABLRIGHT, PhD, MPH, is a professor with a dual appointment in the School of Nursing and the Department of Public Health Studies at the University of Hawai‘i at Mānoa. Dr. Albright conducts multidisciplinary research spanning the fields of nursing, behavioral medicine, public health, exercise science, and epidemiology. She has 30 years of research experience focused on innovative strategies to promote changes in behavioral risk factors in adults and adolescents. Her research studies on behavioral risk factors for chronic diseases including: dietary intake (increase fruit/vegetables), sedentary behaviors (decrease sitting), physical activity (increase moderate-to-vigorous intensity physical activity), weight management, and risks associated with the obesogenic environment.
Inclusive communities are those where diversity, participation, interdependence, mutual respect and social justice are woven into all aspects of community life. They are places where people care about one another, recognize each other’s gifts and abilities, and work together for the common good. Creating and sustaining inclusive communities does not happen by chance---but rather, by design. Inclusive schools can serve as a foundation and heart of inclusive communities. By presuming that each child is capable and competent, ensuring that each child experiences a sense of belonging, and that each child has the opportunity to discover, develop, and share personal gifts and abilities---we can design and sustain tomorrow’s inclusive communities.

---

**About the Speaker**

**DR. LUCILLE (LU) ZEPH** joined the faculty of College of Education and Human Development at the University of Maine in 1979 where she established and coordinated graduate education in the area of severe disabilities until 1992. For the past 23 years, Lu has served as the founding Director of the Center for Community Inclusion and Disability Studies, Maine’s University Center for Excellence in Developmental Disabilities (UCEDD) and interdisciplinary research unit of the University of Maine.

In addition to her long standing commitment to creating inclusive schools and communities, Lu’s current research interests focus on universal design including literacy access and acquisition for students with significant intellectual disabilities and the application of the principles of universal design to public policy and higher education.
Through her lived experiences, Maria Guadagnoli-Closs has dedicated her life’s work into understanding the experiences of pain and chronic pain. Pain can take over the lives of those experiencing it and it often causes individuals to question their subjectivity as they seek ways make sense of this phenomenon. Many people often question how they can balance wellness, establish preventative practices, and promote health, when they are working with people in pain or living in constant pain. For this reason, it is important to discuss pain in a way that combines holistic and conventional approach and takes into consideration the lived experiences of those facing it.

About the Speaker

After experiencing a motor vehicle injury in 2008, MARIA GUADAGNOLI-CLOSS has dedicated her life’s work into understanding the experiences of pain and chronic pain. In trying to make sense of her new found ‘pain’ phenomenon, combined with her multiple disabilities, Maria began her life long journey. To further explore pain she also began seeking holistic approaches to understanding pain by looking to alternative and complementary medicines, becoming a Reiki Master and an oneness-blessing giver.

Her drive to inspire and motivate others has led to her becoming an Internationally Recognized Certified Tutor through the College Reading and Learning Association (CRLA) and a part-time Instructor at Seneca college of Applied Arts & Technology, where she provides instructional and remedial services as well as skills development for a diverse populous of students with and without disabilities, at the post secondary level.
The work of providing services for individuals with intellectual and developmental disabilities (I/DD) and their families continues to evolve. The skills and mindsets of leadership in this field also need to evolve in order to meet the challenges of the 21st century. The community and stakeholders of the Developmental Disabilities Division (DDD) in Hawai‘i are asked to expand their expectations of leadership and how the Division will be accountable for ensuring partnerships and the best possible outcomes for people with I/DD and their families. This keynote will explore the approaches DDD is using to achieve its goals of involvement and partnerships at all levels of the service system, community integration and full access to the benefits of community living, employment first in competitive integrated settings, and quality services and supports. In order to achieve these goals DDD is committed to supporting the development of leaders with the skills and accountability practices necessary to lead, inspire and achieve organizational excellence.

About the Speaker

MARY BROGAN is the Administrator for the Hawai‘i Department of Health, Developmental Disabilities Division. She has over two decades of experience in public health, having worked on health care policy issues in the Governor’s office before joining the Department of Health’s Child and Adolescent Mental Health Division and then the Office of Program Improvement and Excellence. Ms. Brogan is a national expert in the areas of building accountability and performance management systems, as well as in advancing practice development. She has consulted with service systems in Washington D.C., Los Angeles County, Arizona, New Mexico, Utah, Indiana, and most recently in the Rosie D. system improvements in Massachusetts.
Monday, May 18, 11:00 am–12:15 pm, Room 301B

Keynote Conversations

With Paul McKimmy, Kiele Pennington, Darlene Robertson & Dennis McDougall.

Moderated by Beth-Ann Kozlovich

Topic: Make it Matter: Education for All

Title: What is a Quality Education?

What does quality mean in the context of education? While there may be some consensus existing around the basic dimensions of a quality education, how we get there and how far we have to go inspires numerous debates and perspectives. The issues and answers are so diverse, we wonder how we can possibly answer this question in 75 minutes. In this keynote conversation, co-sponsored with the Learning Disabilities Association of Hawai‘i, we are taking broad sweeps across the educational landscape – from the impacts of poverty and educational privatization on classroom learning and teaching to educational reform to teaching for all students, we want to shine the light on the most pressing educational issues of the day. The intent is to look at how we arrive to our educational destination where every child thrives and lives to their full potential.

About the Conversation Discussants

BETH-ANN KOZLOVICH is Hawai‘i Public Radio’s Talk Shows Executive Producer and oversees HPR’s five locally-produced talk programs. She created and co-hosts HPR2’s weekday morning show, The Conversation, launched in 2011. In 1999, she created and began moderating Town Square, HPR’s long-running live, public affairs forum. A woman who lives on radio and in the business of nonprofits, she is a former Hawai‘i anchor of NPR’s "Morning Edition."

PAUL MCKIMMY, Ed.D., is a faculty member in the University of Hawai‘i-Mānoa department of Learning Design & Technology. He serves as Director of Technology and Distance Programs for the College of Education where he herds the cats in instructional support, technical services, and distance learning design teams.

KIELE PENNINGTON is the parent of three children, one with severe autism. Ms. Pennington is the Hawai‘i Chapter Coordinator of the national nonprofit, Talk About Curing Autism (TACA). She is also a “Parent as Partners” volunteer with Learning Disabilities Association of Hawai‘i, Hawai‘i’s Parent Training & Information Center.

DARLENE ROBERTSON is the Director of Teacher Training and Outreach Program (ATTOP) at Assets School for students with learning disabilities. Ms. Robertson has served on the boards of several agencies involved with exceptional learners including the Council for Exceptional Children-Hawai‘i Chapter and the Hawai‘i Branch of the International Dyslexia Association.

DENNIS MCDougALL, from Baltimore, MD, started his career as a public school teacher. As Professor of Special Education at the UH Mānoa, since 1995, his professional interests include teacher training and self-management techniques.

MICHAEL SALZMAN is a professor and Chair of the Department of Educational Psychology at the University of Hawai‘i at Manoa. He is a licensed psychologist and has published in the areas of, intercultural conflict and cooperation, the psychology of colonization and decolonization, intercultural sensitivity training, multicultural counseling and cultural trauma and recovery among indigenous peoples and the effects of globalization on culture and anxiety.
Monday, May 18, 1:15 pm-2:15 pm, Room 301A

Jennifer Adams

Topic: Collaborative Advocacy: Making Our Voices Heard

Title: Discovering your Identity

“Our limitations are not a burden, but instead a gift, for beyond our limitations is fulfillment and purpose.”

~ Jennifer Adams, Former Ms. Wheelchair America 2014

About the Speaker

JENNIFER ADAMS was born with partial limbs, yet she does not consider her struggles a burden, but instead a gift, for she has had the privilege to learn that beyond our limitations is fulfillment and life’s purpose. She has a Bachelor of Arts in Psychology from Pacific Lutheran University, a certification in Radio Broadcasting, and a Master’s degree in counseling from Faith Seminary. While she went to school, she worked in corporate settings. After receiving her Master’s degree, she worked at the Tacoma School of the Arts as an advocate for students with disabilities. Through Jennifer’s education, life experience and professional experience, she started a motivational speaking business, SHIFT. Through SHIFT Jennifer’s started an anti-bullying campaign called “The Power of Words.”

Jennifer also has a passion for the arts; acting, dancing, and singing. She has experienced barriers to her passion in the mainstream art world, due to her disability. Her goal is encourage people with disabilities to take their gifts and talents out into the world to break down barriers of discrimination. “When we (people with disabilities) show the world our talents, disabilities dissolve and abilities shine forth.”

This keynote presentation will provide guidance for the audience in their journey towards discovering their identity, in the context of self advocacy and advocacy for the community of extra-abled people. Jennifer will begin by sharing her own personal journey towards discovering her identity. Life is a series of seasons and in each season you learn new things about yourself. She has the strength and gumption to advocate for herself and her success. She has overcome fear and it no longer rules her existence. Now she has the privilege of living life adventurously, fully aware of her identity, her destiny and her purpose.
Is resilience in your genes or a product of your psychology or in the skill set you possess? Or perhaps it is not within you at all but outside of you; the outcome of environmental factors. Is it like a growing muscle that gets stronger with use or like a straining muscle that fatigues? And can we only bounce back from adversity or can we bounce forward to a place better than where we started? It is many things to many people sometimes looking like strength or luck or even insensitivity. It has been studied in many different ways; at times perhaps without even identifying it as such. We’ll look at the science of bouncing back and how to promote it in those around us and in ourselves.

About the Speaker

DR. SCOTT SHIMABUKURO is a clinical psychologist licensed in Hawai’i and California. He is board certified in Family Psychology and a Clinical Affiliate of the University of Hawai’i, School of Psychology. In addition to his private practice, he is the assistant administrator of operations for the State of Hawai’i’s Department of Health, Child and Adolescent Mental Health Division. He is currently involved in reforms at the Hawai’i Youth Correctional Facility.

While in California he worked as a Director of Clinical Services, Director of Wraparound and Director of Training for large non-profit agencies that offered a full array of services spanning school-based therapy up through locked residential treatment. In these roles, he learned about resiliency from the youth in the poor, racially stratified and distressed neighborhoods of Oakland, California.

Dr. Shimabukuro consults and trains a wide range of audiences spanning parents, teachers, probation officers, judges and clinicians on trauma, suicide, family health and resilience.
The specialty of geriatrics provides astonishing examples of human adaptation to acquired disabilities. Sometimes the disabilities are physical in nature. There are examples in chronic illness such as congestive heart failure or chronic obstructive disease. These conditions sneak up over time and steal energy leaving fatigue, shortness of breath and weakness. Activities must be metered out in small aliquots. Another source of acquired disabilities comes from neuropsychiatric conditions common in the elderly. Depression and anxiety take a toll, by impacting motivation and participation. Affecting almost 20% of the elderly population are the illnesses of cognitive loss - the dementias. The challenges of dementia impact those with the condition and those who care for them. The goal in geriatrics is to support our aging population in focusing on the skills and remaining abilities and not the losses inherent in aging. The difference between a positive outlook and a negative one is monumental in successful aging.

About the Speakers

**DR. LIOW** is the director and founder of Hawai’i Pacific Neuroscience, where he leads a team of more than 30 neuroscience physicians, researchers and staff in serving over 12,000 patients from O’ahu, Maui, Big Island, Kauai and other Pacific Islands in 2013. He served previously as Professor of Neurology and directed the neuroscience program at the University of Kansas Wichita Medical School where he served as investigator for over 40 neuroscience research studies sponsored by the NIH, CDC and the industries before moving to Hawai’i and published widely in the neuroscience field.

**PAT BORMAN** grew up near San Francisco. She is certified in palliative medicine from the Institute of Palliative Medicine at San Diego. After a decade in private practice, Dr. Borman joined the faculty at Swedish Family Medicine Residency Program where she opened a new geriatrics fellowship. She continued as the Director of Geriatrics and was a clinical associate professor at the University of Washington School of Medicine for ten years.

After leaving academic medicine, Dr. Borman opened a private practice, Medical Home Visits. She practiced the art of house calls, providing palliative care for medically frail patients. She helps families with complex medical decisions and developing individualized goals of care.
Margaret Nygren will provide reflections on the current trends in the self-advocacy movement, discuss current barriers and opportunities, share a personal vision for the future, and engage attendees on strategies to assure that advocates continue to expand their input and influence in all areas of their communities.

**About the Speaker**

**DR. MARGARET NYGREN** has been the Executive Director and CEO of the American Association on Intellectual and Developmental Disabilities (AAIDD) since 2010. Dr. Nygren's prior positions include Associate Executive Director of the Association of University Centers on Disabilities (AUCD); a Fellowship in the Disabled and Elderly Health Programs Group at the Centers for Medicare and Medicaid Services (CMS) in Baltimore; Director of the Center on Aging and Disabilities at the Lieutenant Joseph P. Kennedy Institute in Washington, DC; and Director of Family Support Services and Director of Mental Retardation Services at Kit Clark Senior Services in Boston. She earned a Doctorate of Education in Organizational Leadership from Nova Southeastern University, a MA in Clinical Psychology from West Virginia University, and a BA in Psychology from Beloit College.
Regan Brashear

Monday, May 18, 2:30 pm-4:15 pm, Room 310

Topic: Disability Studies/Diversity Mini Film Festival
Title: Fixed: The Science/Fiction of Human Enhancement

This presentation consists of a screening of the 60-minute award-winning documentary film on disability and technology, Fixed: The Science/Fiction of Human Enhancement and a 30-minute discussion with the film’s director on the relationship between human enhancement technologies, disability rights and human variation. We will also discuss the politics and practice of representing disability in documentary film.

Learning outcomes include a greater understanding of current bioethical debates surrounding prenatal screening, ableism and the drive toward enhancement, and high-tech “solutions” that might radically alter what it means to be human in the 21st century, as well as an overview of the role of disability arts as intervention, with an emphasis on disability in film.

The film will be played with captions and, if requested, audio description.

About the Speaker

Originally from Virginia, award-winning Producer/Director REGAN BRASHEAR has been working on labor, race, youth, LGBT, and disability issues for over twenty years now through documentary film, union organizing, teen theater, community forums, and grassroots activism. Now based in Oakland, CA, Brashear is a co-founder of Making Change Media, which produces videos for non-profits and labor unions, as well as independent long-form documentaries such as Fixed.

Her interest in disability studies, which eventually led to the making of Fixed, started in 1997, after a car accident, which began an ongoing journey with fibromyalgia and chronic pain. She began Fixed as a master's thesis at the Social Documentation program at UC Santa Cruz and finished editing the final version of the film in the spring of 2013 as a visiting filmmaker at the Consortium for Science, Policy and Outcomes (CSPO) at Arizona State University.
This presentation explores the Hawaiian concept of ʻeʻepa, which means “peculiar” or “abnormal”, and the role such persons played in traditional Hawaiian society. ʻEʻepa also translates as “extraordinary,” or “incomprehensible,” and often refers to heroes and heroines with miraculous powers. Like elsewhere among Indigenous peoples, many ʻeʻepa characters in Hawaiian mythology were born in strange forms, as a plant, an animal, or even a piece of rope, and were highly respected for their powers and extraordinary ways. This presentation examines the lives of ancient Hawaiian ʻeʻepa and their seamless integration into traditional society, in an effort to uncover how to integrate today’s ʻeʻepa into modern Hawaiian society.

Tuesday, May 19, 8:30 am-9:30 am, Room 301A

Kū Kahakalau

Topic: Growing Indigenous Assets
Title: Integrating the Hawaiian ʻEʻepa: A Look to the Past to Find Solutions for Today

About the Speaker

**DR. KŪ KAHAKALAU** is a native Hawaiian educator, researcher, song-writer, and expert in Hawaiian language, history and culture. She is founder of Ku-A-Kanaka Indigenous Institute for Language and Culture. 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.

Dr. Kahakalau is also on the forefront of indigenous research worldwide, chairing the research committee of the Center for World Indigenous Studies. 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.
How can we, as advocates for social justice act fearlessly and gently with love to bridge differences and build community? Fearlessness is understanding that we may become uncomfortable, emotional, defensive, but staying committed to taking care of one another. To be gentle is to understand our limits - that we have a finite amount of time and energy, and to keep in perspective that we cannot do everything. In this presentation and interactive workshop, Janice Lee will speak about her experiences as an artist/advocate/community organizer and share insightful songs and poems about fighting oppression while building communities to flourish.

**About the Speaker**

**JANICE LEE** is a folk artist - an artist of the people! She is a poet, musician, storyteller and community organizer rooted in Kitchener, Ontario. Janice graduated from Wilfrid Laurier University with a Bachelor of Arts in English and Political Science. She combines her literature background with political activism to create art that is engaging and inspires positive social change.

Janice has been called a “Poet Provocateur” and received the Leading Edge Waterloo Region Arts Award in 2012, and was voted Waterloo Region’s Best Arts Mover and Shaker in 2013. Janice has toured across Canada with her music and poetry.

Currently she works as an independent musician, spoken word artist and arts educator. She makes short DIY environmentalism video blogs for Alternatives Journal, a Canadian environmental magazine, and organizes as artistic director of the KW Poetry Slam. Janice is also on the Spoken Word Canada board of directors, and is a member of its Anti-Oppression Committee.
Technology companies are vying to find new, more intuitive ways for us to control and interface with the rapid advances of an ever increasing number of wireless technologies, wearable computing devices, eye-tracking gadgets, nano-sensors, and immersive technologies that are profoundly influencing our lives. Without access, however, the amazing developments in information and communication technologies (ICT) are potentially meaningless to a large and growing portion of the population. This presentation is about accessing the world and enabling people with disabilities to take advantage of the capabilities of ICT whenever appropriate for their own abilities and needs. Through the use of numerous video clips, the focus will be around realizing the capacity of established technologies and understanding the potential of enhancing emerging technologies, interfaces and platforms.

About the Speaker

DR. DERUYTER has been at Duke University Medical Center since 1995 where he is Professor, Department of Surgery & Chief, Division of Speech Pathology & Audiology. His primary interest is in assistive technology, outcomes/performance monitoring, and program development. In addition to his clinical, academic and research responsibilities, he supervises over 80 speech pathologists, audiologists, rehabilitation engineers and support personnel.

Prior to Duke University, Dr. DeRuyter was at Rancho Los Amigos Medical Center for 15 years serving as Director of the Communication Disorders Department. While at Rancho, he conceptualized, developed and directed the national Center for Applied Rehabilitation Technology (CART) as well as developed and directed the Department for Outcomes Management & Program Evaluation. At Rancho he also served as Co-Director of the NIDRR Rehabilitation Engineering Research Center on Technology for Children with Orthopedic Disabilities.
Families, educators, and service providers are constantly bombarded by massive amounts of confusing and often conflicting information about the multitude of treatment options available. To ensure the best possible outcomes for individuals on the Autism Spectrum, it is critical that access to effective, evidence-based interventions is provided. It can be difficult, however for consumers to discern treatments based on science from those rooted in pseudo-science.

As educators, we have a responsibility to protect our students and to teach families and individuals how to evaluate and select effective treatments. In her keynote address, Dr. Kelly will provide audience members with tips for evaluating the efficacy of treatment options as well as a brief overview of several, evidence-based teaching techniques.

**About the Speaker**

**AMANDA KELLY,** PhD, has maintained active licensure as an elementary education teacher since 2002. Dr. Kelly has experience working in-homes, as well as in private and public schools, integrated centers and residential facilities. For several years, Dr. Kelly worked as the Coordinator of ABA Consultation Services, collaborating with public schools districts across Massachusetts. As owner of Keiki Educational Consultants, Inc., Dr. Kelly is committed to providing affordable in-home, school, and community consultation services. Dr. Kelly provides families’ access to effective behavior analytic services across the Hawaiian Islands.

Dr. Kelly has demonstrated her true passion for ABA in many forums: being an active advocate for legislation, having attended numerous discussions and testified at multiple hearings on Autism Insurance Reform at the Hawai’i State Capitol. Dr. Kelly is the current President of the Hawai’i Association for Behavior Analysis (HABA).
Back by popular demand, our cinema quest continues. This year we will explore a new minion of movies that have boldly influenced attitudes -- and policies -- concerning diversity and disability, and consider fresh research into what makes a work impactful. Like the characters that populate these stories, our discussion will span issues of ethnicity; nationality; race; faith; class; gender; sexual identity; age; size; and physical and mental ability. How can marketing campaigns help create game changers? Which strategies are effective, and which risk backfiring? Join the conversation and crack how a film becomes the stuff of great offscreen magic.

**About the Speaker**

**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. 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.

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. She is fluent in French, Spanish and Hebrew, and proficient in Arabic.
After more than 40 years of experience of providing a “rights-based” approach to access to an equal educational opportunity for students with Intellectual Disabilities in the United States, inclusive education and positive post-school outcomes of postsecondary education and integrated employment often remains elusive and not clearly defined. The Individuals with Disabilities Education Act (P.L. 94-142) (1974) established a footprint for inclusive education with its Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE) clauses. Looking to the future, there is a need to focus beyond specific “rights-based” compliance requirements toward the creation and development of an “opportunities to excel” approach toward supporting youth with Intellectual Disabilities. Several federally funded demonstration projects provide a window of opportunity to view the next generation of supports (beyond one’s basic rights), which reflect a truly inclusive approach to improved postsecondary education and integrated employment outcomes for youth with Intellectual Disabilities. This keynote presentation will explore elements of such approaches.

Robert Stodden

Topic: Reimagining Transition Trajectories
Title: Moving from the “Right to Access” to “Creating Inclusive Opportunities” Approach for Improving Outcomes for Youth with Intellectual Disabilities

About the Speaker

ROBERT STODDEN, Ph.D., has more than 30 years of administrative experience with large scale evaluation and research projects, within Hawai‘i as well as within numerous other states and entities. He is the founding Director of a large research and development (R & D) unit within the College of Education at the University of Hawai‘i at Mānoa, the Center on Disability Studies (CDS).

He is the originator and has served as the convener of the International Pacific Rim Conference for the past 30 years, has been a keynote and invited speaker at numerous national and international conferences, and has consulted with several governments in other states as well as the Asia/Pacific Region. He currently serves on numerous association and journal editorial boards and has maintained an active presence in the fields impacting children and youth who are struggling learners for more than thirty years.
This session will focus on describing some of the factors that help define “a good life” for adults who happen to have a developmental disability. Some of those factors include variety of daily activity, variety of other people who play a role in the person’s life, the decisions he/she makes, effectiveness of communication, satisfaction with life, and many other things. This session will summarize a study that examined how people spend their days and will include video clips from interviews with adults. The session will also discuss some strategies for keeping life good, even when times are challenging.

**About the Speaker**

**ANTHONY ANTOSH** is the founding Director of the Paul V. Sherlock Center on Disabilities and Professor of Special Education at Rhode Island College. He has been involved with children and adults who have intellectual and developmental disabilities for 46 years. For the past 39 years Dr. Antosh has been on the faculty of Rhode Island College. During that time he served as coordinator of the undergraduate and graduate programs in significant intellectual disabilities, as department chair, and as the Mary Tucker Thorp Professor for Distinguished Teaching.

Dr. Antosh has written and presented on a variety of program areas including family support, augmentative communication, inclusive education, transition, positive behavioral supports, adult services and supports, and integrated employment. He has an extensive history of advocacy and was a member of the court appointed monitoring committee for the class action suit that resulted in the 1994 closing of Ladd Center.
TUESDAY, MAY 19, 2015
11:00 AM – 12:00 PM
ROOM 301B

Keynote Conversations

With Kat Brady, Peter Leone & Sara Banks. Moderated by Beth-Ann Kozlovich

Topic: Lifting Youth Up

Title: Keeping our Kids Safe: What does it Mean?

More than 70,000 children are held in juvenile jails. Many American children are imperiled by abuse, neglect, domestic and community violence, and poverty. Without effective intervention and help, these children suffer, struggle, and fall into despair and hopelessness, many ending up in jail. Up to one in five children in the US experience a mental health challenge each year, and 70 percent of youth in juvenile justice institutions have some sort of disability. Are we really keeping our children and young people safe?

Join us in a provocative discussion on how we as a society can change direction for our youth. We want today’s youth to be lifted up from the depths of marginalization and be at the front and center of our collective commitment to ensure that each youth lives to their full potential.

About the Conversation Discussants

BETH-ANN KOZLOVICH is Hawai‘i Public Radio’s Talk Shows Executive Producer and oversees HPR’s five locally-produced talk programs. She created and co-hosts HPR2’s weekday morning show, The Conversation and began moderating Town Square, HPR’s long-running live, public affairs forum.

KAT BRADY is a community advocate for justice who is actively engaged in bringing the community’s voice into venues where it has rarely been heard. She works to increase civic literacy, public participation, and to reform public policy. Her areas of focus include environmental, cultural, and social justice issues. Among her many active roles in public life, she serves as a legislative coordinator the Hawai‘i Juvenile Justice Project, as the Coordinator for the Community Alliance on Prisons, and as a Board member of Hawai‘i Friends of Law and Civic Related Education.

PETER LEONE is a professor in the Department of Counseling, Higher Education, and Special Education at the University of Maryland. During his professional career he has taught adolescents with behavioral disorders in the public schools, trained teachers, and studied education programs and practices in institutional settings. Dr. Leone has monitored, evaluated education services, and provided technical assistance in jails, detention centers, training schools, and prisons in a number of states. He is the former Director of the National Center on Education, Disability, and Juvenile Justice at the UM.

SARA BANKS, MFA, is a faculty member at the Center on Disability Studies at UH Mānoa. She has over 40 years experience producing educational videos, which explore numerous social justice issues, including human rights and equality for LGBT youth and Native Hawaiians. She currently focuses on Environmental and Educational justice concerns through the E Ola Pono Campaign, which promotes peace and pono in Hawai‘i’s schools and communities.

MELEANNA MEYER is an arts advocate, celebrated filmmaker, author and educator who sees creativity and all art forms as a vital part of a good education. Her commitment to community capacity building and healing through the arts has always been her focus.
Many people with developmental disabilities experience communication barriers. They may rely on routine to make sense of their home and work lives. When inevitable changes occur in support staff, schedules and expectations, this can result in behavior as a means of communication. It may also result in passive compliance. These results can challenge all aspects of employment.

Join us for an overview of innovative strategies, low and high tech, designed to empower employee and employer with clear concrete information about job tasks and work expectations. These functional tools are proven to positively impact motivation, efficiency, work behavior, independence, coaching hours, employer involvement, and job retention.

About the Speaker

JENNIFER WHITE has worked in the field of rehabilitation since her first paid job with the ARC of Bucks County, PA in 1979. After a career as a special education high school transition teacher, she opened Able Opportunities, Inc., a national consulting and vocational rehabilitation company. She works with a broad range of people, specializing in vocational, education, and communication goals and programs for children and adults. In 2006 she co-created the Work Independence Network (WIN) Program, a replicable business model for hiring and retaining employees with developmental disabilities. In 2014 she launched the Work Autonomy App, a person-centered accommodation tool. Jennifer brings contagious enthusiasm, functional tools and exceptional services molded by decades of experience and a genuine belief in the value of diversity.
Congratulations to the Pacific Rim International Conference on Disability and Diversity, celebrating 31 years!

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Workshops and Seminars

2015 Pacific Rim International Conference on Disability and Diversity

Honolulu, Hawai‘i
A Positive Approach for Supporting College Students with High Functioning Autism

Monday, May 18, 9:45 am – 11:45 am, Room 317A

Students with Asperger syndrome (AS) are enrolling in colleges and universities in rising numbers. Experts in AS tell us two things about these students: 1) Their degree of academic success is often linked to social success and many of them spend most of their time at school alone and depressed; and 2) Others struggle with faculty, staff, peer, and roommate interactions. The seminar focuses on guidelines and strategies for programs for developing thinking, learning, and planning how to interact with others.

Learning Outcomes

- The connection between academic success and social success for students with AS
- The concept of Social Thinking
- How to develop a program to promote social thinking opportunities for students with AS and other disabilities
- When to utilize social plans for the student with AS
- The importance of tracking of Aspie Social Plans
- How to provide supportive correction of social miscues to students with AS
- Use of positive social interaction activities
- Management strategies for free time
- Training strategies for socially appropriate disclosure
- Intervention plans
- Working with faculty and faculty notification

About the Seminar Leaders

JAN SERRANTINO, EdD, is the director of the Disability Services Center at the University of California-Irvine. She has a broad knowledge of disability education, accommodations, and services. Her experience includes serving as a public school special education teacher and district program specialist, community college manager, and instructor in the teacher education program at UC Irvine.

ANWAR THOMAS, MEd, is a disability specialist at UC Irvine. She specializes in working with students with Asperger Syndrome and psychological disabilities. She is co-facilitator of the Social Club at UCI, where she works closely with AS students in developing social competence.
Ready to Respond: How to Include People with Disabilities in Your Emergency Preparedness Plan!

Monday, May 18, 9:45 am – 11:45 am, Room 317B

Recent climate changes and resulting natural disasters are disproportionately affecting persons with disabilities. Including persons with disabilities in disaster preparedness is critical. Are you including everyone in your emergency preparedness plans? Come to this interactive workshop by certified trainers with disabilities and project staff from the University of Hawai‘i Center on Disability Studies and learn how to include persons with disabilities in natural disaster planning. The Hawai‘i Emergency Preparedness – Feeling Safe Being Safe training is a community-based program that provides emergency preparedness training to persons with disabilities and those with access needs and functional needs. This culturally competent training is appropriate and adaptable for all persons with disabilities.

Learning Outcomes

- Know about the Hawai‘i community-based emergency preparedness model
- Know how to adapt into your community culturally responsive training for individuals with access and functional needs
- Receive inclusive emergency preparedness materials

About the Workshop Leaders

YOKO KITAMI, MEd, is a project Coordinator & Disability Training Consultant, specializing in inclusive emergency preparedness. She is currently exploring the area of disability and access and functional needs and is finishing her PhD.

HEATHER DEWOODY, MEd, works at the University of Hawai‘i Center on Disability Studies in the field of disabilities, inclusion, and emergency preparation. She is also a training consultant and is pursuing a PhD in education.

BATHY FONG is a certified Hawai‘i Emergency Preparedness Trainer and Facilitator.

YOLANDA PHELAN is a certified Hawai‘i Emergency Preparedness Trainer.
Keeping it Real: Illusions of Equality and Justice on College Campuses

Monday, May 18, 9:45 am – 11:45 am, Room 318A

A workshop not to be missed! This interactive session uses the documentary film (“If These Hills Could Talk”) and research recommendations to engage participants in group discussions. Participants discuss the impact of biases and traditional views about cultural and other differences (e.g., acquired conditions such as HIV/AIDS, sexual preference, race/ethnicity, and religious practices). Participants identify training strategies that may best address issues raised in the film and are consistent with ethical responsibilities to respect diversity of the persons they serve.

Learning Outcomes

- Discuss the impact of biases and traditional views held about cultural differences on the well-being of individuals from diverse groups (i.e., racial/ethnic, disability, linguistic, sexual preference and religious practices).
- Identify training strategies that may best address issues raised in the film to create a culturally responsive learning climate.
- Identify at least one approach that participants will use in their work setting that is consistent with their ethical responsibilities to respect and value those who are different from themselves.

About the Workshop Leaders

BRENDA CARTWRIGHT is a professor of rehabilitation counseling at Winston-Salem State University. She has held teaching appointments at several U.S and international universities. She received her doctorate in rehabilitation counseling leadership from The George Washington University in Washington, D.C. She brings a distinctive perspective to the classroom-real-world application of theories with over 20 years of counseling and administrative experience in state-federal vocational rehabilitation, private rehabilitation, and forensic settings.

KEISHA ROGERS, an assistant professor at Winston Salem State University in the Masters of Rehabilitation Counseling Program, is a certified rehabilitation counselor, licensed clinical addictions specialist, and licensed professional counselor. She received her PhD in rehabilitation counseling and administration from Southern Illinois University Carbondale.

RAHIM SKINNER is a first-year graduate student in the Winston Salem State University Master of Science in Rehabilitation Counseling Program. He has worked for 15 years with senior citizens and people with developmental and intellectual disabilities. He is currently a housing specialist for CenterPoint Human Services in Winston Salem, North Carolina.
Making Connections that Improve Lives across the Life Span

Monday, May 18, 1:15 pm – 2:45 pm, Room 317B

This seminar features collaborative projects including clinical best practices, teacher training, positive behavior supports, and information dissemination. The University of Guam Center for Excellence in Developmental Disabilities (CEDDERS) team provides short presentations on implementing the Island-wide Developmental and Behavioral Screening System (IDBSS) of young children, including training with physicians and their staff; implementation of The Pyramid (formerly CSEFEL) social emotional model; implementing PBIS in Guam public schools K-12 and expanding PBIS into home settings; innovative personnel preparation program in collaboration with the UMASS Boston; and cutting edge models for disseminating disability related materials (print, online, television, and radio) in Pacific languages.

Learning Outcomes

Learn about:
• Island-wide developmental and behavioral screening
• The Pyramid Model
• Implementation of PBIS district-wide and in home settings
• Delivery of a collaborative visual impairment teacher-training program
• Media resources developed by CEDDERS

About the Seminar Leaders

ELAINE ECLAVEA, MEd, provides training and technical assistance for CEDDERS. She leads early childhood initiatives on Guam and serves as the Co-chair of Guam’s early Learning Council.

NIEVES FLORES, EdD, provides training and technical assistance for CEDDERS. Nieves is the lead for the PBIS initiatives from K-12.

JUNE DE LEON, MEd, is the associate director of CEDDERS and serves as the project director for Pacific VIP. She has led several IDEA-funded Pacific regional grants.

ROBERT MCCULLLEY, MEd, leads the Northeast Regional Center for Vision Education in the University of Massachusetts Boston School of Global Inclusion and serves as the Pacific VIP Liaison for delivery of the training program in the Pacific.

TERRIE FEJARANG, MEd, is an associate director of CEDDERS and has more than 35 years of service in working with individuals with disabilities and their families.

HEIDI SAN NICOLAS, PhD, is the director of CEDDERS. She works with a team of professionals who strive to improve the quality of life for individuals with disabilities.
Interactive Workshop on Pediatric Mobility and Participative Rehabilitation

Monday, 1:15 pm – 3:30 pm, Room 318A

A child’s ability to move about and interact with the environment is fundamental to daily activities, social and interactive skills, and quality of life. From children in Manila to Michigan, cerebral palsy and other movement disorders challenge mobility daily. Workshop presenters unveil new motion analysis systems that use low-cost and gaming technology to precisely track movements of patients during mobility and everyday activities. These systems are used to study improvements over time, reduce the risk of injury, and extend care beyond the clinic and into the home. The technology is accessible to those in underserved areas, and multiple examples are discussed in the workshop. This workshop allows guests to try out the interactive technologies and see firsthand how motion measurement can be used for treatment planning and rehabilitative care.

Learning Outcomes

- How low-cost technology can benefit underserved children in Southeast Asia
- Essential concepts of pediatric gait analysis
- New applications in upper extremity motion analysis
- Opportunities for use of motion analysis in the home and community

About the Workshop Leaders

GERALD HARRIS, PhD, PE, 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 for Children-Chicago. He has established successful laboratories in Southeast Asia, Colombia, and Mexico.

KARL CANSECO is a research assistant professor with the Orthopaedic and Rehabilitation Engineering Center at Marquette University/Medical College of Wisconsin. He researches orthopaedics, rehabilitation, and motion analysis. He has applied technologies in outreach clinics in Southeast Asia and South America.

JACOB RAMMER is a doctoral student in biomedical engineering with the Orthopaedic and Rehabilitation Engineering Center at Marquette University. He develops new motion analysis technologies to evaluate and treat pediatric orthopaedic disabilities and has applied systems in outreach settings.

REBECCA BOERIGTER is a graduate student in biomedical engineering with the Orthopaedic and Rehabilitation Engineering Center at Marquette University. She currently develops and implements biomechanical models and has applied low-cost technology in a pediatric outreach setting.
Strengthening Cultural Identity Development through Film in Adolescent Mental Health and Recovery Services

Monday, 3:00 pm – 4:30 pm, Room 317A

Cultural identity development is an essential part of prevention programming. This seminar offers examples of how to engage youth in exploring their family, community, and cultural stories and histories. Using the Southeast Asian Young Men’s Group as a model, the presenters examine how to use documentary filmmaking as a prevention and intervention strategy in working with youth. This seminar presents the research behind cultural-specific groups, video examples of the youth’s work, steps to engage youth in cultural groups and programming, and practical ways to begin a documentary film program.

Learning Outcomes

• Define and understand cultural identity development as a necessary part of prevention programs, mental health treatment, and recovery services.
• Innovative ideas to assist youth in developing a positive sense of their cultural self by connecting with their communities and families through the medium of film

About the Seminar Leaders

JUNKO YAMAZAKI, MSW, LICSW is the director of Children, Youth and Families Program for Asian Counseling and Referral Service, where she oversees the operations of children and youth mental health counseling services, refugee mental health, prevention/early intervention/youth leadership development services, youth job/college readiness training services and parent education and support services. Junko was born in Japan and is fluent in Japanese.

JOSEPH MILLS has a master’s degree in social work from the University of Washington. He is a counselor and clinical supervisor at ACRS, and he is the creator/lead coordinator for the Southeast Asian Young Men’s Program. He has worked in the mental health field for over 10 years and is fluent in Lao.

RICKY NGUYEN, 17, is a senior at Cleveland High School. He was born in Ho Chi Minh City (formerly Saigon), Vietnam and immigrated to the U.S. when he was two years old. Ricky joined SEA-YM as a freshman. He is making a film about individuals who choose not to smoke marijuana. Ricky plans to attend the University of Washington and eventually earn a master’s degree in social work.

JACK CHOULAPHAN, 18, is a Thai/Khmu American attending Cleveland High School in Seattle Washington. Jack has been a member of SEA-YM for two years. He is working on films addressing his bicultural identity and the model minority stereotype.

CHRISTIAN CARMEN, 17, is a Filipino American attending Cleveland High School. Christian joined SEA-YM last year and is working with Ricky on a marijuana documentary. Christian plans to attend the University of Washington studying nursing.
Acknowledging Identity, Achieving Success

Tuesday, 8:30 am – 10:00 am, Room 317A

Students of color are poorly served in the education system. Students with disabilities have similar experiences. The effects of disproportionate treatment cumulate and connect with each other. New science shows that these disproportionalities may be based in implicit bias and group preferences. We all self-identify, in some groups, out of others. We quickly identify positively with those who look like us. In this seminar, we explore group dynamics and implicit biases—unconscious biases that influence behavior—to unpack and refocus responses and decisions to improve outcomes for diverse interactions in classrooms and generally.

Learning Outcomes

- The meaning and significance of group dynamics and implicit bias
- The meaning of stereotype threat and its impacts
- How these psychological realities influence behavior in ways we do not necessarily intend or endorse
- Techniques to address unintended bias in decision-making and to debias responses and actions

About the Seminar Leaders

SARAH REDFIELD, attorney and professor of law, is an expert in education and special education law, particularly regarding diversity and inclusion and the role of group dynamics and implicit bias in contributing to low expectations and disproportionality. She is a nationally known trainer on these topics and has published extensively on the subjects of diversity, the educational pipeline, and special education law. For a complete listing of her books, chapters, and articles, please visit http://library.law.unh.edu/Redfield

BETH BULGERON is an attorney and teacher, and is currently the academic performance manager at the Hawai‘i State Public Charter School Commission. Before joining the Commission, Beth was an administrator in charter schools in Chicago, Illinois and Santa Cruz, California. Prior to that, she taught for five years in charter high schools. She earned her BA at the University of Wisconsin, Madison and her JD and LLM. in Education Law and Policy at the University of the Pacific, McGeorge School of Law.

LOUISE DEMPSEY is the senior fellow for Education Policy and a retired assistant dean of the Cleveland State University Cleveland-Marshall College of Law. She is the vice chair of the Cleveland Metropolitan School District. She is a member of the American Bar Association Council for Racial and Ethnic Diversity in the Educational Pipeline.
The ABLE Act: The Key to Helping the ADA Generation Build a Brighter Financial Future

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

GAME-CHANGER ALERT! Despite legislative shortcomings, the ABLE Act of 2014 allows, for the first time ever, people with disabilities to work, save and accumulate financial assets and receive other family financial support without placing their SSI or Medicaid benefits at risk! In this seminar, learn about other asset building techniques that can complement ABLE accounts. Participants are introduced to a new on-line personal finance course for people with disabilities developed by the World Institute on Disability. These materials are presented in a strategic progression, building knowledge and skills based on excepted starting points in personal finance.

Learning Outcomes

Learn about:
- How ABLE accounts can allow individuals or their family to save up to $100,000 without affecting benefits
- Significant long-term tax and investment advantages
- Allowable expenses that can be paid by these accounts
- The 10 most difficult questions to answer about ABLE accounts
- Best practices to inform the disability community about this opportunity.

About the Seminar Leader

TOM FOLEY is the deputy director at the World Institute on Disability (WID). Trained as a tax lawyer and investment analyst, his professional experience includes more than 25 years as an advocate in the Independent Living Movement, focusing on wealth building, employment policy, tax policy, and information technology access in employment, government, and education internationally and in the U.S. As a blind advocate, Tom has been pushing the financial literacy agenda since the 1980s. Since joining the WID in 2007, he has developed and influenced federal and state legislation to increase participation of people with disabilities in wealth building and employment programs.
Although effectiveness and usefulness of the iPad is being documented in the literature, practical information on how to implement this device to support students with special needs is not always readily accessible. Although there are many lists of apps that can be used, often the emphasis is on the apps and their features, rather than on the needs of the student. This seminar focuses on the needs of students in areas of fine motor skill development, writing, spelling, reading, math, social skills and behavior. Participants have an opportunity to explore apps that can support students and promote skill development.

**Learning Outcomes**

- A broad range of apps that can be used to support students with special needs
- How to match apps to student needs in the areas of: fine motor skills, writing, reading, spelling, math, behavior, and social skills
- Specific ideas for apps to use with the students that they support

**About the Seminar Leaders**

LINDA CHMILIAR, PhD, is an associate professor at Athabasca University and coordinates a post-graduate diploma in inclusive education for educators. Linda has taught courses for years on using assistive technology, but her interest in using the iPad as an assistive tool for students with disabilities began with her daughter, Leigha. Leigha had tried many assistive tools throughout her childhood, and had abandoned most of them. However, when Linda brought an iPad home for herself, Leigha decided that this was the tool for her. Since that time, Leigha’s use of the iPad has been transformational for her.

LEIGHA CHMILIAR is a young lady with a severe neurological disability who uses the iPad in many aspects of her life to play, to learn, and to access the world. Leigha frequently presents at conference sessions with her mother, demonstrating how she uses different apps.
Independent but Not Alone: The Human Right to Decide

Tuesday, 9:45 am – 11:15 am, Room 304A

The seminar engages participants in a dialogue about supporting people with intellectual disabilities to have a voice. Seminar leaders share the findings of Inclusion International’s global report on the right to decide and highlight the link between supporting people with intellectual disabilities to make decisions, and the need to develop and sustain self-advocacy. The seminar explores challenges and opportunities for individuals, support persons, and organizations to foster self-advocacy and share Inclusion International’s theory and methodology for building self-advocacy around the world.

Learning Outcomes

- Establish a connection between supporting people with intellectual disabilities to make decisions and the need for self-advocacy
- Increase understanding of the right to make decisions, specifically, article 12 of the UN Convention on the Rights of Persons with Disabilities
- Enhance knowledge on what self-advocacy is and how to build it
- Foster links to communities of interest working on self-advocacy

About the Seminar Leaders

ANNA MACQUARRIE is Inclusion International’s Director of Human Rights, Policy, and Global Initiatives. She has a master’s degree in human rights, from the University of Essex. She focuses internationally on the rights and full inclusion of persons with intellectual disabilities and their families. She worked on development of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and continues to work on making the CRPD real and meaningful.

NAGASE OSAMU is a visiting research professor of Ritsumeikan University, Kyoto, Japan and visiting researcher at the Global Studies Center at University of Shizuoka. He serves as the Asia Pacific Regional Representative and a council member of Inclusion International. He has been involved in CRPD negotiations and implementation as a member of Japan Disability Forum and Inclusion International.
Race and Culture-Based Leadership Training

Tuesday, 9:45 am – 11:45 am, Room 318B

Efforts to bring minorities into the workforce have been globally successful but the movement of minorities into leadership positions dramatically lags behind progress made in entry-level positions. Evidence of the role of bias and prejudice within institutions suggest silent barriers for promising minority candidates seeking leadership experience. This workshop exposes trainers to activities that can be used to raise the awareness of promising minority leaders to see and embrace their race and cultural heritage as foundational to their leadership style and assets as a leader, and preserve this connection as they navigate institutional systems in higher education or the workplace.

Learning Outcomes

- Threats to the movement of minorities into leadership positions
- How to preserve the individual’s connection to their racial or cultural heritage as they seek leadership positions
- How to support promising young minority leaders

About the Workshop Leaders

BARBARA WHEELER, PhD, RN, has her doctorate in Special Education and is an associate professor of Clinical Pediatrics in the USC Keck School of Medicine. She has been the associate director of the USC UCEDD for over 20 years. She served on the President’s Committee on Mental Retardation for five-years during the Clinton administration. Much of her career has focused on addressing racial disparities across many systems of service, starting with Black infant mortality research at Charles Drew Post-Graduate Medical School.

SARA SHERER, PhD, is the director of the USC UCEDD’s APA-accredited psychology internship and post-doctoral fellowship program. She leads the 4-part interdisciplinary Leadership Training program for the UCEDD's CA-LEND program, and the minority pipeline summer program.

MARGARET AVILA, PhD, PHN, APRN, has a distinguished history of nursing leadership in clinical and higher education and service to the National Association of Hispanic Nurses. Her social justice advocacy extends from the private sector serving disenfranchised communities to directing public health services.
The Cube Case Story: Young People with Disabilities Innovating a New World

Tuesday, 10:30 am – 12:00 pm, Room 317A

What a story and talk about best practices! Like any good story of triumph and success, the case story of the cube starts with a few central characters. A disenchanted young person, struggling to find the way, a wise and passionate leader with a vision for the way things could be and a group of willing but skeptical townsfolk who agreed that the future could be better but couldn’t quite see how to make it happen. The case story of the Cube starts with the young person and the dream they had of being part of a world and of a system that worked to create choices for young people with disabilities. It was about finding someone who would listen to young people and help them put their dreams and voices into action. When this story started, there was no way of telling that one conversation would change the lives of so many young people.

Learning Outcomes

• How collective impact and coproduction is being utilized with organizations and young people
• The transformational shifts that can be made in the disability sector to move away from organizations and programmes that look good and feel good… to programmes that can transform the lives of young people with disabilities

About the Seminar Leaders

CATHERINE COOPER is director of The Cube New Zealand a collective impact organisation that brings together organisations and young people to co-create, co-design, and co-deliver new ways of working with young people with disabilities throughout New Zealand. She previously worked as Principal Strategic Analyst for I Am Auckland –The Children and Young People’s Strategic Action Plan, which was launched by the Auckland Council in September 2013.

CAM CALKOEN is the young man behind development of The Cube. Born with Cerebral Palsy, he competed internationally in athletics, and founded three organisations. He travels the world as an inspirational speaker. “Life is what we make it and the values needed to achieve awesomeness are simple – we need to believe, and in doing so, leave no stone unturned. My offerings help you identify these unturned stones – in other words, I inspire others to dream big and achieve more!” (For more information on Cam, please visit www.camcalkoen.com)
Three Global Causes for Problem Behavior: Teaching Children with Autism and How to Address Them

Tuesday, 10:30 am – 12:00 pm, Room 317B

This seminar helps participants better understand three major issues that relate to problem behavior and teaching children with autism. Specifically, the presenter will demonstrate through extensive use of video, how motivational variables, assessment and curriculum choices, and teaching procedures affect behavior and learning positively and negatively. Using plain language and videotape examples, the presenter introduces the following three common issues:  1) Why many children with autism dislike teachers, and teaching environments, and how motivational variables can be arranged to establish teachers as conditioned re-enforcers, thereby significantly reducing the likelihood of problem behavior; 2) How poor assessment and curriculum decisions are often at the heart of behavior problems, and how programming that targets core deficits with proper intensity can increase cooperation and accelerate skill acquisition; and 3) How instructional practices (response effort, number of demands, task variation, pace of instruction, etc.) can affect behavior, and how the utilization of research-based teaching procedures can reduce escape-motivated problem behavior and help students learn at a rate commensurate with their ability.

- Define ‘mand’ and explain its significance in teaching language to children with developmental disabilities
- Identify nine research-based teaching procedures that have been demonstrated to reduce problem behavior

Learning Outcomes

- Describe how motivational variables can be manipulated to ‘condition’ teachers, teaching materials, teaching environments, and peers as re-enforcers

About the Seminar Leader

THOMAS CAFFREY is the parent of a child with autism who brings personal passion to his work. His mission is to provide targeted and sustained training to teachers and other professionals who work with children who have autism in public school settings. This drive was born from a desire to help his daughter, Alicia, and other children like her. Tom recently finished his most important work to date – a comprehensive video-based training series that zeros in on everyday challenges that parents of children with autism face.
Ka Pilina Interactive Workshop on Ethnomathematics

Wednesday, 10:30 am – 12:00 pm, Room 318A

Are you afraid of mathematics or do you love mathematics? Come and explore ethnomathematics and blended learning lessons! In this interactive session, you will learn math the fun way and learn how the Ka Pilina project is making a difference math outcomes of 7-12th grade students. You will leave the session with a few ethnomathematics and blended learning lessons in mathematics. Ka Pilina will demonstrate ethnomathematic lessons and blended learning strategies that used to engage students in some of Hawai’i’s middle and high schools on the island of O’ahu. The sessions start with a community building activity, and the staff talks about the potential benefits of introducing these into your classroom.

Learning Outcomes

- The Ka Pilina project and its goals
- The importance of community building in any classroom
- Basic concepts of ethnomathematics and experience of what it is
- Use blended learning method

About the Seminar Leaders

KIRIKO TAKAHASHI, ABD received her BS and MA degrees in Learning Disabilities from Northwestern University. She is currently an assistant specialist at University of Hawai‘i Center on Disabilities Studies. Her research interests include postsecondary education outcomes of students with disabilities, culturally responsive education, and cognition and mathematics.

HYE JIN PARK, EdD, received two masters’ and a doctorate degree from Teachers College, Columbia University. She is an associate professor at the University of Hawai‘i Center on Disability Studies. Her research interests include gifted education, special education, curriculum/program evaluation, and research methodology.

JERICA MĀNOA is a junior specialist at the University of Hawai‘i Center on Disability Studies. She has an MA in second language studies (specializing in Language Teaching and Language Assessment, Measurement, and Program Evaluation) from the University of Hawai‘i at Mānoa.

JERRIK FELICIANO is a math specialist with Ka Pilina project, a project of the University of Hawai‘i Center on Disability Studies. He received his BS degree in mathematics and is working toward a master’s degree in education.

SAMANTHA SISCON has a background in English and works with the University of Hawai‘i Center on Disability Studies. She is a field specialist on programs that focus on aiming to improve the outcomes of students with disabilities in STEM fields.

JUSTIN TOYOFUKU is a junior specialist at the University of Hawai‘i Center on Disability Studies. He has his master’s degree in mathematics from University of Hawai‘i. He also lectures in math courses at Kapi‘olani Community College.
“I will be getting everyone I know to watch this wonderful movie. It’s a reminder of our humanity and the great work that one person can do to change another person’s life. Just brilliant.”

Abraham Verghese, author of *Cutting for Stone*
Concurrents and Topical Presentations

2015 Pacific Rim International Conference on Disability and Diversity

Honolulu, Hawaii’i
Monday, May 18

8:00 am – 4:00 pm

Conversation Central: Self-Advocacy Institute
ROOM 318B
For a description of the Institute, see “Conversation Central” in Special Events Section.

8:30 am – 9:30 am

» LIFTING YOUTH UP
Doing Things Differently: Creating Opportunity, Altering Trajectories for Marginalized Youth
Presented by Peter Leone
ROOM 301A
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» DIVERSITY, DISABILITY AND PUBLIC HEALTH
Do YOU Live in an “Obesogenic” Environment? How It Can Influence What You Do and What You Eat (In Ways You May Not Even Realize)!
Presented by Cheryl Albright
ROOM 301B
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”
» REIMAGINING TRANSITION TRAJECTORIES

Conceptual Models Addressing Supported Decision-Making and Guardianship Alternatives for Transition Age Youth

Presented by Karrie Shogren
ROOM 302A

This presentation introduces supported decision-making and describes a conceptual model that extends planning for the movement from school to adult life for adolescents with disabilities. Plans include considerations related to supported decision-making and guardianship alternatives.

» REDEFINING LEADERSHIP

Creating Real Change: Critical Literacy and Principles of Change Agency

Presented by Tamzin Batteson & William Gordon
ROOM 303A

Emerging leaders must have essential experiences and education related to their implicit biases, particularly as they are bombarded by imagery from public media. They must be inspired to create meaningful and appropriate change when they confront resistance to diversity and inclusion.

» INTERDEPENDENCE AND COMMUNITIES OF CARE

It Takes a Village: The Beacon Hill Village Model of Interdependent Living

Presented by Linda Toms Barker & Kay Magill
ROOM 302B

“Villages” are grassroots, self-supporting membership organizations that provide low-cost services to seniors who choose live in their own homes. This session describes how this model works and explores how it might be adapted to interdependent living for younger adults with disabilities.

» REMOVING ROADBLOCKS AND BARRIERS TO AN ACCESSIBLE WORLD

Dear Instructor: How to Avoid Erecting Barriers to E-Learning

Presented by Sheryl Burgstahler
ROOM 303B

Technology and teaching strategies in online courses can erect barriers to students with disabilities and students whose first language is not the language in which the course is taught. Presented are strategies and resources for developing accessible online courses.

» DISABILITY RIGHTS

The Involvement of Persons with Disabilities in Conflict Resolution and Peacebuilding Efforts

Presented by Tom Foley & Alex Ghenis
ROOM 304A

People with disabilities are disproportionately affected by violent conflict. When countries undergo post-conflict peacebuilding, people with disabilities must be included. This presentation covers goals of peacebuilding, needs
of people with disabilities, and how peacebuilding can address their needs.

» MAKING AN IMPACT: EDUCATION FOR ALL

**Lessons from Literacy Learners with IDD: What Really Matters**
Presented by Roberta Schnorr
ROOM 304B

This session provides examples of a literacy assessment approach that can inform quality, individualized instruction and program decisions for learners with intellectual and developmental disabilities. Rather than “testing for (in)competence with standard protocols,” the evaluation process centers on mindful, dynamic, instructionally-oriented literacy assessments.

» RESEARCH AND KNOWLEDGE PRODUCTION: MAKING AN IMPACT FOR THE COMMUNITIES WE SERVE

**Using Data on Long-term Supports and Services for People with IDD to Influence Social Change**
Presented by Sheryl Larson
ROOM 305A

This session reviews longitudinal data on long-term supports and services for people with intellectual and developmental disabilities. Included are data comparing Waiver utilization for children compared with adults, and how data influenced the shift from institutional care to supports for community participation.

» EMPLOYMENT & DISABILITY – PATHWAYS TO WORK

**Understanding Reasonable Accommodation Requests**
Presented by Benjamin Wick & Holly Franson
ROOM 305B

The Americans with Disabilities Act (ADA) and Americans with Disabilities Act Amendments Act (ADAAA) are complex statutes that are often misunderstood by employers and employees. This session provides an overview of the statutes with a focus on essential functions of a position and whether an undue hardship exists.

» EMPLOYMENT & DISABILITY – PATHWAYS TO WORK

**Communication Interventions that Influence the Employment of Persons with Disabilities**
Presented by Nadini Perera
ROOM 307A

Good communication skills are critical in employment. In post war Sri Lanka, gaining the contribution of PwD to the economy is imperative. With Speech and Hearing Science services emerging, the study looks at communication interventions that influence the employment of PwD.

» GOING DEEPER WITH DIVERSITY

**You Mean There Is RACE in My Movie? How to Decode Our Post–Racial Hollywood**
Presented by Frederick Gooding, Jr.
ROOM 307B

Did you know that there are racial patterns in your movie?! Learn specifically how to identify six minority character patterns and explore the reasons behind their creation and perpetuation. After this presentation, you will NEVER see movies the same way!
How Can We Use the ICF to Enhance Transition Services for Youth With Disabilities?

Presented by Tram Nguyen & Olaf Kraus de Camargo

ROOM 308A

Youth with disabilities, their families, and healthcare providers report challenges with navigating transition to adult healthcare services. This workshop introduces the International Classification of Functioning, Disability, and Health (ICF), and how it can enhance transition services and delivery.

Post Production Captioning: What’s the Big Deal?

Presented by Cindy Camp

ROOM 308B

With recent legal decisions concerning accessibility, the topic of captioning is in the spotlight. Captioning for classroom and online media is not an option but a legal mandate. This workshop describes the captioning process, software options, and the importance of quality captioning.

A View from the Table

Presented by Rosa McAllister & Ramenta Cottrell

ROOM 309

Holistic practices have existed for thousands of years but not always available to everyone. A small demonstration project is increasing opportunities to provide “treatments” to those previously excluded while also helping us learn more about the possible impact on overall well-being.

Inclusive Education: A Critical Element In Creating And Sustaining Inclusive Communities

Presented by Lucille Zeph

ROOM 301A

For a description of this presentation, see “Keynote and Noted Speakers: Monday.”
» WELLNESS, PAIN, PREVENTION
PRACTICE AND HEALTH PROMOTION

Coming to Terms with a Perpetual State of Pain
Presented by Maria Guadagnoli-Closs
ROOM 301B

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

TOPICAL PRESENTATIONS ON
Disability Studies: Impact, Influence and Social Change
ROOM 302A

1. Chronically Ill, Critically Crip:
Querying Disability Poetry and Poetics
Presented by Emilia Nielsen

This creative-critical project explores disability poetry and crip poetics using a manuscript called Dermographia. As Petra Kuppers (2007) argues, “the instability of language” is intrinsic to understanding chronic illness as a dissonant disability; poetry provides a site to explore crip embodiment.

2. Communicating Disability Truths through Fiction
Presented by Robert Rudney

Through fiction, writers use words as powerful agents of social change and for exploring the private universe of human emotions and sexuality. Lovers Lame, the presenter’s novel, represents a fictional model for communicating the disability experience and raising public awareness and understanding.

» IDD IMPACT EQUALITY

The Development of an Evidence-Based Intervention
Promoting Healthy Relationships
Presented by Karen Ward & Julie Atkinson
ROOM 302B

This session explores development of an evidence-based intervention program to promote healthy, meaningful relationships and affect social change in lives of individuals with IDD. The presenters recommend innovative research and evaluation strategies to document program outcomes.

TOPICAL PRESENTATIONS ON
Reimagining Transition Trajectories
ROOM 303A

1. The Promise and Practice of Inclusive Futures: The Labyrinth of Unbundling Services
Presented by Kathleen Haggith & Leif Rasmussen

In this presentation, the needs of youth with disabilities and their families transitioning from into adult services within British Columbia will be explored. A summary of how service delivery is responding through this time of transition will be contextualized within a literature review.

2. STEP: Ensuring Successful Inclusive Employment Trajectories for High School Students with Disabilities
Presented by Donna Ashworth

This session describes the Student Transition to Employment Program (STEP), a community based collaboration that has resulted in increased competitive, integrated employment for high school students with disabilities. Special education staff provide job development, job coaching, and job placement services.
There’s an App for That! Understanding and Sharing Accessible Wireless Applications
Presented by Mike Ellis & LisaAnn Tom
ROOM 303B
With the advent of wireless technology, understanding and sharing wireless applications with persons with disabilities and their friends, families, and co-workers is essential. In this session, Sprint representatives share many recent and trending accessibility apps across a variety of disabilities.

TOPICAL PRESENTATIONS ON Making an Impact: Education for All
ROOM 304A
1. Response to Intervention: Research and Practice
Presented by Jamie Mahoney
Response to Intervention (RTI) is a service model to meet learning needs of students prior to diagnosis and placement in special education settings. Presented here are results of a research study to investigate the relationship between the RTI plan and self-reported implementation.

2. Are We Meeting the Needs of Students with Chronic and Acute Health Problems? Parents’ Perspectives
Presented by Michael Norman & Linda Flynn-Wilson
Students classified as Other Health Impairment represent the second largest group of individuals served by IDEA. Limited information exists regarding the parents’ perspective of the services provided to these individuals and families. This presentation provides information regarding this expanding group of students.

Disability and Technology Transfer Systems
Presented by Barbara Fischlowitz-Leong & Kristina Hovhannisyan
ROOM 304B
Through a program sponsored by the United States Department of State, an exchange of information has begun between the US and various European countries. How disability challenges are handled both practically and legislatively are compared as the benefits to each country can be enormous. Culture may determine how disability is treated. By sharing the views between countries and dialogue between professionals and persons with disabilities, the United States and other countries believe that there will be a benefit to the populations in technology, research and development, information, community inclusion, education and employment.

TOPICAL PRESENTATIONS ON Research and Knowledge Production: Making an Impact for the Communities We Serve
ROOM 305A
1. Accessible Distance Learning Platforms for Employment Focused Training
Presented by Thomas Conway
This presentation discusses research findings from the EmployAble Project and describes challenges with online delivery for accessible content for adults with disabilities.
2. Bridging Evidence-Based Practice with Research through a Virtual Community of Practice to Benefit Individuals with Complex Communication Needs

Presented by Alexandria Cook

The Communication Matrix is an online communication assessment for persons with complex communication needs. Presenters describe a virtual community developed around this tool to help practitioners, researchers, and family members share wisdom, inspiration, and science with persons with complex communication needs.

TOPICAL PRESENTATIONS ON DIVERSITY, DISABILITY AND PUBLIC HEALTH


Presented by Christine Clifford

Significant disparities exist in oral health care for people with intellectual and developmental disabilities (IDD). A systematic review identified behavioral management interventions to improve oral health of individuals with IDD. Further analysis will focus on the evidence base of these interventions.

Disability and Poverty: Studying Intersectionality

Presented by Robert Stensrud

This session discusses intersectionality of disability and poverty and how their interaction generates barriers related to service provision that cannot be addressed without considering their systemic impact. Systems research strategies are presented to show how to model, study, and recommend interventions.

2. The Relationship between Symptom Severity and Levels of Function in Patients with Schizophrenia

Presented by Ting-Fang Wu & Shu-Jen Lu

This study identified the severity of symptoms associated with the levels of functioning of schizophrenic patients. The results indicated that severity of symptoms was positively correlated with disabilities and negatively correlated with quality of life in schizophrenic patients.

Supporting Diverse Learners in Higher Education: A Student with Dyslexia

Presented by Kay Distel

A self-study action research project explored experiences in higher education by mature-age diverse learners. Using critical education theory and being theoretically informed
by “The Listening Guide” allowed exploration of social, cultural, and relational aspects of listening.

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

**ROOM 308A**

1. **Awareness and Attitudes of the Disability Eligibility Determination System Based on ICF between Professionals in Taiwan**
   Presented by Chia-Feng Yen & Wen-Chou Chi

   This study sought to understand awareness and attitudes of new disability eligibility and needs assessment policy based on the International Classification of Functioning, Disability, and Health (ICF) between three groups of professionals. More than 70% agreed that the new evaluation system for people with disabilities should be implemented.

2. **Activity Difficulties Faced by People with Spinal Cord Injuries: Using ICF to Guide Comparisons**
   Presented by Wen-Chou Chi & Chia-Feng Yen

   As a framework for disability reimbursement, the ICF has been incorporated in the Taiwan disability determination system. This cross-sectional, case-matched study uses the database (n= 337,660) to compare difficulties faced by SCI and non-SCI participants in six domains of daily activities.

**TOPICAL PRESENTATIONS ON**
**Educate to Innovate: Science, Technology, Engineering and Mathematics**

**ROOM 308B**

1. **Sources of Struggle in Math and Science: Understanding the Role of Disability Specific Cognitive Loads in STEM**
   Presented by Ibrahim Dahlstrom-Hakki

   The focus of this session is on describing sources of cognitive load specific to students with LD, ADHD, and/or ASD, and how those loads impact performance in STEM fields. Explored will be ways to reduce these loads to improve student performance.

2. **A Mentoring Bridge Model to Increase the Representation of Students with Disabilities in STEM Fields and the STEM Workforce**
   Presented by Mohammed Qazi

   Presented is a model established at Tuskegee University (one of the oldest Historically Black Institutions in the country) to increase students with disabilities gaining degrees in Science, Technology, Engineering, and Mathematics (STEM) and their representation in the STEM workforce.

**TOPICAL PRESENTATIONS ON**
**Wellness, Pain, Prevention Practice and Health Promotion**

**ROOM 309**

1. **Living with Autism**
   Presented by Charlotte Hance

   Discussion of the presenter’s diagnosis, therapies, accommodations, and living needs is meant to illuminate aspects of autism relative to the entire community.
Included are tips and lessons learned as well as general insight unique to an individual living with autism.

2. The Spoken Word and Emotion in Communication
Presented by Karen Roberts
The presenter wishes to enrich people on the power of theatre and music to communicate emotion to others and, by doing this, educate and entertain. We can express ourselves through art with our disabilities, and words communicate our emotional experiences.

Capturing Grace, Mini Diversity Film Festival
ROOM 310 (9:45 am – 11:00 am)
For a description of this film, see “Mini Diversity Film Festival” in the Special Events Section.

» REMOVING ROADBLOCKS AND BARRIERS TO AN ACCESSIBLE WORLD

A Positive Approach for Supporting College Students with High Functioning Autism
Presented by Jan Serrantino & Anwar Thomas
ROOM 317A (9:45 am–11:45 am)
For a description of this presentation, see “Workshops and Seminars: Monday.”

» ENVIRONMENT AND HUMAN RIGHTS

Ready to Respond: How to Include People with Disabilities in Your Emergency Preparedness Plan!
Presented by Yoko Kitami, Heather DeWoody, Bathey Fong & Landa Phelan
ROOM 317B (9:45 am–11:45 am)
For a description of this presentation, see “Workshops and Seminars: Monday.”

» GOING DEEPER WITH DIVERSITY

Keeping it Real: Illusions of Equality and Justice on College Campuses
Presented by Brenda Cartwright, Keisha Rogers & Rahim Skinner
ROOM 318A (9:45 am–11:45 am)
For a description of this presentation, see “Workshops and Seminars: Monday.”

11:00 am – 12:00 pm

» REDEFINING LEADERSHIP

Redefining Leadership: Moving DD Systems to the Next Level!
Presented by Mary Brogan
ROOM 301A
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”
» MAKING AN IMPACT: EDUCATION FOR ALL

**What Is a Quality Education?**
Presented by Dennis McDougall, Paul McKinney, Kyle Pennington, Darlene Robertson, Michael Salzman & Beth-Ann Kozlovich, Moderator
ROOM 301B

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

and their ability to benefit from and contribute to education at a university.

» COLLABORATIVE ADVOCACY:
MAKING OUR VOICES HEARD

**Serving the Underserved:**
Parent-to-Parent Support for Traditionally Underserved Families
Presented by LaQuita Montgomery & Robin Dodds
ROOM 303A

Many families, particularly those from culturally and linguistically diverse communities, lack access to supports that can empower families and strengthen communities. Parent-to-parent organizations provide informational and emotional supports that help individuals and families advocate for the well-being of persons with disabilities.

» TRANSITION: REIMAGINING TRANSITION TRAJECTORIES

**What’s in Your Tool Box for Life after High School?**
Using Technology for Good Mental Health
Presented by Cinda Johnson & Curt Johnson
ROOM 302A

Life after high school can be challenging for young people with mental health conditions. This session provides research-based practices to support these students and shares strategies, including assistive technology, that can be learned while in high school and applied in post-school settings.

» IDD IMPACT EQUALITY

**Significant Landscapes:**
Changing Policies and Attitudes about Students with IDD on a College Campus
Presented by Diana Katovitch & Stanley Buckhout
ROOM 302B

Students with IDD have been excluded from or significantly marginalized in higher education. Through inclusive projects at Syracuse University, students and staff challenged assumptions about learners with IDD

» LIFTING YOUTH UP

**Independent Living: Helping Juveniles with Transition**
Presented by Richard Yahola & Michael Rolerat
ROOM 303B

This presentation reviews how Independent Living (IL) can help homeless juveniles released from custody. Benefits, positives, and referrals to IL are discussed. Also described are factors such as client’s attitude about IL, family relationships, and how clients may respond to a structured IL environment.
TOPICAL PRESENTATIONS ON Disability Rights

ROOM 304A

   Presented by Sarah Earle
   A study in the United Kingdom explores contraceptive decision-making by women with mild, moderate, and complex intellectual disabilities. Findings suggest that women are not always involved in decisions about contraception and that their reproductive rights are not being realized.

   Presented by Sharon Henry
   Women with physical disabilities can experience physical, emotional, and mental abuse from men, including intimate partners, family members, or caregivers. Among the consequences can be low esteem. This presentation describes male abuse and ways women with physical disabilities can cope.

TOPICAL PRESENTATIONS ON Employment & Disability – Pathways to Work

ROOM 305A

1. Asset Building Networks: Creating Partnerships for Success
   Presented by Joe Entwisle
   Asset-building programs, Department of Vocational Rehabilitation, and Social Security work incentives all support transition to self-employment and post-secondary education for individuals with disabilities. However, not all work in unison. This session shares experiences and information about future opportunities.

2. Predictors of Employment Outcome for People with Schizophrenia Based on the WHODAS 2.0
   Presented by Shu-Jen Lu
   One objective of vocational rehabilitation for patients with schizophrenia is assisting them in returning to work. Comprehensive assessments are required and must include skills and environmental factors. Described here is WHODAS 2.0 of Taiwanese version, a work assessment tool developed by a Taiwanese ICF team.

» MAKING AN IMPACT: EDUCATION FOR ALL

No Is Not An Option!
   Presented by Linda Smith
   ROOM 304B
   Linda presents a deeply personal look at her life as mother of an intellectually disabled son, Chris. As a former homeless teen and victim of abuse, she turns her incredible challenges into self-determination and the magic of “never taking NO as an answer.”

» EMPLOYMENT & DISABILITY – PATHWAYS TO WORK

Add Us In California Consortium – Disability Inclusion: Emerging Best Practices in Business
   Presented by Tom Foley & Sam McClure
   ROOM 305B
   This disability employment pilot, with partner National Gay and Lesbian Chamber of Commerce, tests how organizations can highlight messaging, communications, and expectations to reframe the disability employment discus-
Conception. After three years, we report on actionable findings, outcomes, and lessons learned.

» **DIVERSITY, DISABILITY AND PUBLIC HEALTH**

**Medical Conditions Contributing to Mortality in Persons with IDD in Hawai‘i**

Presented by Jeffrey Okamoto, Curtis Toma & Stephanie Guieb

ROOM 307A

This session describes the current process of reviewing deaths of people with developmental disabilities in Hawai‘i, including data from fiscal years 2013 and 2014. Discussed are activities of the committee to ensure correction of problems in the systems of care around people with IDD.

» **RESILIENCY IN AN UNCERTAIN WORLD**

**Preparing for Climate Change: A Disability Focus**

Presented by Alex Ghenis

ROOM 307B

This presentation explains characteristics of climate change and how climate change will affect people with disabilities. Included are potential adaptation measures at the governmental, organizational, and individual levels. Attendees will receive recommendations on next steps.

» **EFFECTIVE STRATEGIES FOR STUDENTS ON THE AUTISM SPECTRUM**

**Use Structured Play Groups to Increase Peer Play Skills in Children on the Autism Spectrum**

Presented by Jenny Wells & Barbara Ward

ROOM 308A

This session provides guidelines for planning, preparing, and facilitating structured play groups for children on the autism spectrum and their peers, ages two to eight. Learn a step-by-step process and strategies to implement this evidence-based practice.

» **REMOVING ROADBLOCKS AND BARRIERS TO AN ACCESSIBLE WORLD**

**Roadblocks to Student Success at a Historically Black College/University**

Presented by Jay Hedgpeth & Ira Neighbors

ROOM 308B

The presenter shows how earlier education of students at a historically black college/university does not prepare them for the college experience. Consequently, they face more stringent roadblocks than students in predominantly white institutions.

» **WELLNESS, PAIN, PREVENTION PRACTICE AND HEALTH PROMOTION**

**The Efficacy of Active Music Therapy as an Alternative Approach in Pain Management**

Presented by Reiner Haus

ROOM 309

In the German-Children-Pain-Centre at the University Hospital in Datteln, Germany, music therapy has shown significant results as an alternative therapeutic approach in treatment of chronic pain disorders and in palliative
care. Music therapy also offers a prevention strategy for sustaining well being.

Zemene, Mini Diversity Film Festival
ROOM 310 (11:00 am - 12:15 pm)
For a description of this film, see “Mini Diversity Film Festival” in the Special Events Section.

TransFatty Lives, Mini Diversity Film Festival
ROOM 310 (12:30 pm - 2:00 pm)
For a description of this film, see “Mini Diversity Film Festival” in the Special Events Section.

1:15 pm – 2:15 pm

» COLLABORATIVE ADVOCACY: MAKING OUR VOICES HEARD

Inclusion Revolution
Presented by Jennifer Adams
ROOM 301A
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» RESILIENCE IN AN UNCERTAIN WORLD

Bouncing Back
Presented by Scott Shimabukuro
ROOM 301B
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» REIMAGINING TRANSITION TRAJECTORIES

Social Supports for Students in Post-secondary Education
Presented by Anne Heimann & Stephanie Vik
ROOM 302A
More students with disabilities are graduating from high school with abilities to achieve at the post-secondary level. This discussion focuses on a program for accommodations for students with social deficits, addressing social and academic needs inside and outside the classroom.

TOPICAL PRESENTATIONS ON IDD Impact Equality
ROOM 302B

1. Factors Affecting Parenting Stress Among Children with Cognitive Disabilities
Presented by Mubarak Aldosari
This study analyzes differences in sources of stress in parents of male children with cognitive disabilities. Seventeen pairs of parents completed the Parent Stress Index. Results indicated higher perceived stress levels in mothers compared with fathers regarding all domains.
2. Exploring the Mental Health Inpatient Experiences of People with IDD: Listening to Their Stories
Presented by Chris Taua
The presenter will report on a study of mental health inpatient care for people with intellectual disabilities and will describe mental health issues from their perspective. This presentation suggests strategies to enhance care of these people when they are admitted to a hospital.

2. The Usefulness of Disability Profiles to Determine the Best Time Lag for Reassessment in Older People
Presented by Michel Raiche
What is the best time lag for reassessment? The need for health and social services is related to disabilities in older people. Three studies of mean length of stay in disability profiles provided indications where yearly assessment should (or should not) be questioned.

TOPICAL PRESENTATIONS ON
Resiliency in an Uncertain World
ROOM 304A

1. The Resilience Project: Diversity & Disability in Disaster Preparedness
Presented by Patricia Cleveland
The “Resilience Project” is a business approach to empowering youth in disability workforce development and disaster management. In emergency management workshops and Youth Summit, students engage with public safety officials and local schools in emergency planning outreach to elders and persons with disabilities.

2. The Role of Occupational Therapy in the Context of a Natural Disaster: A Scoping Review
Presented by Yunwha Jeong
Natural disasters disrupt the quality of lives of people with disabilities. This scoping review study provides information about the role of occupational therapy to people with disabilities and their families in emergency situations.

TOPICAL PRESENTATIONS ON
Active Aging with a Disability
ROOM 303B

1. Exploring Ageing with Intellectual Disability Using Photo Elicitation
Presented by Henrietta Trip
Photo elicitation is a method of data collection used for engaging people with intellectual disabilities exploring the concept of ageing. This project was part of a larger study with family members discussing experiences and expectations of planning for the future.
Best Buddies Hawai‘i: Social Inclusion at Its Best
Presented by Rhonda Black, Elizabeth Torres & Tammy Evrard
ROOM 304B

Best Buddies Hawai‘i has chapters in ten schools on O‘ahu. Chapters facilitate friendships between students with IDD and their nondisabled peers. This session shares stories of life-changing events for the young adult participants (with and without disabilities).

It’s a Brave New (Virtual) World
Presented by Marcia Kolvitz & Cindy Camp
ROOM 305A

For professionals in education and social service settings, use of online sources for professional development represents a significant shift in the learning environment. In this session, the presenters discuss how technology may be used to deliver technical assistance and professional development.

It Pays to Work! Examining the MD PROMISE Initiative
Presented by Ann Deschamps, Jade Gingerich & Dana Hackey
ROOM 305B

As part of the PROMISE Initiative, Maryland assembled a partnership of state agencies and disability organizations in the development and implementation of policies and practices affecting child SSI recipients and their families. Youth and families will be better off financially.

1. Factors Associated with Successful Vocational Rehabilitation of Individuals with Usher Syndrome: A Qualitative Study
Presented by Constance Miles

Reports on a qualitative study of individuals with Usher Syndrome, a low-incidence disability, who were interviewed to explore their remembered experiences about life with Usher, and the role of VR in their adjustment to the challenges of their progressive disability.

2. Surveying the Employment Concerns of Americans with Multiple Sclerosis Using a Participatory Action Research Approach: Perspectives from a National Stratified Random Sample
Presented by Katherine Daly

Findings from a national survey of employment concerns of Americans with multiple sclerosis (MS). Described are strengths and weaknesses in employment practices and policies for people with MS. Suggestions for rehabilitation strategies to improve participation of persons with MS in the labor force.
Language or Disability: Using Formative Language Assessments with Young Dual Language Learners

Presented by Laurene Christensen, Vitaliy Shyyan & Marie Cassidy ROOM 307B

There are challenges related to appropriate language assessment for young dual-language learners, including children with disabilities. This session provides an overview of a suite language assessment, including results from cognitive labs used to refine the assessments, with a focus on learners with disabilities.

Friendly Facts Program to Help Children Explore the Complexities of Friends and Friendship

Presented by Margaret Carter & Josie Santomauro ROOM 308A

Making friends and getting along is a big part of childhood. Yet, for children on the autism spectrum, making and keeping friends is not so simple. Children must be taught how to be a friend and how to make and to keep friendships.

Forest Glen Park Design Case Study: Universal Design in a Park and Recreational Setting

Presented by Mark Trieglaff ROOM 308B

Through incorporating Principals of Universal Design, Forest Glen Park meets and exceeds requirements of the ADA. The presenter explains how applying Universal Design allows children with disabilities to connect with their peers, siblings, and parents in a recreational setting.

Removing Roadblocks and Barriers to an Accessible World

1. The Vermont System of Individualized Funding

Presented by Julie Martin

This presentation outlines Vermont’s Home and Community Based Funding program. Vermont is one of the few US states without a wait list for the Home and Community Based Waiver program. In addition the state has no institutions for people with IDD.

2. Using Mobile Technology to Increase Access to Audio Description

Presented by Megan Conway, Thomas Conway & Brett Oppegaard

This presentation highlights how mobile technology can be utilized to expand access to audio description of visual content for persons who are blind or visually impaired. Also described is a collaboration between the University of Hawai‘i and the National Park Service.
TOPICAL PRESENTATIONS ON
Going Deeper with Diversity/
Making an Impact:
Education for All
ROOM 317A

1. Et tu, World: The Global Problem of Overrepresentation of Black Males in Special Education
Presented by Christopher Cormier
In order to understand the global phenomenon of overrepresentation in special education, the presenter will compare and contrast issues of overrepresentation in special education in three countries with particular emphasis on black students.

» MAKING AN IMPACT: EDUCATION FOR ALL
Making Connections that Improve Lives across the Life Span
Presented by Heidi San Nicolas, Terrie Fejarang, Elaine Eclavea, Nieves Flores, June De Leon & Robert McCulley
ROOM 317B (1:15 pm–2:45 pm)
For a description of this presentation, see “Workshops and Seminars: Monday.”

» WELLNESS, PAIN, PREVENTION PRACTICE AND HEALTH PROMOTION
Interactive Workshop on Pediatric Mobility and Participative Rehabilitation
Presented by Gerald Harris, Karl Canseco, Jacob Rammer & Rebecca Boerigter
ROOM 318A (1:15 pm–3:30 pm)
For a description of this presentation, see “Workshops and Seminars: Monday.”

2:30 pm – 3:30 pm

» ACTIVE AGING WITH A DISABILITY
Adaptation to Acquired Disabilities in the Aging Population
Presented by Kore Kai Liow & Pat Borman
ROOM 301A
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”

» IDD IMPACT EQUALITY/COLLABORATIVE ADVOCACY: MAKING OUR VOICES HEARD
A Vision for the Future of Self-Advocacy
Presented by Margaret Nygren
ROOM 301B
For a description of this presentation, see “Keynote and Noted Speakers: Monday.”
TOPICAL PRESENTATIONS ON
Disability Studies: Impact, Influence and Social Change
ROOM 302A


Presented by Katharina Heyer

This presentation examines tensions between disability rights and reproductive rights in prenatal genetic counseling. Focus is on the work of feminist disability scholar Adrienne Ash and the important conversations she generated between genetic counselors, medical ethicists, and disability scholars.

2. Subscription to the Convention on the Rights of People with Disabilities as Code? Translational Effects on Agency in Disability Human Rights Discourse(s)

Presented by Daniel Pateisky

Outlined are means of interaction between disability rights advocates and how these interactions take uniform shape in light of international practice. Authority in a legal treaty faces translational-epistemic hurdles and requires unified mechanisms of reality reference: a meta-code.

» COLLABORATIVE ADVOCACY: MAKING OUR VOICES HEARD

The ABCs and 123s of Special Education Advocacy

Presented by Sharon Gooding

Presented is information about parent rights and the responsibilities of schools in serving students with disabilities. Highlighted are multiple ways in which schools and families can collaborate on educational issues, including techniques of problem-solving and approaches to conflict resolution.

» ACTIVE AGING WITH A DISABILITY

Better with Age: Elder Law and Special Needs Planning Update

Presented by Scott Suzuki

The presenters provide an update on evolving Elder Law, issues on Special Needs Planning, Hawai’i’s new Power of Attorney Act, long-term care public benefits, and a summary of the Achieving a Better Life Experience Act (“ABLE”).

» IDD IMPACT EQUALITY

Self Advocates as Full Participants in their Services and Supports

Presented by Kevin Dierks, Melissa King-Huburt & Jody Cambra

You could make a profound change in policy to empower the people you support. The change can be understood in seconds but may take a lifetime to implement. The policy: Nothing is documented on or about a person without their participation.
TOPICAL PRESENTATIONS ON Disability Rights

ROOM 304A

   Presented by Ruby Dhand
   This presentation draws from therapeutic jurisprudence, disability theory, empirical research, and international human rights law to examine intersecting barriers facing refugee claimants with mental health disabilities before the refugee determination system. Therapeutic jurisprudence is used to analyze and propose recommendations to address these barriers.

2. Chemical Restraint Reduction Strategy through the Lens of the CRPD: Victoria, Australia
   Presented by Mandy Donley
   Described is the strategy for reduction of chemical restraint for Victoria, Australia. The presenters support the need for specialist training to ensure that people with a disability are provided with the least restrictive and most effective health management within mainstream services.

TOPICAL PRESENTATIONS ON Making an Impact: Education for All

ROOM 304B

1. Educator as Facilitator: A Model for Transforming School Culture
   Presented by David Greennagel
   This presentation describes the Educator as Facilitator approach, which places supreme value on the directed growth of the individual student within a group setting. Strategies include creating collaborative problem-solving experiences and nurturing group affirmation of individual contributions and achievement.

2. Promoting Social Inclusion Through the Constructivist Teaching: Method and Effect on Elementary School Children
   Presented by Lily Dyson
   This presentation demonstrates constructivist teaching as a method for teaching understanding of disabilities and increasing social inclusion. The effect on the social inclusion of all children is also reported. Constructivism advocates learning through active construction of knowledge and interaction with environments.

TOPICAL PRESENTATION ON Research and Knowledge Production: Making an Impact for the Communities We Serve

ROOM 305A

1. Gendered Life Stories: A Policy Pilot Study Positioning the Voices of Women with Disabilities
   Presented by Jennifer Mays
   This presentation reports initial findings of a project called ‘gendered life stories,’ which uses disability inclusive research methods with women with disabilities. The project aims to strengthen the leadership capacity of women with disabilities and provide pathways out of poverty.

2. Familial Role in Marital Status of Disabled Women in India
   Presented by Sankalpa Satapathy
   This session examines the role families play in shaping marital choices of women with disabilities. The majority of the women are unmarried because, since childhood, they are treated as lesser beings and deemed
asexual and unfit to take on the traditional women’s roles.

**TOPICAL PRESENTATION ON Employment & Disability – Pathways to Work**

**ROOM 305B**

1. **Highlighting and Including Success: An Appreciative Inquiry of Exemplary Inclusive Practices across Saskatchewan**
   
   Presented by Scott Thompson & Vianne Timmons

   This appreciative inquiry highlighted exemplary inclusive practices within Saskatchewan, Canada. Communities nominated model settings, and semi-structured interviews were conducted with students (with and without disabilities), parents, and related educational personnel. Themes that span participant roles are discussed.

2. **Unfolding the Truth about Online Recruitment and Selection Practices: Lived Experiences of Disabled Job-Seekers and Employers**
   
   Presented by Frederike Scholz

   This presentation adopts a qualitative research approach to examine online recruitment and selection practices and their impact on persons with disabilities. Focusing on an inclusive research approach, experiences of disabled job-seekers’ will be shared with employers.

**GOING DEEPER WITH DIVERSITY**

**A New Paradigm for Disability: The Dif* Model**

Presented by Jon Breen

ROOM 307A

The disability community needs a new descriptive model that can more effectively meet daily living requirements, academic considerations, and public policy determinations. This presentation examines a new paradigm that abandons the language of disability and its associated underpinnings of guilt.

**TOPICAL PRESENTATIONS ON Early Childhood: Care, Education, Intervention & Research**

**ROOM 307B**

1. **Creating Engaging Therapy for Children with Disabilities**
   
   Presented by Amelia Edwards

   Children with disabilities often participate in intensive therapy programs, which need to be engaging. Discussed in this presentation is the influence of ‘engaging’ therapy on outcomes, with regard to two specific cases, and strategies for creating engaging therapy activities.

2. **A Model of Collaborative Decision-making: Perspectives of Parents of Children on the Autism Spectrum**
   
   Presented by Amelia Edwards

   Parents of a child on the autism spectrum must decide which interventions to implement with their child. This study investigated parental perceptions of supports available for decision-making. Parents discussed an ideal model for professional support, represented as a ‘model of collaborative decision-making.’
TOPICAL PRESENTATIONS ON Effective Strategies for Students on the Autism Spectrum

ROOM 308A

1. Using Social Narratives to Support Students on the Autism Spectrum
   Presented by Tiffany Hutchins
   Described are three influential models of autism central to theoretical and empirical interventions for use with students on the autism spectrum. Recent research is presented, and best practices are examined in light of the evidence base for various intervention components.

2. The Impact and Experience of Primary-Secondary School Transition for Young People on the Autism Spectrum
   Presented by Judith Hebron
   Early findings from a longitudinal mixed-methods study exploring the impact and experience of primary-to-secondary school transition for young people on the autism spectrum. Focus is on well-being, sense of school membership, and academic progress as viewed from multiple perspectives.

TOPICAL PRESENTATIONS ON Removing Roadblocks and Barriers to an Accessible World

ROOM 308B

1. Autism All Stars: How We Use Our Autism and Asperger Traits to Shine in Life
   Presented by Josie Santomauro
   Looking at the positive influences, great talents, and unique thought processes of adults with autism, this presentation celebrates those who have used their autism to shine in life, inspire others, encourage resilience, and overcome challenges.

2. I’ve Got Attitude: From Disabled and Disposable to Positive and Productive
   Presented by Lois Webster
   Disability crosses all boundaries including, race, ethnicity, gender, socio-economic background, religion, and age. Disability has no limits. Why, then, isn’t inclusion beyond K-12 schooling the norm? Is everything being done to have an inclusive society?

TOPICAL PRESENTATIONS ON Wellness, Pain, Prevention Practice and Health Promotion

ROOM 309

1. Active Aging and Disability
   Presented by Stephen Nzoka
   This presentation is developed on the philosophy of “disabilities do not necessarily become handicaps when appropriate interventional services are timely secured to reduce their severity”. I contend that educational, medical, and social/economic interventions are vital, ensuring that human beings with or without disabilities can age well.

2. Primary Health Interventions for People with Intellectual Disability: The Australian Experience
   Presented by Nicholas Lennox
   People with intellectual disabilities suffer from a reduced life expectancy, high levels of both physical and mental co-morbidity, and experience lower levels of health screening. This paper reports on Australian research that addresses these issues and can lead to better health outcomes for this population.
» DISABILITY STUDIES: IMPACT, INFLUENCE AND SOCIAL CHANGE

**Fixed: The Science/Fiction of Human Enhancement, Mini Diversity Film Festival**

Presented by Regan Brashears
ROOM 310 (2:30 pm–4:00 pm)

For a description of this presentation, see “Keynote and Noted Speakers: Monday” or the Special Events Section.

» LIFTING YOUTH UP

**Strengthening Cultural Identity Development through Film in Adolescent Mental Health and Recovery Services**

Presented by Joseph Mills, Junko Yamazaki, Christian Carmen, Ricky Nguyen & Jack Choulaphan
ROOM 317A (3:00 pm–4:30 pm)

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

3:45 pm – 4:15 pm

» DISABILITY STUDIES: IMPACT, INFLUENCE AND SOCIAL CHANGE

**Disability Studies Influence on a Profoundly Altered Identity**

Presented by Douglas Kidd
ROOM 301A

This presentation explores the intersection of a profoundly altered identity, the outcome of surviving a severe traumatic brain injury, and pursuit of a graduate degree in disability studies.

» DISABILITY STUDIES: IMPACT, INFLUENCE AND SOCIAL CHANGE

**Disability Studies as a Tool for Change in Interdisciplinary Training**

Presented by Megan Conway
ROOM 301B

This presentation explores how two elements—use of the online environment and a cultural diversity perspective—can be a model for integrating disability studies into academic programs and also into professional training and development across a wide range of disciplines.

» INTERDEPENDENCE AND COMMUNITIES OF CARE

**The Relations Between Satisfaction with the British Columbia Model of Funding Services for ASD and Family Quality of Life**

Presented by Grace Iarocci
ROOM 302A

Presents findings from a mixed-methods study with caregivers of children on the autism spectrum (aged 2–35 years) in British Columbia. Participants (N=152) reported on their satisfaction with available funds and resources, and on their Family Quality of Life.
Barriers to Intimate Relationships of People with Physical Disabilities in Vietnam
Presented by Hien Minh Thi Nguyen
ROOM 302B

This parallel-convergent-mixed-methods study revealed that physical disability and the resultant health conditions in association with sociocultural and physical environmental factors create barriers.

Employment for Persons with Disabilities in Fiji: Challenges and Achievements in a Pacific Island Country
Presented by Lyn Hatton
ROOM 303A

Through a series of narrative case studies that acknowledge and respect cultural differences in the workplace, this presentation describes the transformative nature of employment on the lives of persons with disabilities in Fiji.

An Application of Fuzzy Cognitive Maps to Explore Disabled Youth in Turkey
Presented by Tolga Tezcan
ROOM 303B

Although youth and disability have become an important issue in Turkey, disabled youth as an intersection of youth and disability has been targeted in limited ways. To explore the perceptions of disabled youth, FCM inter-

views were conducted with 288 people with and without disabilities.

Rights Enabled: The Disability Revolution
Presented by Katharina Heyer
ROOM 304A

A new book in disability studies examines disability rights in different countries. Rights Enabled: The Disability Revolution is from the United States and is a recent publication by the United Nations (University of Michigan Press).

Young People Managing Mental and/or Physical Health Issues While Confronting the Challenge of Homelessness: A South Australian Perspective
Presented by Tom Steeples
ROOM 304B

Experiencing the turbulence of homelessness, and its associated mental and physical health issues, can dramatically affect the lives of at-risk youth. This presentation examines the interventions of South Australia’s key youth homelessness agencies.
**National and State Neurotrauma Registries: What Do They Tell Us About Traumatic Brain Injuries, Stroke and Spinal Cord Injuries?**

Presented by Violet Horvath, Peter Mataira & Dylan Arrieta

Room 305A

Neurotrauma registries contain information on traumatic brain injuries, stroke, and spinal cord injuries. The US has more than 70 registries. Presenters interviewed contacts about registry details, including how information is used to improve the lives of persons with these disabilities.

**The Development and Application of an ICF-Based Measure of Activity and Participation in Taiwan’s Disability Eligibility Determination System**

Presented by Hua-Fang Liao, Chia-Feng Yen, Wen-Chou Chi, Ting-Fang Wu & Shu-Jen Lu

Room 307A

To implement Taiwan’s People with Disabilities Rights Protection Act (2007), the presenters developed the Functioning Disability Evaluation Scale (FUNDES) to assess Activities and Participation of the ICF/ICF-CY. This presentation describes the development, content and psychometric properties of the FUNDES, and its application.

**Social Enterprises, Self-Sufficiency, and the AbilityOne Program**

Presented by David Dubinsky

Room 305B

Social enterprises are businesses that have a social purpose interwoven with a traditional business purpose. This presentation discusses social enterprises that focus on creating income and employment for people with disabilities who have traditionally been unemployed or underemployed.

**A Longitudinal Investigation of the Effects of Academic Education on the Lives of Adults with Literacy and/or Numeracy Skills at or below the Grade 10 Level**

Presented by Alison Bowe, Jill Auchinachie & Faith Shields

Room 307B

After following three cohorts for five years, the presenters describe effects on adults of returning to education. Interviewees reflect on success factors and the impact of education on employment, health, family, and community. Included are recommendations on supporting similar learners.
**THE POWER OF WORDS: LIFE, LANGUAGE, AND LEARNING**

**Maori Language Regeneration in English-medium Schools: Ka mau te whehi! Awesome – or Not?**

*Presented by Maree Jeurissen  
ROOM 308A*

This presentation reports a case study of secondary students learning te reo Maori as a subject in an English medium school. Spolsky’s language policy framework (2003) provides a critical lens that aids our understanding of the students’ decisions and experiences.

**Accessing Services for Children with Communication Challenges**

*Presented by Alexa Okrainec  
ROOM 308B*

Most school districts have websites offering service information. Little is known about how these websites inform parents about programs for children with communication disorders. This session describes a protocol for examining features and effectiveness of websites.

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

**Jump Start Fitness Program for an Adult with Cystic Fibrosis: The Impact of Moderate Strength and Endurance Training**

*Presented by Lauren Morimoto  
ROOM 309*

In recent years, moderate cardiovascular and strength training have been shown to slow progression of Cystic Fibrosis. This presentation describes a three-month strength-training program of moderate intensity for an active female with Cystic Fibrosis. Audience participation is invited.

**No Ordinary Hero: The SuperDeafy Movie, Mini Diversity Film Festival**

*ROOM 310 (4:30 pm–6:00 pm)*

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

**REMOVING ROADBLOCKS AND BARRIERS TO AN ACCESSIBLE WORLD**

**The iPad as a Mobile Assistive Device for Post-secondary Students with Disabilities**

*Presented by Linda Chmiliar & Carrie Anton  
ROOM 317B*

Use of the iPad as a mobile assistive device is relatively unstudied in the post-secondary environment. The presenter describes results of two studies and shares resources on how the iPad can be used by post-secondary students with disabilities.
Tuesday, May 19

7:30 am – 8:15 am

Good Morning World! Meditation Session
Presented by Rosa McAllister
ROOM 301B
For a description of this presentation, see “Special Events: Tuesday.”

Good Morning World! Restorative Yoga
Presented by Erin J. Green
ROOM 302A
For a description of this presentation, see “Special Events: Tuesday.”

8:30 am – 9:30 am

» GROWING INDIGENOUS ASSETS: INCORPORATING THE EXTRAORDINARY

Integrating the Hawaiian ‘E‘epa: A Look to the Past to Find Solutions for Today
Presented by Kū Kahakalau
ROOM 301A
For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

» COLLABORATIVE ADVOCACY: MAKING OUR VOICES HEARD

How to be Fearless and Gentle: Challenging Oppression and Building Community
Presented by Janice Lee
ROOM 301B
For a description of this presentation, see “Workshops and Seminars: Tuesday.”
Disability, Identity and Civil Society in India

Presented by Christopher Johnstone, Sandhya Limaye & Misa Kayama
ROOM 302A

This presentation focuses on civil society organizations (NGOs) and disability identity in India. The presenters examine concepts of physical attractiveness, cultural norms, and civic engagement reported by 30 persons with disabilities in Mumbai. Results could enable organizations to facilitate positive and empowered identities.

Heuristics or Intelligent Tutoring System? Results of a Study to Improve Algebra Outcomes for Community College Students

Presented by Hye Jin Park, Kiriko Takahashi, Jerrik Feliciano & Justin Toyofuku
ROOM 302B

Why do so few students with disabilities enter post-secondary Science, Technology, Engineering, and Mathematics (STEM) programs? This session describes Pathways to STEM, a three-year study funded by the National Science Foundation for teaching students with disabilities and other struggling learners in Elementary Algebra courses in community colleges.

Exploring the Process and Potential of Photovoice with Culturally and Linguistically Diverse Adults with IDD

Presented by Amy Bossler, Bathey Fong, Nicole Kelly, Timothy Renken & Antoinette Johnson
ROOM 303A

Presented is a study exploring experiences and perceptions of culturally and linguistically diverse adults with IDD, implementing a Photovoice project. The session includes research findings and participant perspectives on the project.

1. CRPD Perspectives on the Right to Liberty and Security of Person: A New Prohibition Regarding Deprivation of Liberty

Presented by Ravan Samadov

This presentation discusses new dimensions of the right to liberty and security of person as enshrined in Article 14 of the Convention on the Rights of People with Disabilities (CRPD), and a new prohibition form regarding application of deprivation of liberty.


Presented by Jace Pillay

This presentation describes concerns about implementation of children’s rights in Africa, especially rights of children with disabilities, orphans, and children who are vulnerable. A social justice framework embedded...
within a rights-based approach should be adopted in promoting children’s rights.

» RESILIENCY IN AN UNCERTAIN WORLD

UpCycling Sheltered Workshops: Introducing the Creative Abundance Model
Presented by Susan Dlouhy & Patty Mitchell
ROOM 304A

This session assesses prevailing practices in community-based facilities and argues for fundamental change in these programs. The Creative Abundance Model consists of advocacy for the model and a practical plan for implementation, including numerous examples of successful realization of the model.

» MAKING AN IMPACT: EDUCATION FOR ALL

Working with School Teams to Identify Personalized Supports in General Education Classrooms
Presented by Stephanie DeSpain, Virginia Walker & James Thompson
ROOM 304B

The Support Needs Assessment and Problem-Solving process was designed to assist educators in identifying and implementing supports for students with disabilities to increase engagement across K-12 settings. This session describes each phase of this process along with preliminary educator perceptions.

» REIMAGINING TRANSITION TRAJECTORIES

Under the Radar: Creating Meaningful Educational Experiences for College Students on the Autism Spectrum
Presented by Cynthia Wong
ROOM 305A

This presentation highlights best practices in working with college students on the autism spectrum. Topics include how to engage students in dynamic discussions about academics, how to work through “black and white thinking,” and how to help students leverage social support systems.

» REMOVING ROADBLOCKS AND BARRIERS TO AN ACCESSIBLE WORLD

Emerging Developments in Assistive Technology and AAC Influenced by Information and Communication Technologies (ICT)
Presented by Frank DeRuyter
ROOM 305B

For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”
TOPICAL PRESENTATIONS ON Reimagining Transition Trajectories

ROOM 307A

1. Experiences and Self-Advocacy: Lessons Learned from Students with Disabilities
Presented by Overtoun Jenda & Brittany McCullough

This presentation discusses results of surveys conducted among students with disabilities at Auburn University. Included is how lessons learned have been used to create a successful retention program for all at-risk students at the university.

2. University Students’ Stories: Experiences of Disability in University Environments
Presented by Maria Oreshkina

Presenters reports findings from interviews with 23 university students. Institutional policies positively contributed to participant learning. Marginalization of students with disabilities continues, with every day interactions being the sites of dismissive attitudes.

» EFFECTIVE STRATEGIES FOR STUDENTS ON THE AUTISM SPECTRUM

The Effects of Presession Pairing on Challenging Behavior for Children with Autism
Presented by Amanda Kelly
ROOM 308A

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

» REMOVING ROADBLOCKS AND BARRIERS TO AN ACCESSIBLE WORLD

Study Abroad, Barrier-Free
Presented by Lori Rezzouk
ROOM 308B

This presentation describes how to develop a positive mindset for international education. Topics include collaborating with campus and overseas partners to make study abroad more accessible for students, and how to remove barriers that block access to information and entrances into buildings.

» INTERDEPENDENCE AND COMMUNITIES OF CARE

Making Waves: Implementing a Participant Directed Program
Presented by Ben Davidson & Victor Lira
ROOM 307B

Different states have recently begun using Participant Directed Services for Home and Community Based Services. This presentation focuses on implementation and models of fiscal management available to participants in the program.

» EMPLOYMENT & DISABILITY — PATHWAYS TO WORK

Leveraging Section 503 Regulations to Advance Employment Opportunities With Federal Contractors and Subcontractors
Presented by Hannah Rudstam
ROOM 309

Presented are new rules that federal contractors and subcontractors may face, along with approaches to assess readiness to meet the rules, where to find additional information on the rules, and implications for new consultation services and supports for employers and business customers.
GOING DEEPER WITH DIVERSITY

Acknowledging Identity, Achieving Success
Presented by Sarah Redfield, Louise Dempsey & Beth Bulgeron
ROOM 317A (8:30 am–10:00 am)
For a description of this presentation, see “Workshops and Seminars: Tuesday.”

EMPLOYMENT & DISABILITY – PATHWAYS TO WORK

The ABLE Act: The Key to Helping the ADA Generation Build a Brighter Financial Future
Presented by Tom Foley
ROOM 317B (8:30 am–10:00 am)
For a description of this presentation, see “Workshops and Seminars: Tuesday.”

MAKING AN IMPACT: EDUCATION FOR ALL

Improve your “App”itude: Finding the Right App for the Student with Special Needs
Presented by Linda Chmiliar & Leigha Chmiliar
ROOM 318A (8:30 am–10:00 am)
For a description of this presentation, see “Workshops and Seminars: Tuesday.”

DISABILITY STUDIES: IMPACT, INFLUENCE AND SOCIAL CHANGE

Innovative Technologies in Teaching Leadership to People with Disabilities
Presented by Yevgeniy Tetyukhin
ROOM 318B
The contemporary world-development paradigm requires an urgent break from stereotyped approaches to disability. A new approach to teaching disability would be aimed at revealing the best qualities of persons with disabilities and giving them awareness and inspiration to become leaders.

9:45 am – 10:45 am

GOING DEEPER WITH DIVERSITY

Ten More Films that Shook the World
Presented by Laura Blum
ROOM 301A
For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”
Moving from the ‘Right to Access’ to ‘Creating Inclusive Opportunities’ Approach for Improving Outcomes for Youth with Intellectual Disabilities

Presented by Robert Stodden
ROOM 301B

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

Improving Health and Functioning Using Mobile ICF Technology

Presented by Patricia Saleeby & Olaf Kraus de Camargo
ROOM 302A

The International Classification of Functioning, Disability and Health, or ICF, provides a unifying framework for classifying all aspects of health and functioning. This session describes a user-friendly mobile application of the ICF system being developed for consumers and professionals.

The AUCD’s Diversity and Inclusion Blueprint for Systems Change

Presented by Naomi Rombaoa Tanaka, Sara DiRienzo, Jenean Castillo, Steven Brown & Dawn Rudolph
ROOM 302B

With diverse populations expected to grow, eliminating disparities in education, service, training, and leadership is a top priority for The Association of University Centers on Disabilities (AUCD). In this session, AUCD Fellows share progress on the Diversity and Inclusion Blueprint.

Strengths, Supports and Accommodations for FASD and Other Neurobehavioral Differences

Presented by Jeanne Gerhardt-Cyrus
ROOM 303A

This session looks at the need for early intervention, lifelong supports for success, and the relationship between success and prevention of FASD in the next generation.

1. Coaching Parents to Implement a Social–Communication Intervention with Their Young Children with Autism

Presented by Johanna Taylor

An overview of research that focuses on coaching parents to implement a social–communication, evidence-based intervention with their young children on the autism spectrum.

2. Special Delivery: Diagnosis of a Disability

Presented by Shyanne Richardson

When it comes to best practices of delivering to a parent a diagnosis of a disability, research suggests these practices are not always implemented, and even when
implemented, parent satisfaction with the diagnosis process itself remains low.

» DISABILITY RIGHTS

Independent But Not Alone; The Human Right to Decide
Presented by Anna MacQuarrie & Nagase Osamu
ROOM 304A (9:45 am–11:15 am)
For a description of this presentation, see “Workshops and Seminars: Tuesday.”

TOPICAL PRESENTATIONS ON Making an Impact: Education for All

ROOM 304B

1. Training and Keeping Great Educators: The Cohort Model of Support and Mentoring
   Presented by David Greennagel
   Educators often report a sense of isolation and lack of support as reasons for leaving the classroom. This session describes development of strategies to address these issues with a cohort focused undergraduate teacher education program at a large, urban, public university.

2. Reaching All Learners: Simplifying the Writing Process Using DEES and the Hour Glass Method
   Presented by Maria Guadagnoli-Closs
   Providing the tools necessary for students in the areas of teaching and learning can be challenging, but educators adapt by constantly seeking new methods and approaches to reach all students. This presentation discusses the implementation of the DEES technique and the hour glass method to reach all learners in the area of writing.

» RESEARCH AND KNOWLEDGE PRODUCTION: MAKING AN IMPACT FOR THE COMMUNITIES WE SERVE

Toward Self-Determination: A Meta-Analysis of Inclusive Self-Management Techniques
Presented by Dennis McDougall, Rumi Heine, Lori Wiley, Michael Sheehy & Keith Sakanashi
ROOM 305A
Self-management techniques are research-validated skills that help people move toward self-determination. Presenters report findings of their meta-analysis of self-management techniques used by individuals with disabilities in inclusive settings (2005-2015) and compare findings with two earlier reviews (1970-2005).

» EMPLOYMENT & DISABILITY – PATHWAYS TO WORK

Video Resumes for Individuals with IDD: From College to Community
Presented by Kelly Kelley & Susan Buchanan
ROOM 305B
The University Participant Program is an inclusive college experience that prepares individuals with intellectual disabilities for competitive jobs and living in their communities. This presentation includes video resumes from internships. Also described are strategies for seeking jobs.
TOPICAL PRESENTATIONS ON
Employment & Disability
– Pathways to Work

1. What Specific Processes Facilitate Employment Outcomes for People with Disabilities?
Presented by Vivienne Riches & Anne Goyer

Why is a Transition to Work program gaining good employment outcomes across a range of industries? Described is how trainees are supported to select and experience training across different industries, and develop specific skills and career portfolios.

2. Wrestling with Disability Disclosure and Accommodations in Field-Based Learning: A Guide for Effective and Empowering Internships and Field Experiences
Presented by Cameron Carter

Internships are integral to many higher education programs. This presentation explores complexities surrounding disability disclosure and accommodations in field-based learning. Participants will collaborate to develop strategies for enhancing internships as a pathway to employment for students with disabilities.

» GOING DEEPER WITH DIVERSITY
Implementing LGBTQIA Cultural Competence in Diversity Education for Occupational Therapy Students
Presented by Angela Baker, Kathryn Scheuring, Alexander Barajas & Teresa Dela Pena

The practice of authentic occupational therapy is hindered by the lack of understanding of the LGBTQIA community. Implementing LGBTQIA education sessions into OT curriculums will foster cultural competence, meet changing demographics, and satisfy the occupational needs of the LGBTQIA community.

» EFFECTIVE STRATEGIES FOR STUDENTS ON THE AUTISM SPECTRUM
A Functional Approach to Teaching Language to Young Learners with Autism and Other IDDs
Presented by Amy Wiech & Anne Lau

Functionally categorizing language provides a framework for teaching language in a comprehensive manner to learners with little or no functional vocal language. This presentation focuses on the mand as evidence-based practice, as functional communication training, and as a naturalistic teaching strategy.
Getting People in the Front Door and Back to Work: How Kaiser Permanente Supports Employees with Disabilities
Presented by Marlene Dines & Michael Silver
ROOM 308B

Whether a person with a disability is looking for employment or is facing a disability absence, Kaiser Permanente (KP) ensures they are given opportunities to secure their career. Presenters highlight how KP supports employees with disabilities and educates employers.

Understanding the Healing Power of the Brain
Presented by Maria Grazia Bevilacqua
ROOM 309

To exemplify ways in dealing with pain and partial blindness, the presenter employs exercises, activities, techniques, and a brief meditation with the audience to show how we can learn to block the negative sensations around disabilities and diversity.

Race and Culture-based Leadership Training
Presented by Barbara Wheeler, Sara Sherer & Margaret Avila
ROOM 318B (9:45 am–11:45 am)

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

The Cube Case Story: Young People with Disabilities Innovating a New World
Presented by Catherine Cooper & Cam Calkoen
ROOM 317A

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

Three Global Causes for Problem Behavior: Teaching Children on the Autism Spectrum and How to Address Them
Presented by Thomas Caffrey
ROOM 317B

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

Ka Pilina Interactive Workshop on Ethnomathematics
Presented by Hye Jin Park, Kiriko Takahashi, Jerica Mānoa, Jerrik Feliciano, Samantha Siscon & Justin Toyofuku
ROOM 318A

For a description of this presentation, see “Workshops and Seminars: Tuesday.”
Concurrents: Tuesday, 11:00 am – 12:00 pm

11:00 am – 12:00 pm

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

What did its advocates hope to accomplish and why?
What has succeeded? Where do we need to improve? What’s next?

TOPICAL PRESENTATIONS ON
Interdependence and Communities of Care

ROOM 302B

1. Implementing the Independent Living Model to Combat HIV/AIDS: A Viable Solution for the State, National, and International Arenas
Presented by Heidi Eidler & Kirt Toombs

Presents data illustrating the success of the Independent Living (IL) Model. The presentation is based around the underlying thesis that the IL model is essential to adequately address the most crucial needs of an individual living with HIV/AIDS.

2. Integrating People with Disabilities
Presented by Louis Frick

This session describes how Access to Independence has transitioned more than 450 people with disabilities out of medical institutions and into the community. The organization’s programs and services also reduce the cost of healthcare.

TOPICAL PRESENTATIONS ON
Collaborative Advocacy: Making Our Voices Heard

ROOM 303A

1. Disability Arts and the Neurodivergent Artist
Presented by Alexandra Duncan

While categorizing artwork by neurodivergent artists perpetuates injurious notions of neurodivergent individuals as alien and unintelligible, the nascent genre...
of ‘Disability Arts’ provides a framework in which neurodivergent artists can merge their creative practice within ecologies of disability activism and scholarship.

2. Focusonability: Using Digital Media to Promote Ability

Presented by Martin Wren

‘Focusonability’ is a festival of short films designed to engage high school students in creating films highlighting achievements and experiences of people with disabilities. Presented for six years, ‘Focusonability’ will become the world’s largest festival of its kind in 2016.

TOPICAL PRESENTATIONS ON
Reimagining Transition Trajectories

ROOM 303B

1. It Takes a Village: Alternatives to Guardianship for Young Adults with Developmental Disabilities

Presented by Kate Richmond

This study focuses on beliefs and experiences of a young man with an intellectual disability, and his supporters. He transitioned to adulthood without appointment of a guardian. Lessons derived from his experience can assist supporters of young adults with IDD develop guardianship alternatives.

2. Roads to Learning and Earning: Raising Attitudes and Expectations for Students with Intellectual Disabilities

Presented by Kelly Kelley

This presentation describes how a grant initiative funded by the North Carolina Council on Developmental Disabilities has developed an effective web-based planning tool to help guide transition to adulthood with a timeline of objectives, activities, lesson plans/online resources, and video stories.

TOPICAL PRESENTATIONS ON
Removing Roadblocks and Barriers to an Accessible World

ROOM 305A

1. Striving for Deeper Impact in Tertiary Education through International Service–Learning in Adapted Physical Activity

Presented by Son Truong & Heather Crowe

This presentation focuses on how educators can integrate community service-learning into undergraduate programs to enhance student learning. Presenters draw from field research to examine student narratives of teaching children of diverse abilities in cross-cultural contexts and the importance of facilitating self-reflection.

2. Telepresence as a Service Delivery Mechanism for Communication and Challenging Behavior for Children with IDD

Presented by Jessica Simacek

Limited access to expertise is a barrier to high quality intervention for children with severe disabilities who reside outside metropolitan areas. Telepresence is a mechanism to support caregivers and service providers.
in delivering interventions to improve communication and reduce challenging behaviors.

» EMPLOYMENT & DISABILITY – PATHWAYS TO WORK

Creating Inclusive Workplaces Through Successful Accommodations

Presented by Louis Orsline
ROOM 305B

Successfully negotiating accommodations is one strategy towards creating inclusive workplaces. Negotiating accommodations is becoming increasingly important. The Job Accommodation Network (JAN) offers their top ten best practices for employing and retaining people with disabilities.

» EMPLOYMENT & DISABILITY – PATHWAYS TO WORK

Innovative Business-Led Transition Programs: Learn What It Takes to Make It Work

Presented by Mary Putnam & Amber Finley
ROOM 307A

Insights gained through development and implementation of three transition programs for young adults with disabilities. A collaborative viewpoint includes a representative from business on culture change in the workplace, a classroom teacher on resources, and an educational administration officer on program logistics.

» GOING DEEPER WITH DIVERSITY

Advocacy and Beyond: Promoting Disability Awareness and Inclusion Through an “Access Challenge”

Presented by Robert Sanchas & Jose Rosario
ROOM 307B

This presentation shows how to empower youth to learn about ways to develop interactive, educational programming to create positive social change. Student leaders of the Advocacy and Beyond Club showcase their work with the Access Challenge at RIC.

TOPICAL PRESENTATIONS ON Early Childhood: Care, Education, Intervention & Research

ROOM 308A

1. Parent and Teacher Partnerships During Transition to School

Presented by Judith Neilands

A two-year study of parent-teacher partnerships during transition to school in NSW, Australia found three areas of concern regarding young children with disabilities: interpersonal, professional, and organizational. Partnership related directly to child and family outcomes and understanding of family needs.


Presented by Irina Zamora

This topical presentation explores considerations in culturally and linguistically responsive parent groups for Latino parents of children on the autism spectrum.
TOPICAL PRESENTATIONS ON
The Power of Words: Life, Language and Learning
ROOM 308B

1. Counteracting the Summer Slide: Providing Effective Reading Intervention for Marginalized, At-Risk Middle School Learners
Presented by Janice Pilgreen & Dawn Witt
The difference between student academic skills between the end of one academic year and the beginning of the next is often referred to as the summer slide. This session shows the importance of the summer slide when evaluating reading skills of students at risk for reading failure.

2. Why Are ELLs Being Classified As Persons with Disabilities?
Presented by Kim Rupnow
This presentation explains why English Language Learners (ELLs) are related to having certain disabilities. Historical changes in addressing ELLs, and the general misconception on ELLs are shared. Strategies for supporting ELLs are presented.

Complementary and Alternative Therapy
ROOM 301A (2:00 pm–4:00 pm)
For a description of this presentation, see “Energy Healing Workshop” in the Special Events Section.

Hawai‘i Certified Peer Specialists: Pillars of Support to Organizations
ROOM 301B (2:00 pm–4:30 pm)
For a description of this presentation, see “Hawai‘i Certified Peer Specialists” in the Special Events Section.

Person-Centered Workplace Accommodations that Bridge Communication and Processing Variance
Presented by Jennifer White
ROOM 309
For a description of this presentation, see “Keynote and Noted Speakers: Tuesday.”

» EMPLOYMENT & DISABILITY – PATHWAYS TO WORK

» DIVERSITY, DISABILITY AND PUBLIC HEALTH

Including Patients in Healthcare
Presented by Olaf Kraus de Camargo
ROOM 302A
The meaning of the word “patient” is to be passive. In a world of inclusion, empowerment, and participation, the role of the patient has changed. The presentation discusses consequences of this shift for inclusion of patients in diagnostics, treatment/interventions, and research.
TOPICAL PRESENTATIONS ON Early Childhood: Care, Education, Intervention & Research

ROOM 302B

1. Building Successful Collaborative Practices Among Early Childhood Education Professionals
   Presented by Amani Alsalman
   This session reviews the literature on the importance of collaboration among early childhood educators in inclusive settings. We identify factors reported in the literature that support the preparation of educators for successful collaborative practices. We identify gaps and implications for research.

ROOM 303A

COLLABORATIVE ADVOCACY: MAKING OUR VOICES HEARD

A Journey through Life With a Child Who has FASD
   Presented by Gigi Davidson
   FASD Communities are working to create a national replicable model that includes housing, structure, stability, employment, and ongoing mentoring and supports for young adults with FASD. Our goals are to help these adults experience successful outcomes within their communities.

ROOM 304B

MAKING AN IMPACT: EDUCATION FOR ALL

Dear White Teacher...
   Instructional Practices and Strategies to Inform Pre-service Teachers Regarding Equitable Practices in the K–12 Classroom
   Presented by Sharon Gooding
   This session provides insight on 1) connecting existing beliefs and attitudes with current social justice issues; 2) challenging practitioners with honest discourse regarding cultural conflict; and 3) constructing a new framework to enhance cultural proficiency and employ equitable practices in the classroom.

ROOM 305A

RESILIENCY IN AN UNCERTAIN WORLD

Alternate Ways to Think About Supports to People with Autism
   Presented by Julie Martin
   This presentation describes alternate ways to think about people with autism, focusing less on the limitations of the individual and more on the communication and sensory needs. Included are individuals with autism who have become strong advocates for alternate models of support.

Informal Meetup on Dementia
   ROOM 307B (2:00 pm–4:15 pm)
   For a description of this presentation, see “Informal Meetup on Dementia” in the Special Events Section.
The ADA and Workplace Accommodations
Presented by Trina Edmondson
ROOM 308A

This presentation focuses on understanding the ADA from different perspectives: the presenter's personal story and the strengths that people with disabilities bring to employment. Described are the ADA and disclosure, illegal interview questions, and a new way of looking at accommodations.

Cultural Competent Group Practice with Deaf and Hard-of-Hearing Clients
Presented by Reshawna Chapple
ROOM 308B

This session introduces best practices for facilitating clinical groups with members who are deaf or hard of hearing. Topics include understanding deaf culture, working with a sign language interpreter, and fostering active communication between group members who are hearing and deaf.

Remember to Breathe: A Reality Check on Mindfulness
Presented by Rick Tabor
ROOM 309

A game created for presentations and individual and group therapy sessions. The presenter experienced the game in 2014, and for the first time understood the true meaning of mindfulness. The goal is for each participant to enjoy the same outcome.
1. Increasing Senior Citizen Resilience to Natural Hazards through Caregiver Training
   » GRANT CHARTRAND & MYA EVELAND
   This poster will highlight the results of a research project that evaluated an online module aimed at providing training for caregivers of senior citizens. Findings can help with designing specialized content for new or informal caregivers, many of whom do not have access to, or time for, formal training.

2. Community of Voices: A Choir Program to Help Promote Health in Diverse Older Adults
   » CHRISTINE CHIU
   A community choir is a complex activity involving cognitive, physical and psychosocial engagement. It offers opportunities to share personal stories, build social networks and express emotions. Community of Voices is a multi-site longitudinal study to investigate the effects of a community choir on health and well-being in ethnically diverse older adults.

3. Honolulu’s Age-Friendly City Initiative: Impact on Persons with Disabilities
   » CHRISTY NISHITA
   Honolulu’s Age-Friendly City initiative, backed by Mayor Caldwell and AARP Hawai’i, has the goal of maximizing the quality of life of all its citizens. Many of its recommendations benefit persons with disabilities, including accessible transportation and public spaces. This poster will present and discuss these recommendations.

4. Welfare Society for Human Development: Ability, Capability, and Reasonable Accommodation of Persons with Disabilities and Elderly People in Japan
   » KUNIOMI SHIBATA
   Today one in four people in Japan is elderly; this trend will lead to an increase in elderly people suffering from age-related disabilities. This poster discusses welfare society for the elderly, people with disabilities and the concept of capability, human development, and technologies as reasonable accommodations.
5. **The Power of Collaboration: If You Build It, They Will Come**  
   » MELLANIE LEE, JUDITH CORYELL & JENNIFER TARNAY  
   Since 2013, Gallaudet University Regional Center and the Hawai‘i & Pacific Deaf-Blind Project have been working collaboratively together, as well as with the RMI Ministry of Education, the EHDI Project, WorldTeach, and the Australian Embassy to provide educational services and support for Marshallese deaf and deaf-blind students. Together, this diverse collaboration has created a significant impact on deaf and deaf-blind children, their families and professionals, as well as their community.

6. **A Place to Call Their Own**  
   » LISA MAETANI & CHRISTY NISHITA  
   In Hawai‘i, finding affordable rentals, especially for a person with a disability, can be extremely challenging. Understanding and navigating the complex housing system can be an arduous task. The Going Home Plus project has been successful in locating rental options in transitioning individuals from foster homes and institutions into their own apartment. This interactive poster display will share the various housing funding options available in the state and provide tips on how to prepare an individual with disabilities in applying for affordable rentals.

7. **Exploring the Process and Potential of Photovoice with Culturally and Linguistically Diverse Adults with Intellectual/Developmental Disabilities**  
   » AMY BSSLER, BATHEY FONG, NICOLE KELLY, TIMOTHY RENKEN & ANTOINETTE JOHNSON  
   This study explores the experiences and perceptions of CLD adults with IDD implementing a Photovoice project. This poster session will include research findings and research participants’ perspectives on the project.

8. **Awareness of the Problems Facing Educators in Providing Support to Hearing-Impaired Students at Higher Education Institutions in Japan**  
   » TAKUO SUGINAKA  
   A survey was conducted regarding the state of, and reasons behind, the implementation of support for educators who work with hearing-impaired students at higher education institutions in Japan. This research analyzes questions relating to awareness of the problems in providing support to hearing-impaired students.
9. **A New Narrative: History of Hawai‘i’s Deaf People and Hawai‘i Sign Language**  
   » BARBARA EARTH  
   This poster will present historical evidence of Deaf people in Hawai‘i and their early use of Hawai‘i Sign Language. Contrary to common belief, Hawaiian culture in the old time may have provided an inclusive environment for Deaf people. Oralism negatively affected Deaf children after the 1914 establishment of the School for Defectives. The poster will also illustrate the first Deaf Club in 1939 and the takeover of Hawai‘i Sign Language by American Sign Language.

10. **Dual Enrollment with Individualized Supports Project**  
    » CAROL LEE-ARNOLD, LESLIE OKOJI, MARLA ARQUERO, SHARENE CHOW & MELISSA KIM  
    This poster presentation highlights the Dual Enrollment with Individualized Supports Project (DEIS). DEIS is designed to demonstrate and replicate a sustainable, comprehensive, transition model supporting eligible students with intellectual disabilities to participate in postsecondary education. The project is based in Hawai‘i and has facilitated successful transition for high school students to community college campuses.

11. **The Image of Non-Disabled People in Korean and US Reading Textbooks: A Comparative Study**  
    » HOHSUNG CHOE  
    Many studies have analyzed the image of persons with disabilities, while less scholarly attention has been paid to the image of non-disabled people presented in textbooks. The image of non-disabled people interacting with the disabled will nearly always highlight the disabled. To fill this gap, this study explores the image of non-disabled people in Korean and US textbooks and compares the differences between the two.

12. **An Assessment of the Knowledge, Awareness and Inclusion of People with Disabilities in Local Health Departments’ Public Health Practices**  
    » KENDALL LESER, JENNIFER LI, ANURADHA JETTY & SARAH YATES  
    The National Association of County and City Health Officials conducted a national assessment of local health departments (LHDs) to assess their knowledge/awareness and inclusion of people with disabilities in public health practice. This poster presentation will discuss the findings and provide recommendations for LHDs to become more inclusive.
13. Cross-Cultural Adaptation of the Participation and Environment Measure for Children and Youth in Korean Populations

» YUNWAH JEONG

This study explains the Korean version of the Participation and Environment Measure for Children and Youth (KPEM-CY) to health care providers and parents of children with disabilities to measure participation patterns of children with disabilities in typical activities, and environmental barriers to their participation.

14. Association of Social Support and Social Participation with Dietary Lifestyles among Community-Dwelling Men with Spinal Cord Injuries in Japan

» KIKUKO HATA & TAKAYO INAYAMA

This poster describes a study that looked at the association between social support and social participation with healthy dietary lifestyles in community-dwelling men with spinal cord injury in Japan.

15. Development of a Disaster Preparedness Application for Children on the Autism Spectrum and their Families

» ASAMI MAEKAWA, YAYOI KITAMURA, TAKESHI OGASAWARA, MARI TSUBONUMA & AZUMA KAWAGUCHI

Through the experience of the Great East Japan Earthquake, we have realized how important disaster preparedness education was to children on the autism spectrum and their families. However, the current way and content of this education doesn’t seem effective. We have now developed an application, which allows for the knowledge and sharing of information.

16. Food Intake Associated with Dietary Behavior of Community-Dwelling Individuals with Physical Disabilities within the Sports Community

» WAKAKO TATSUTA, TAKAYO INAYAMA & KIKUKO HATA

This study determined whether there is a difference in food frequency scores in the subgroups ‘taking care of diet’, and to evaluate whether ‘taking care of diet’ is associated with adequate intake behavior with any food of individuals with physical disabilities.

17. HI-PRAISE – Implementation of an Incentives Program to Improve Chronic Diseases among Medicaid Recipients

» REBECCA RUDE OZAKI, RITABELLE FERNANDES, ROBIN ARNDT, MISHA MORIOKA, CHUAN CHINN & TIMOTHY FRANKLAND

This poster presentation will present findings from the Hawai’i Patient Reward And Incentive to Support Empowerment (HI-PRAISE) project annual satisfaction survey and findings related to diabetes and the project’s demographics. Focus will be on use of incentives to improve chronic disease management for adult Medicaid recipients with diabetes.
18. Promoting Young Children’s Acceptance of Peers with Disabilities
» SEONYEONG YU
This poster session will include highlights from the literature and the presenters' research program focusing on young children's attitude development towards peers with disabilities. Participants will obtain knowledge about attitude development and practical ideas for supporting young children’s understanding and acceptance of peers with disabilities.

19. Measuring Young Children’s Attitudes Toward Peers with Disabilities
» SEONYEONG YU
This poster presentation will highlight assessment instruments and the type of information that these assessments provide about the dimensions of young children's attitudes toward peers with disabilities. A conceptual model of attitude formation suggested by Triandis (1971) was the framework used in analyzing the assessment tools.

20. Sensory Processing in Preschool Children Born Moderately Preterm
» HUI-NING SHIH
This poster describes a study that investigates the sensory processing functions in moderate preterm children aged at 4-6 years old.

21. Digital and Online Resources that Help English Learners and Diverse Learners with Disabilities to Create Their Own STEM Vocabulary Learning Materials
» STEVE SHOWALTER
In a STEM classroom, EL and diverse LD students should be the navigators directing the course of their academic language acquisition through student created content vocabulary development activities. This presentation describes digital technology tools that permit students to develop their own academic language learning materials.

22. Pacific Alliance: Project Results in Supporting Students with Disabilities Pursuing STEM Fields
» LISA LIYEHARA, KELLY ROBERTS, KIRIKO TAKAHASHI & HYE JIN PARK
Pacific Alliance is a National Science Foundation grant funded project in existence for six years. Pacific Alliance supports students with disabilities in STEM fields through critical junctures of education (high school to community college, community college to four year university, four year university to graduate school or employment) through tutoring, mentoring, special events, internships, and “sessions” on self-determination and self-advocacy.
23. **An Intervention Model for Twice-Exceptional Students to Achieve and Matriculate in STEM fields: Project TEAMS**

» HYE JIN PARK, KIRIKO TAKAHASHI, KENDRA NIP, SAMANTHA SISCON & KELLY ROBERTS

The poster will introduce the model of Project TEAMS (Twice-Exceptional Students Achieving and Matriculating in STEM) used to identify and support high school students with disabilities having potential in science. It’s built on two evidence-based models: Renzulli’s Schoolwide Enrichment Model and Pacific Alliance Model.

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### EFFECTIVE STRATEGIES FOR STUDENTS ON THE AUTISM SPECTRUM

24. **Instructional Strategies for Teaching Students with High Functioning Autism: A Rainbow of Interventions**

» GAIL COULTER & CHUCK LAMBERT

Students with high functioning autism often present with learning and behavioral problems, such as deficits in focusing, comprehension, and abstract reasoning; anxiety, disturbances in sensory processing, and emotional instability. Evidence-based interventions are suggested to address these symptoms.

25. **Using Joint Control to Teach Yes-No Responding to an Adolescent with Autism**

» CARLA SCHMIDT & RANDI LEE

The purpose of this study is to examine the effectiveness of using a joint control procedure to teach an adolescent with autism to tact yes and no pictures of items currently in his repertoire. A multiple baseline across behaviors design will be used to evaluate the effectiveness of the joint control procedure.

26. **COOL COMICS: Creative Ways to Promote Cognitive Thinking**

» JOSIE SANTOMAURO & MARGARET CARTER

Children on the autism spectrum often experience negative self-talk. Often they’re aware of the whispering phantom inside their head speaking negatively but don’t know how to stop it. The starting point of stopping the negative dialogue inside the head is to be aware of it, challenge it and replace it with more helpful thinking.

27. **Research-Based Interventions to Improve the Reading Comprehension Skills for Students on the Autism Spectrum**

» RICHARD BOON

In this poster session, I will present a series of single-case and experimental/quasi-experimental research-based studies on reading comprehension interventions that have been proven effective for students on the autism spectrum in the classroom.

28. **Improving the Comprehension Skills for Students on the Autism Spectrum Using Graphic Organizers**

» RICHARD BOON

This poster presentation will discuss the findings of a review of the literature on the effectiveness of graphic organizers on the comprehension skills for students on the autism spectrum.
   » KATE RICHMOND
   This study examined online autobiographical texts written by individuals with autism and found that Internet use (social media, blogging, interaction with an online community) is important to provide communication, connection, and access to learning. Strategies to incorporate web-based instruction in the classroom are discussed.

30. Stop Saying “Look at Me” and See Eye Contact Results
   » ANNE LAU
   Still using reminders for your student with autism to give eye contact? Come learn about a functional analysis of eye contact and why we should not be using any prompts. We will review the teaching protocols based on this analysis and show multiple case studies that demonstrate these learning outcomes.

31. Collaborative Parent Training to Support Communication in Young Children on the Autism Spectrum
   » HOPE MORRIS
   The poster presentation describes performance change in communication, social interaction and play for nine children on the autism spectrum following implementation of the More Than Words parent support/training program. Preliminary results indicate improved vocabulary and social interaction skills for the children and parental satisfaction.

32. Project Career: Development of an Inter-Professional Demonstration to Support the Transition of Students with TBI from Postsecondary Education to Employment
   » KATHERINE DALY
   This poster presentation describes key activities and outcomes of a five-year development project funded by the U.S. Department of Education to provide cognitive support technology training and career preparatory services for college students with traumatic brain injuries (TBI). Strategies for improving academic performance, retention rates, and post-collegiate employment outcomes for postsecondary students with TBI are emphasized.

33. Processes which Promote Vocational Rehabilitation among Clients with Cognitive Disorders: A Qualitative Study on the Basis of Interviews for Professionals Engaged in Vocational Rehabilitation
   » TAMAMI AIDA, JUN YAEDA & MIDORI NAGASHIMA
   This study aimed to clarify important processes to support clients with higher brain dysfunctions (HBDs) smoothly return to their jobs and social participation. The eleven processes were clarified in this study on the basis of qualitative data from eight professionals engaged in vocational rehabilitation for clients with HBDs.
34. **The Co-worker Acceptance of Disabled Employees (CADE) Scale – A Measure of Attitudinal Barriers to Employment**
   » JON BREEN
   The acceptance of disabled job seekers has a significant impact on their employment success. The Co-worker Acceptance of Disabled Employees (CADE) scale quantifies and evaluates this attitudinal barrier. This poster session is a venue for those concerned with employment issues to review and provide input into this process.

35. **Blocking the Intersection: Why Is Disability Missing from Social Justice Teacher Education?**
   » TRACY THORNDIKE & KATHLEEN THORNDIKE
   Disability has yet to achieve parity with other markers of identity (e.g., race, language) in social justice education. Unexamined ableism of both teacher educators and teacher candidates and outdated conceptualizations of disability as deficit must be addressed if we are to achieve socially just, inclusive classrooms for today’s increasingly diverse students.

36. **Workplace Inclusiveness as Experienced by Mental Health Peer Support Providers**
   » NAOKO YURA YASUI & AYAKO AIKAWA
   We report findings from in-depth interviews of people with a history of psychiatric disability who are employed as peer support providers in community mental health programs in the US and Japan about their perception of inclusiveness of their workplace, which reportedly is key to their successful employment and career development.

   » JUDITH CLARK
   The cultural diversity of the Pacific Islands provides unique challenges in responding to the needs of youth at-risk for unplanned pregnancy and STIs. HYSN has created The “Hard Way: Pacific Region,” a video true to island culture using ethnically mixed cast, appropriate scenery and authentic language.

38. **A Data-Driven Instructional Coaching Model: A Personalized Approach to Professional Development**
   » KAVEH ABHARI, MYA EVELAND & ROBERT STODDEN
   This poster will highlight the results and products of a federally-funded research project on a tiered instructional coaching approach to professional development. The poster will present a series of data-driven strategies and instruments that were developed to support high school teachers to improve the students’ writing proficiency and increase the number of quality writing opportunities across curriculum.
INDIGENOUS AND NATIVE HAWAIIAN ISSUES AND EDUCATION

39. Project Ho‘oku‘i – Supporting Native Hawaiian Students to Attend Postsecondary Education and Certification Programs
   » LISA UYEHARA, KELLY ROBERTS & HYE JIN PARK
   Project Ho‘oku‘i, a NHEP grant funded initiative, aims to increase enrollment of Native Hawaiian students in postsecondary education or in postsecondary education certification (PSEC) programs leading to employment. This will occur through the provision of interventions to help Native Hawaiian high school students enroll in two dual enrollment programs (Running Start and Early Admission) and successfully accumulate college course credits during high school.

INTERDEPENDENCE AND COMMUNITIES OF CARE

40. The Roles of Occupational Therapists in Memory Clinic
   » KAORI KOIZUMI
   A case study was conducted with an outpatient with Alzheimer’s disease at a memory clinic in Japan. The role of occupational therapists in connecting the patient and the family with social resources was identified as imperative and should be prioritized in order to rebuild their daily lives.

41. Family Support Needs/Family Functioning Survey for Young Health-Impaired Children and their Families in Taiwan
   » CHWEN-CHYONG TSAU
   This poster presentation illustrates the current status of young children with health impairments and their family support needs and family functioning. The presenter will also share the development of a Chinese version of e-family support needs scale and e-family functioning survey used in Taiwan.

42. Illinois Model: University Support Services for Wounded Veterans
   » TANYA GALLAGHER & KENNETH WATKIN
   Building on its success providing residential and non-residential services to students needing assistance with daily activities, the center will provide personal assistance, psychological counseling, academic coaching and tutoring, training in assistive technologies, health and life skills, rehabilitation, and career counseling and employment services for wounded veterans that will be described.

LIFTING YOUTH UP

43. Having a Successful Re-Entry Portfolio for Juveniles in Transition
   » JACKIE CARTER-HILL
   This poster session will show the basic items needed for youth in custody to transition back to the community including items related to employment, housing, medical, training accomplishments, and education that are needed in a portfolio to maximize re-entry success.
MAKING AN IMPACT: EDUCATION FOR ALL

44. Teaching Reading to Children on the Autism Spectrum: Insights and Discoveries

» GAIL COULTER & CHUCK LAMBERT
This poster presentation compares the effects of a reading intervention for one child on the autism spectrum to other children with like symptoms. The study extends findings of a previous study through behavioral and academic data and journal entries. Results give promise to teachers and researchers by providing insights into the instructional.

45. Teachers and Parents Collaborating with Culturally Linguistically Diverse Instructional Materials

» PATRICIA PETERSON
Teachers can create culturally dynamic teacher-made materials to provide an active, stimulating environment for culturally/linguistically diverse students with disabilities. These materials can also be shared with parents to use with their children at home and participants can adapt the materials for use in their home communities.

46. Creating a disAbility Ally Program

» ANWAR THOMAS
This poster session will introduce a new training program being developed by UC Irvine’s disAbility Services Center. The disAbility Ally Training is designed to create awareness and educate participants on disability related issues, etiquette, and language and allow participants to explore their own misconceptions regarding disability.

47. Kariton Klassrum (Classroom in a Pushcart): Innovations for Poverty Alleviation

» CECILIA NOBLE
Kariton Klassrum (Classroom in a Pushcart) aims to encourage street children to go back to formal education. This paper will present the results of a two-year program evaluation, further innovations and plans to move forward this alternative and inclusive learning strategy.

48. Undergraduate Education: The Students’ Perspective on What Works

» LINDA FLYNN
Information will be shared from the perspective of undergraduate students on what faculty should know to facilitate students’ progress through their program of study. Videos of undergraduate students’ comments about their experiences in the university setting will be shared as well as suggestions for faculty to support students.

49. The Ramp Less Traveled: Bridging the Gap between Rehabilitation Hospitals and Residential Universities

» JAY RUCKELSHAUS
Following a debilitating injury, the barrier to enter college often seems insurmountable. This poster presentation will highlight the work Ramp Less Traveled does to bridge the gap between hospital floor and college dorm and offer best practices for colleges to incorporate students with disabilities more fully into the fabric of university life.
THE POWER OF WORDS: LIFE, LANGUAGE AND LEARNING

50. Professional Development for K-12 Science and Math Teachers: Improving Outcomes for English Language Learners
   » CARYL HITCHCOCK, CHUAN CHINN, LORYN GUM & KIM RUPNOW
   NB-ELL is a grant-funded project that provides online instruction in evidence-based strategies to science and math classroom teachers whose students are emergent bilingual learners. In this poster, we present evaluation results from three courses taught over two years.

51. “The Power of Words”
   » JENNIFER ADAMS
   “Power of Words” presentations inspire people to realize the power they possess to build each other up. Jennifer has first-hand experience with the effects of bullying on self-esteem and a true understanding of the power of words. Her message of the power of words has a great impact on audiences.

REDEFINING LEADERSHIP

52. Developing a Graduate Course on Native Hawaiian and Indigenous Leadership: Prepare Transformative Community Change Agents
   » LARSON NG & KIMO CASHMAN
   This is an opportunity for open discussion and collaboration on the development of a graduate course on Native Hawaiian and Indigenous leadership. The course will be a part of the Aloha Kumu-Master’s of Education in Curriculum Studies degree program (University of Hawai‘i at Mānoa) for teachers.

53. Developing Nohona Hawai‘i Leadership Protocols for the Native Hawaiian and Indigenous Leadership Institute at the University of Hawai‘i at Manoa
   » KIMO CASHMAN & LARSON NG
   Native Hawaiian educators critically reflect on their experiences with Indigenous leadership in order to develop pono leadership protocols based on nohona Hawai‘i for the Native Hawaiian and Indigenous Leadership Institute (NHILI) at the University of Hawai‘i at Mānoa College of Education.

REMOVING ROADBLOCKS AND BARRIERS TO AN ACCESSIBLE WORLD

54. Creating Accessible Online Learning: A Case Study on Using Canvas by Instructure for a Facilitator Training
   » WILLIAM REMS, MYA EVELAND & KELLY ROBERTS
   This poster will highlight the results of a research project that evaluated an online module aimed at providing training for caregivers of senior citizens. Findings can help with designing specialized content for new or informal caregivers, many of whom do not have access to or time for formal training.
55. Removing Roadblocks to an Accessible Workforce System

» KAY MAGILL & LINDA TOMS BARKER

We will describe a conceptual framework that addresses three components of accessibility (programmatic, communication, physical) and methods for collecting data on accessibility. We will then have a dialogue among participants on how to make real world use of these concepts of accessibility to ensure meaningful participation in the community.

56. Accessibility of IT on Postsecondary Campuses: Lessons Learned From Legal Rulings

» SHERYL BURGSTAHLER

The Office of Civil Rights (OCR) and Department of Justice (DoJ) have entered into agreements with about a dozen postsecondary institutions and systems of institutions nationwide regarding the inaccessibility of their IT. This poster presentation explores what others can learn from the remedies they prescribe and shares resources.

57. Attitudes of Teachers Regarding Inclusion of Students with Disabilities in Japan and in Hawai‘i

» KIRIKO TAKAHASHI

One of the most important variables for successful inclusion of students with disabilities is teachers’ attitudes (Kavale & Forness, 2000). This study aimed to examine the similarities and differences in attitudes of in-service teachers who are obtaining their Master’s degree in Hawai‘i, US, and in-service teachers obtaining their Master’s degree in Japan.

58. Cognitive Strategies and Care for Higher Brain Dysfunctions with Functional Incontinence

» MIDORI NAGASHIMA, JUN YAEDA & TAMAMI AIDA

This study aims to describe cognitive strategies and care practices used with 20 patients with higher brain dysfunctions. Four major cognitive strategies were extracted from the analysis: control of emotional, control of information input, control of learning methods, and control of reactions and enforcements.

59. Gender Differences in Attitudes toward Reproduction of Offspring at Risk of Genetic Disorders in Japan

» JUN YAEDA, MASUMI NIWANO, & CHIE TANAKA

Attitudes toward reproduction of offspring at risk of genetic disorders were examined among 397 college students in Japan. Results showed that male participants had significantly higher scores than females on items such as “abstinence from biological reproduction among people with genetic disorders should be encouraged.”
60. What Are the Valid Outcomes for Rehabilitation Collaboration?

» JUN YAEDA
The study surveyed 144 Japanese rehabilitation professionals to determine the perceived outcomes and perceived factors for collaboration. ADL and QOL were perceived as the most valid outcome while “a shared goal setting” and “trustworthiness with a client” were perceived as the valid contributing factors for collaboration.

61. Expected Social Support for Adults with Profound Intellectual and Multiple Disabilities at Home and the Needs of Family Members

» CHIE TANAKA
A mail survey was conducted with 626 Japanese families whose beloved members included adults with profound intellectual and multiple disabilities receiving daily care services. The primary care providers were mothers in their 50s, spending their life taking care of their children, while worrying about their own health.

62. Psychosocial Growth in Parents of Children on the Autism Spectrum after the Great East Japan Earthquake

» ASAMI MAEKAWA
This poster presentation will present findings from a questionnaire and interviews of parents of children on the autism spectrum and other cognitive disabilities as it relates to the Great East Japan Earthquake and Tsunami. The study explored the kinds of challenges and stress parents experienced including potential psychosocial growth as well as the factors that influenced that growth.

63. Disability, Addiction and Critical Consciousness

» ALEXIS JEMAL
People with disabilities (PWDs) may experience overlapping forms of oppression and are at higher risk for substance use. The development of critical consciousness action theory may help this population take action against oppressive forces associated with disability and substance use that cause psycho-social dysfunction.

64. “It’s All About the BASS!”: Using Culturally Appropriate Strategies to Develop Noncognitive Skills Among Native Hawaiian Students with Learning Disabilities

» LISA FUKUMITSU & KATHRYN YAMAMOTO
This poster presentation spotlights the needs of Native Hawaiian students who, due to cultural and disability related issues, haven’t developed the critical skills necessary to successfully participate in postsecondary endeavors. We discuss how culture and disability have impacted learning and present culturally appropriate strategies focusing on the development of noncognitive skills.
65. University Inclusion through Academic Coaching
   » GREG DESROSIEERS
   This poster presentation will focus on a hierarchical support network involving academic coaches created at Wayfinders at California State University, Fresno. These supports have been created to expand upon the supports naturally available to better facilitate academic inclusion. The discussion will also include steps taken to train staff.

66. Healthy Hearts: A Pilot Program for Individuals with Mild and Moderate Developmental Disabilities
   » KATIE TOMARELLI
   A recent graduate presents the development of a population health program. The program described is a healthy living pilot program for individuals with mild and moderate disabilities. Misericordia, a DD community in Chicago, partnered with the author in the programs’ creation, implementation, evaluation and dissemination.

WELLNESS, PAIN, PREVENTION PRACTICE AND HEALTH PROMOTION

67. Clinical Care, Education, Research and Capacity Building through International Collaboration in Southeastern Asia: Improved Assessment of Motion in Children Undergoing Surgery and Rehabilitative Care
   » KARL CANSECO
   This poster presentation focuses on the application and progress of the new low-cost gait analysis system in Southeast Asia (Manila, Philippines) in terms of its use for clinical care, education, and research. Future plans for new hardware and biomechanical models to evaluate upper extremity and segmental foot are also discussed.

68. No Brain – No Pain? Competencies of Children with Anencephaly
   » HARALD GOLL
   Anencephaly means the absence of the cerebrum. Literature analysis, interviews with parents and an international survey indicate that children with anencephaly have more competencies than suggested in the literature. The parents challenge the model of vegetative state and claim consciousness and sensory awareness, e.g. pain.
69. Relationships between Clergy Personality Type Preferences, Role Conflict, and Emotional Exhaustion

» JOHN FAUCETT

This survey study examined the relationships between clergy Jungian type preferences, role conflict and emotional exhaustion. Results indicate that intuitive types experience more role conflict (p < .01) and are more prone to emotional exhaustion (p < .01) than are sensing types.

70. The Influence of Aging on the Recovery of Motor and Cognitive Function in Stroke Patients

» NAHITO NISHIO

In the past decade, the incidence of stroke has been increasing in young adults. The purpose of this study was to examine the influence of age on the recovery of function in patients with sub-acute stroke. We found that the degree of functional recovery was age-dependent.

71. Animals As Accommodations in Higher Education

» JAN SERRANTINO

This poster session will focus on the legal, therapeutic and practical perspectives when working with students who request or bring emotional support animals to campus. Various perspectives will be presented.
## Exhibitor List

» **BOOTH # 11**  
**AccesSurf Hawai’i**  
Eddie Murai & Cara Short  
P.O. Box 15152  
Honolulu, HI 96830  
808-236-4200  
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» **BOOTH # 14**  
**AGIS Network, Inc.**  
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Al Schreitmueller  
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» **BOOTH # 17**  
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1001 Bishop Street, Suite 400  
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» **BOOTH # 5**  
**Assistive Technology Resource Centers of Hawai’i (ATRC)**  
200 N. Vineyard Blvd. #430  
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» **BOOTH # 16**  
**AUCD**  
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» **BOOTH # 26**  
**Author’s Table**  
(Schedule of authors will be on bulletin board.)

» **BOOTH # 18**  
**Best Buddies Hawai’i**  
200 N. Vineyard Blvd. Directory B-260  
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Stephen Potts  
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» **BOOTH # 10**  
**Enabling Technologies, Braille Embossers**  
1601 NE Braille Place  
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Kate Schenk  
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» **BOOTH # 6**  
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Howard Lesser & Emily Wilkinson
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Exhibitor Room

306AB

Shaded tables have access to power.

Diagram created using Room Viewer®.
Author Biographies

Kaveh Abhari
Kaveh Abhari is an interdisciplinary researcher and program evaluator at the University of Hawai‘i. He works on the application of social technologies to innovation and contributed to several interdisciplinary studies on ICT applications to public education, higher education and alternative education.

Jennifer Adams
Jennifer Adams, former Ms. Wheelchair America 2014, was born with partial limbs, yet she does not consider her struggles a burden, but instead a gift, for she has had the privilege to learn that beyond our limitations is fulfillment and life’s purpose.

Tamami Aida
Tamami Aida, PhD, is a professor, occupational therapist, and industrial counselor at the Graduate School of Rehabilitation at Mejiro University.

Ayako Aikawa
Ayako Aikawa teaches at Seigakuin University in Japan. Building on her own history of recovery from an eating disorder, she supports people with psychiatric disabilities. Her research has focused on peer support specialists, supervision, and mental health social work education.

Mubarak Aldosari
Mubarak Aldosari is an assistant professor of special education and the department chair of special education at Salman bin Abdulaziz University.

Amani Alsalman
Amani Alsalman is a PhD candidate in special education at the University of Northern Colorado. Her research areas and interests are early childhood special education, inclusive intervention, learning disabilities, and professional development with a focus on educators’ preparation and collaboration.

Carrie Anton
Carrie Anton is an assistive technologist who supports students with disabilities at Athabasca University. Carrie has expertise in assessing, training and supporting students remotely, mobile device management, and repurposing documents for student or technology needs.

Robin Arndt
Robin Arndt, MSW, LSW, is an instructor with the Myron B. Thompson School of Social Work at the University of Hawai‘i at Mānoa. Robin has ten years of experience in the development of continuing education activities, management, and system change initiatives. He previously served as co-project coordinator with the HI-PRAISE project.

Marla Arquero
Marla Arquero, MSW, LCSW, is the student support and employment specialist with the DEIS project at the University of Hawai‘i Center on Disability Studies. She has experience working with students and adults with mental health needs in public schools and private facilities.
Dylan Arrieta
Dylan Arrieta is the project assistant for the Hawai‘i Neurotrauma Registry (HNTR) and the project manager for its media campaign. HNTR raises awareness and educates the public about the registry via media-related outlets and community events.

Donna Ashworth
Donna Ashworth is the director of the West Virginia Division of Rehabilitation Services. She has served individuals with disabilities for over 35 years as a vocational rehabilitation counselor and administrator.

Julie Atkinson
Julie Atkinson is a research professional at the University of Alaska Anchorage Center for Human Development. She is the project coordinator for the Friendships & Dating Program (FDP), overseeing training, implementation, evaluation, and technical assistance.

Jill Auchinachie
Jill Auchinachie, B.ed., M.ed., is an ABE instructor and former department chair at Camosun College in Victoria, Canada. She was previously a director of Project Literacy Victoria, and co-chaired the BC Adult Literacy Fundamental Articulation Committee.

Angela Baker
Angela Baker has been a practicing occupational therapist in southern California since 1996. She is an advocate for people with disabilities in hospital, community, and education settings. Dr. Baker is now promoting diversity and cultural competency at Stanbridge College as a faculty member in the MSOT department.

Linda Toms Barker
Linda Toms Barker, MA (Antioch West University), principal research associate at IMPAQ International, has over 35 years’ experience in public policy research specializing in disability policy, studying community living, employment, education, and health care.

Tamzin Batteson
Tamzin Batteson, research specialist for the Baldwin Institute for Interprofessional Education, examines interprofessionalism with education and practice as a context. Her research and academic experiences are multinational and span eight years, involving work in cognitive process and mental health and education. She has published a book and many peer-reviewed articles.

Maria Grazia Bevilacqua
Maria Grazia Bevilacqua is a doctor of natural medicine, doctor of humanitarian services, registered naturopathy practitioner, registered orthomolecular health practitioner, and life coach. She is a WONM humanitarian award winner, lecturer, and author. She has over 21 years of experience in facilitating others to achieve optimal wellness and success mindsets.

Rhonda Black
Rhonda Black is a professor of special education at the University of Hawai‘i at Mānoa and board member of Best Buddies O‘ahu. Her scholarly interests include social inclusion, transition, and culturally relevant practice for young adults with disabilities.

Richard Boon
Richard Boon is an associate professor of special education in the Department of Interdisciplinary Learning & Teaching at the University of Texas at San Antonio. His primary research areas of specialization include: academic and behavioral intervention research for students with disabilities, special education technology, and inclusive education.

Amy Bossler
Amy Bossler, PhD, recently graduated with her PhD in exceptionality studies from the University of Hawai‘i at Mānoa. Her research interests include Photovoice, multicultural special education, and research-based strategies for culturally and linguistically diverse learners.

Alison Bowe
Alison Bowe, BSc, MSc, is an ABE instructor, department chair at Camosun College in Victoria, Canada, and member of the BC ABE Math Articulation Committee. She was previously a director of Bridges for Women Society.

Jon Breen
With a 30-year history in employment and disability, Jon Breen has managed NGOs, served as a manager of disability services with government, and has developed and provided workshops for the public and private sectors. He is currently a PhD student at the University of British Columbia.
Steven Brown
Steven Brown is a retired professor and disabilities scholar at the Center on Disability Studies, University of Hawai‘i; and Diversity and Inclusion Fellow for the Association of University Centers on Excellence in Disabilities (AUCD) Diversity and Inclusion Initiative. Brown relocated to the California Bay Area in 2014, where he continues to write, advocate, and teach.

Susan Buchanan
Susan Buchanan has been the University Participant (UP) program administrative assistant and career development coordinator since 2011. She is responsible for administrative tasks as well as networking and overall management of employment opportunities for UP students and their natural supports.

Stanley Buckhout
Stanley Buckhout is the associate director for the Lawrence B. Taishoff Center for Inclusive Higher Education and the director of InclusiveU, which coordinates and supports enrollment options for students with intellectual and developmental disabilities at Syracuse University.

Sheryl Burgstahler
Sheryl Burgstahler, PhD, is the director of Accessible Technology Services at the University of Washington. In this position she leads the Access Technology and DO-IT (Disabilities, Opportunities, Internetworking and Technology) centers. Her expertise includes the development of accessible online and on-site instruction through the application of universal design principles.

Jody Cambra
Jody Cambra is blind and attends Easter Seals. She uses the Therap program everyday to record her progress on her goals, using a Mac and working with the voiceover commands and a braille keyboard. Therap allows her to see how far she has progressed on her goals, and helps her to stay motivated. She enjoys sharing her skills and encouraging others to get more involved in the documentation of their goals and progress.

Cindy Camp
Cindy Camp is the e-learning coordinator with pepnet 2. She has worked in disability support services for over 20 years and holds a master’s degree in English. She is a nationally certified interpreter, C-Print captionist, and C-Print trainer.

Karl Canseco
Karl Canseco is a research assistant professor with the Orthopaedic and Rehabilitation Engineering Center at Marquette University/Medical College of Wisconsin. He researches orthopaedics, rehabilitation, and motion analysis.

Cameron Carter
Cameron Carter, MSW, is field education faculty in the School of Social Work at Virginia Commonwealth University. She has over 10 years of experience working with individuals with disabilities, including supported employment projects at VCU Rehabilitation Research and Training Center.

Margaret Carter
Margaret Carter, EdD, has a legacy of being a passionate and contemporary educator who energizes and inspires those around her. Margaret has a proven track record working with individuals and groups to help break patterns of unhelpful behavior or/and to learn patterns of behavior.

Jackie Carter–Hill
Jackie Carter–Hill, MBS, CRC, is currently programs manager with the Department of Rehabilitation Services, and manager of four field offices in southwest Oklahoma and two staff housed at juvenile correctional facilities.

Kimo Cashman
Kimo Cashman is the director of Aloha Kumu: Native Hawaiian and Indigenous Education Alliance, based at the University of Hawai‘i at Mānoa College of Education. He holds a PhD in curriculum studies from the University of Hawai‘i at Mānoa.

Marie Cassidy
Marie Cassidy is an instructional specialist in the Santa Cruz Unified School District in Rio Rico, Arizona. She coordinates the district’s assessment of English language learners. She has an extensive background in early childhood education.

Jenean Castillo
Jenean Castillo, PhD, is a New York state licensed psychologist and the assistant director of Child Welfare
Services. She is an assistant professor of disability and human development in the School of Health Sciences and Practice at New York Medical College.

**Reshawna Chapple**

Reshawna Chapple, MSW, is an assistant professor of social work at the University of Central Florida. Her areas of research include black families, disability studies and deafness, and cultural competent social work practice.

**Grant Chartrand**

Grant Chartrand is a graduate student in the department of learning design and technology at the University of Hawai‘i, Mānoa. His current research interests include online learning, training and development, and instructional design.

**Wen-Chou Chi**

Wen-Chou Chi is an assistant professor at the School of Occupational Therapy, Chung Shan Medical University, Taiwan. His research focuses on disability research, health information and long term care.

**Chuan Chinn**

Chuan Chinn, PhD (assistant specialist, CDS), conducts program evaluation for HI PRAISE. She is skilled in mixed-method research and has over ten years of evaluation experience in educational and healthcare programs.

**Christine Chiu**

Christine Chiu is a third-year psychiatry resident at the University of California, San Francisco. She attended Massachusetts Institute of Technology and obtained her medical degree from the University of Illinois College of Medicine.

**Linda Chmiliar**

Linda Chmiliar is an associate professor at Athabasca University. Linda coordinates a postgraduate diploma in inclusive education to teachers. She has been actively involved in iPad research with students with special needs.

**Hohsung Choe**

Hohsung Choe is an associate professor of foreign and second language education in the department of TESOL and English linguistics at Hankuk University of Foreign Studies. He received his doctoral degree from Indiana University, Bloomington.

**Sharene Chow**

Sharene Chow, MSW, LSW, is an educational coach with the DEIS project at the University of Hawai‘i Center on Disability Studies. She supports students to succeed in college by helping them develop their academic, social, and self-advocacy skills. She coaches students at Honolulu Community College and Leeward Community College.

**Laurene Christensen**

Laurene Christensen is a research associate at the National Center on Educational Outcomes, where she leads the center’s technical assistance efforts. She is particularly interested in issues related to English learners with disabilities, as well as the challenges related to early childhood assessment.

**Judith Clark**

Judith Clark, MPH, is executive director of Hawai‘i Youth Services Network, a statewide coalition of youth-serving organizations and a Pacific Islands training provider. She works in Hawai‘i and the CNMI on pregnancy and STI prevention.

**Patricia Cleveland**

Patricia Cleveland is the former undergraduate Dean and current member of management faculty at the Smith School of Business, University of Maryland. She has developed a suite of special academic programs, including the STARS program, serving underrepresented minorities, and a global consulting fellows program which she now leads.

**Christine Clifford**

Christine Clifford, MHP, UMMS/Eunice Kennedy Shriver Center, is versed in public health research methodology and underserved populations. Her experience includes project design, data collection and analysis, including enrollment, claims and survey data.

**Megan Conway**

Megan Conway is the coordinator of interdisciplinary training at the Center on Disability Studies at the University of Hawai‘i at Mānoa. She is also editor of the Review of Disability Studies: An International Journal.

**Thomas Conway**

Thomas Conway is a PhD candidate in learning design and technology at the University of Hawai‘i at Mānoa.
For the past 14 years he has been the media coordinator at the Center on Disability Studies and the project director for the EmployAble project.

Alexandria Cook
Alexandria Cook offers research expertise and social media support to the communication matrix and the community of practice. She has a BA in psychology with an experimental thesis in developmental psychology. She is a research assistant in the Design to Learn Lab at Oregon Health & Science University.

Christopher Cormier
Christopher Cormier is a fourth year PhD student at the University of Illinois in special education. His research focuses on the underrepresentation of minority teachers and overrepresentation of marginalized students in special education globally.

Judith Coryell
Judith Coryell, PhD, is the director of the Deaf World-Teach program and the Hawai’i-Pacific Initiatives at Gallaudet University, Office of Regional and National Outreach. She has an MA in deaf education and coordinates two programs to provide teachers for deaf students in Hawai’i and the Pacific, including PILI Deaf Education Teacher Preparation Program and Pacific Deaf WorldTeach.

Ramenta Cottrell
Ramenta Cottrell, M.ed., MA, works for Goodwill Industries, Maryland, where she oversees various programs helping people within the community obtain vocational skills and competitive employment. Ramenta also assists Networks for Training and Development, Inc., with research projects in the area of holistic practices.

Gail Coulter
Gail Coulter is chair and associate professor in the Department of Special Education & Education Leadership at Western Washington University. Her research interests include reading and academic interventions.

Heather Crowe
Heather Crowe is the program coordinator for the service-learning program Play Around the World at the University of Alberta in Canada. She is a registered recreation therapist, as well as the accessibility services liaison officer for the city of Edmonton.

Ibrahim Dahlstrom-Hakki
Ibrahim Dahlstrom-Hakki is a senior academic researcher and an associate professor with the Landmark College Institute for Research and Training. He is the principal investigator on several NSF grants focused on teaching STEM to students with LD and/or ADHD, as well as students on the autism spectrum.

Katherine Daly
Katherine Daly, MA, NCC, CI/CT, is a project director at Kent State University’s Center for Disability Studies. Ms. Daly is a nationally certified counselor and seasoned vocational rehabilitation counselor with ten plus years’ experience working for the State of Ohio Bureau of Vocational Rehabilitation.

Ben Davidson
Ben Davidson is the co-founder of Premier Health-care Services, a respite and FMS agency that services thousands of consumers within the IDD population in California. Currently he serves on the governor’s self-determination project workgroup.

Gigi Davidson
Gigi Davidson is a parent of an adopted FASD child who went undiagnosed until 18 and is now 26 years old. Having learned first-hand about FASD, Gigi understands that it can be an ongoing rollercoaster ride with very little awareness or help for FASD kids and their families, and that it is exhausting emotionally and financially.

Stephanie DeSpain
Stephanie DeSpain is an instructional assistant professor and research assistant in the department of special education at Illinois State University. She is currently a doctoral candidate in the department of special education at Illinois State University.

Ann Deschamps
Ann Deschamps, Ed.D, provides technical assistance to staff of Maryland PROMISE, an initiative addressing the needs of youth receiving Supplemental Security income and their families. She also coordinates the Mid-Atlantic ADA Leadership Network, providing professional development to ADA trainers in the Mid-Atlantic Region.
Greg Desrosiers
Greg Desrosiers is the academic coordinator for Wayfinders at California State University, Fresno. He is a member of TASH and presented on university inclusion along with self-advocates at the 2013 national TASH conference.

Ruby Dhand
Ruby Dhand is an assistant professor at Thompson Rivers University, faculty of law. As a lawyer, she has advocated on behalf of people with disabilities at ARCH Disability Law Centre. She has written numerous publications, including The Halsbury Laws of Canada for Mental Health Law (co-author) and articles in peer-reviewed journals.

Kevin Dierks
Kevin Dierks has worked in support of people with developmental disabilities, the communities, and surrounding systems for over twenty years. He is involved in national, state and community level initiatives involving public health, disability, technology, and human services. He is currently the regional director for Therap in the Pacific Rim.

Marlene Dines
Marlene Dines leads IDM at Kaiser Permanente and also supports employee safety, health and wellness. Her career spans over thirty years. With an MS in vocational rehabilitation, she is a certified rehabilitation counselor and certified professional in disability management.

Sara DiRienzo
Sara DiRienzo, MA, is the information specialist for the Wyoming Institute for Disabilities (WIND). Sara is also a project coordinator for Wyoming Family to Family Health Information Center and Think College Wyoming projects.

Kay Distel
Kay Distel went from private listening consultant to a PhD, curious to understand the bigger picture of how diverse learners managed post secondary studies. Her research as a collaborative process has some answers for researchers and practitioners.

Susan Dlouhy
Susan Dlouhy has over 30 years of administrative experience in Ohio’s sheltered workshop system. She is now the president of Norwich Consulting Services, where she helps sheltered workshops convert their programming to the Creative Abundance Model.

Robin Dodds
Robin Dodds is a doctoral candidate in the Gervitz Graduate School of Education at UCSB with a focus on special education, disability and risk studies. Robin’s research interests include inclusion, early childhood, parent support, culturally and linguistically diverse families, and special education.

Mandy Donley
Mandy Donley is a credentialed mental health nurse with over 30 years of experience including forensic psychiatry. Currently she is a practice leader within the Office of Professional Practice, Department of Health & Human Services. She coordinates the chemical restraint reduction strategy in Victoria, Australia.

David Dubinsky
David Dubinsky is the executive director of the Pacific West Regional Office of Source America. David’s career spans three decades and he has worked directly with more than 100 community-based nonprofits employing more than 6,000 disabled adults.

Alexandra Duncan
Alexandra Duncan is a PhD student in the history of art, design and visual culture at the University of Alberta. Her research explores the intersections among contemporary art, new media, marginalized communities, and social change.

Lily Dyson
Lily Dyson is a professor of educational psychology and special education. Her research includes inclusion, families of children with disabilities, and literacy in relationship to socioeconomic disadvantage.

Sarah Earle
Sarah Earle is a sociologist studying sex and reproduction. She has experience in researching facilitated sex for people with physical disabilities, sexuality for people who are life-limited and contraception for women with intellectual disabilities.
Barbara Earth
Barbara Earth, PhD, has a long research career in the US, Africa and Asia. In 2012, she coordinated a research project on Hawai‘i Sign Language, and now makes movies on Hawai‘i deaf history. She is affiliated with the Center on Disability Studies, University of Hawai‘i at Mānoa.

Trina Edmondson
Trina Edmondson has a Bachelor’s degree in paralegal studies and has worked for Disability Advocates of Kent County since 2007. Trina is an ADA expert and works with both employers and employees. In 2012 Trina was appointed by Governor Snyder of Michigan to the Michigan Council for Rehabilitation Services.

Amelia Edwards
Amelia Edwards is a pediatric speech pathologist, working with children with physical and developmental disabilities. Amelia is also currently completing her PhD at Flinders University in South Australia. Her study is focusing on parental decision-making regarding autism spectrum interventions.

Heidi Eidler
Heidi Eidler has been with EOCIL since 2002, serving individuals with HIV/AIDS residing in rural eastern Oregon. Heidi has accumulated extensive experience and knowledge after working in rural communities in the 1980s.

Mike Ellise
As Sprint’s national director for Sprint Relay, Mike Ellis has been a part of the nation’s largest telecommunications relay service (TRS) for 23 years. He currently serves on the foundation board for the National Technical Institute for the Deaf and Gallaudet University’s board of associates.

Joe Entwisle
Joe Entwisle is a senior policy analyst with Health & Disability Advocates in Chicago. Joe has spent 15 years working with individuals with disabilities on barriers to employment, directly and in policy to maximize employment opportunities of workers with disabilities.

Mya Eveland
Mya Eveland has worked as a media design production specialist at the University of Hawai‘i, and is currently working on designing educational materials using various technology platforms and integrating them into research projects.

Tammy Evrard
Tammy Evrard worked with Best Buddies in California and used her expertise to start the first chapters on O‘ahu. She is employed by the Hawai‘i State Council on Developmental Disabilities and serves a very active role as a board member of BB O‘ahu.

John Faucett
John Faucett, PhD, is an associate professor of psychology at the University of Arkansas at Little Rock and maintains a private clinical psychology practice specializing in the evaluation of psychological disability for the Social Security Administration. His research focuses on the relationships between anxiety, job stress and job attitudes.

Jerrrik Feliciano
Jerrrik Feliciano is a math specialist with Ka Pilina project, a project out of the Center on Disability Studies, University of Hawai‘i at Mānoa. He received his BS degree in mathematics and is currently working toward a Master’s in education.

Ritabelle Fernandes
Ritabelle Fernandes, MD, MPH, FACP, is associate professor at the geriatric medicine department of the John A. Burns School of Medicine, University of Hawai‘i. Dr. Fernandes is co-principal investigator of the HI-PRAISE study, Medicaid Incentives for the Prevention of Chronic Disease, funded by Centers for Medicare and Medicaid Services.

Amber Finley
Amber Finley, MS, resides in Palmer, Alaska, where she is a special educator at Matanuska-Susitna Borough School District and the Project SEARCH program coordinator. Amber received recognition from the Governor’s Council on Disabilities and Special Education of Alaska for exemplary inclusionary practices.
Linda Flynn
Linda Flynn has 30 years of experience in early childhood special education. She has taught in birth-to-three community-based programs and preschool classrooms, serving as a consultant, and currently teaches in a four-year institution of higher education. She has directed multiple federally funded special education grants.

Thomas Foley
Thomas Foley, JD, has been involved in the disability and financial education arena for more than 30 years. As deputy director of the World Institute on Disability, he has presented more than 200 asset-building workshops and regularly lectures at UC Berkeley.

Bathey Fong
Bathey Fong is currently the president of the Hawai‘i Self-Advocacy Advisory Council (SAAC). She is a Feeling Safe, Being Safe trainer and has worked at the Center on Disability Studies at the University of Hawai‘i at Mānoa.

Timothy Frankland
Tim Frankland, MA (data specialist, CDS), provides data management, behavioral economic insights, cost and quantitative analysis. He is a SAS certified base programmer for SAS 9.

Holly Franson
Holly Franson is a practicing attorney, and routinely represents individuals with disabilities and advises employers on the ADA/ADAAA. With the Wick Law Office, Ms. Franson provides training on the ADA/ADAAA to employers, disability rights organizations, and the federal government.

Louis Frick
Louis Frick is a recognized leader in building the business acumen of home and community-based services (HCBS) organizations and in designing partnership between the healthcare industry and HCBS, which results in improved health outcomes and reduced healthcare costs.

Lisa Fukumitsu
Lisa Fukumitsu is a program coordinator with the Upward Bound Program at the University of Hawai‘i at Hilo and a graduate student in the UHM Rehabilitation Counseling Program. Her passion is to serve Native Hawaiian students in their transition process.

Tanya Gallagher
Tanya Gallagher, PhD, is the Timothy J. Nugent Endowed Professor in Rehabilitation Research and the dean of the College of Applied Health Sciences at the University of Illinois. She has published extensively and has received awards recognizing her work.

Jeanne Gerhardt-Cyrus
Jeanne Gerhardt-Cyrus is a parent of multiple children with FASD, a former SpEd teacher and FASD diagnostic team coordinator. She currently serves on the Governor’s Council of Disabilities and Special Education and trains within Alaska on FASD.

Alex Ghenis
Alex Ghenis is a resident fellow at the World Institute on Disability, where he covers research and policy about intersections of climate change and disability. He previously worked on disability activism, education and journalism, as well as emissions reduction and renewable energy efforts.

Jade Gingerich
Jade Gingerich is the director of employment policy at the Maryland Department of Disabilities and serves as the project director for the Maryland PROMISE Initiative. She leads the Employment First Initiative for the state and also directed Maryland’s Medicaid Infrastructure Grant.

Harald Goll
Harald Goll is a professor of special education (IDD) at the University of Erfurt, Germany. For more than ten years Harald has lead an interdisciplinary research project on children with anencephaly/perinatal hospice.

Frederick Gooding, Jr.
Frederick Gooding, Jr. is an assistant professor within the ethnic studies program at Northern Arizona University in Flagstaff, Arizona. A trained historian, Gooding effectively analyzes contemporary mainstream media with an eye for problematic roots.

Sharon Gooding
Sharon Gooding has practiced in the field of education law for over ten years, representing both parents and a school
district. A trained mediator, she has a deep commitment to a collaborative problem-solving approach to resolving educational disputes.

**William Gordon**

William Gordon, D.Min., is the associate director for the Baldwin Institute for Interprofessional Education and is a faculty member at Rosalind Franklin University of Medicine and Science. Gordon’s background is in spirituality and community development, with an emphasis on leadership, communication, and teamwork. He has authored several books and publications.

**Anne Goyer**

Anne Goyer is the transition to work manager for Nova Employment. Anne developed and oversees the transition to work program, including the development of a nationally accredited curriculum and staff training and development.

**David Greenagel**

David Greenagel, PhD, has been the director of music education at Virginia Commonwealth University since 2005. His practice focuses on inclusion strategies and issues in arts education, arts education as social justice, creativity education, and teacher education.

**Stephanie Guieb**

Stephanie Guieb, RN, is on the clinical interdisciplinary team for the Developmental Disabilities Division, Hawai’i Department of Health.

**Loryn Gum**

Loryn Gum (project coordinator, CDS) is skilled in program development, coordination, partnering, curriculum/materials, and instruction for ELLs. Her career has built her expertise in teacher PD, academic, literacy, workplace, and healthcare programs, and in working with diverse participants from over 45 countries.

**Dana Hackey**

Dana Hackey, LCSW-C, CAC-AD, provides management and oversight to Maryland PROMISE staff, providing enhanced services to Maryland PROMISE youth. She is also program director for substance abuse services at Way Station, Inc.

**Kathleen Haggith**

Kathleen Haggith, EdD, is dean of health and human services at North Island College in British Columbia. Dr. Haggith has held administrative and faculty positions within human services and in the community with a variety of front line and administrative capacities.

**Charlotte Hance**

Charlotte Hance was diagnosed with autism at age seven and is now twenty-three. She earned a BS degree and is currently employed in Waikiki. She enjoys sharing her life experiences with autism, hoping her insight and tips may help others.

**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.

**Lyn Hatton**

Lyn Hatton is based in Fiji, via the Australian AVID Aid Program. With a solid background in recreation and tourism for people with disabilities, she is now helping to set up employment for people with disabilities in Fiji. Better wages equals better leisure!

**Reiner Haus**

Reiner Haus is a German-native music therapist, researcher and contributor to many international music therapy publications. He is the director of the music therapy department at the University Children’s Hospital-Datteln, Germany, and a coordinator of the music therapy Master program at the University of Liepaja, Latvia.

**Judith Hebron**

Judith Hebron works at the University of Manchester, UK as an early career research fellow funded by the Leverhulme Trust and Simon Fellowship. Her research interests are autism spectrum conditions, special educational needs, inclusion, and child and adolescent well-being.

**Jay Hedgpeth**

Jay Hedgpeth, LMSW, is an assistant professor at Southern University in New Orleans. Prior to that he was a faculty associate at Arizona State University. Dr. Hedg-
peth has been an advocate for individuals with disabilities for more than 30 years.

**Anne Heimann**
Anne Heimann provided recreational social supports for students on the autism spectrum and collaborated with parents, families, and local schools prior to her role as interim director at the University of Nebraska-Omaha. Currently she provides academic and social support to 51 students on the autism spectrum.

**Rumi Heine**
Rumi Heine, from Honolulu, taught students with mild to moderate disabilities in Hawai‘i for eight years. She is an instructor and PhD student in the Department of Special Education at the University of Hawai‘i at Mānoa.

**Sharon Henry**
Sharon Henry is an MA candidate in critical disability studies from York University, North York, Canada. As a mother and grandmother, she has dedicated her life to empowering minority disabled women to prove no barriers should inhibit personal dreams.

**Katharina Heyer**
Katharina Heyer is an associate professor of political science at the University of Hawai‘i. She is the author of "Rights Enabled," a comparative study of disability rights movements.

**Caryl Hitchcock**
Caryl Hitchcock, PhD (assistant professor, CDS), is co-PI of the NB-ELL Project and one of the co-authors of ACE Reading. Her research interests include strategies that use technology to improve literacy and learning outcomes for culturally, linguistically and socioeconomically diverse students.

**Violet Horvath**
Violet Horvath, PhD, MSW, is the director of the Pacific Basin Rehabilitation Research and Training Center (PBRRTC) at the University of Hawai‘i. PBRRTC conducts community- and research-based projects with persons who have all types of disabilities.

**Tiffany Hutchins**
Tiffany Hutchins is an assistant professor at the University of Vermont. She conducts research on, and has published several works relating to, the nature of social cognition and the efficacy of social pragmatic interventions to support individuals on the autism spectrum.

**Grace Iarocci**
Grace Iarocci, PhD, R. Psych., is a professor of psychology at Simon Fraser University, and director of the Autism and Developmental Disorders Lab. She is a Michael Smith Foundation for Health research scholar, and an Autism Research Training Program mentor.

**Takayo Inayama**
Takayo Inayama has a PhD in sports medicine and is an associate professor in the Department of Health Promotion Sciences, Graduate School of Tokyo Metropolitan University in Japan. Research areas include health/sports sciences, applied health science, human life science and studies on eating habits.

**Alexis Jemal**
Alexis Jemal, JD, LSW, is a PhD candidate in social work at Rutgers University. Her dissertation is developing and testing a scale of critical consciousness (CC). As an intervention researcher, Ms. Jemal focuses on mental health, addiction, and oppression.

**Overtoun Jenda**
Overtoun Jenda is the associate provost for diversity and multicultural affairs and professor of mathematics at Auburn University.

**Yunwha Jeong**
Yunwha Jeong is an occupational therapist in South Korea and PhD student in the School of Rehabilitation Science at McMaster University. She studies environmental barriers and the participation of children with disabilities in meaningful occupations.

**Maree Jeurissen**
Maree Jeurissen has been a primary school teacher, and now lectures in TESOL professional development at the University of Auckland. Her research interests broadly encompass learning about and through language for marginalized groups.

**Antoinette Johnson**
Antoinette Johnson is a member of the Hawai‘i Self-Advocacy Advisory Council (SAAC). She is a very active leader, setting the example for others in advocacy. She is
developing a jewelry-making business and wants to sell her beautiful bracelets to the public.

**Cinda Johnson**
Cinda Johnson, EdD, is a professor in the graduate special education program at Seattle University and the principal investigator for the Center for Change in Transition Services. She is the author, with her daughter Linea, of *Perfect Chaos: A Daughter's Journey with Bipolar, A Mother's Struggle to Save Her*.

**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 in- and out-patient assistive technology services for the medical center and community.

**Christopher Johnstone**
Christopher Johnstone is the director of international initiatives for the University of Minnesota's College of Education and Human Development. His research interests include disability studies, inclusive education, and studies in international development education.

**Diana Katovitch**
Diana Katovitch is the assistant director of the Lawrence B. Taishoff Center at Syracuse University. She is also the author of *The Power to Spring Up: Postsecondary Education Opportunities for Students with Significant Disabilities* (Woodbine House, 2009).

**Azuma Kawaguchi**
Azuma Kawaguchi works for the Joshibi University of Art & Design, and is involved with the research supported by the Health Labour Sciences Research Grant, ‘Disaster Preparedness and Community Development for Persons with Disabilities.’

**Misa Kayama**
Misa Kayama, PhD, is a postdoctoral associate at the University of Minnesota's School of Social Work, College of Education and Human Development. She is an international scholar from Japan, who received a PhD and Master of Social Work in the US.

**Kelly Kelley**
Kelly Kelley received her PhD from the University of North Carolina at Charlotte. Since 2010, she has been the University Participant (UP) program coordinator and now consultant. Dr. Kelley has presented at 90 international, national, and state conferences.

**Nicole Kelly**
Nicole Kelly is the media vice-chair for the Hawai‘i Self-Advocacy Advisory Council (SAAC). She is a Feeling Safe, Being Safe trainer and has travelled to Washington, D.C. to represent Hawai‘i regarding emergency preparedness. She loves to help others learn how to be independent, strong leaders.

**Douglas Kidd**
Douglas Kidd achieved both his Bachelor’s and Master’s degrees following severe TBI. He is now a peer support specialist; founder/owner of Undistracted Driving Advocacy, LLC; VP of the Traumatic Brain Injury Resource Center; board member of the Ability Center of Greater Toledo; and a commission member of the Toledo/Lucas County Commission on Disabilities.

**Melissa Kim**
Melissa Kim, BA, works as an educational coach with the DEIS project and is pursuing a Master’s in second language studies. Currently, she is enjoying her work with students at Leeward Community College.

**Melissa King-Hubert**
Melissa King-Hubert has worked with people with IDD for over 20 years. She started as a direct service worker and worked in group homes while she earned her degree at Washington State University. She has spent the last 11 years working on Maui at a management level to ensure quality services for Maui County’s adults with IDD.

**Yayoi Kitamura**
Yayoi Kitamura is a researcher with the National Rehabilitation Center for Persons with Disabilities in Japan.

**Kaori Koizumi**
Kaori Koizumi is a researcher from Japan and works with the Sagami Rehabilitation Hospital.

**Marcia Kolvitz**
Marcia Kolvitz, PhD, is a program specialist for pepnet 2, funded through an agreement with the US Department of Education, Office of Special Education Programs. Her professional career has focused on educational programs for students who are deaf or hard of hearing.
Olaf Kraus de Camargo
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.

Chuck Lambert
Chuck Lambert is an associate professor in the Department of Special Education and Education Leadership Department at Western Washington University. His research interests include the effects of teacher presentation styles on academic and social behavior, behavior disorders with urban youth, and applied behavior analysis.

Sheryl Larson
Sheryl Larson, PhD, is a senior research associate at the University of Minnesota. She has more than 146 publications on the direct support workforce, Medicaid funded supports, and the characteristics of people with IDD. Dr. Larson is an AAIDD fellow and serves on the editorial board of several professional journals.

Anne Lau
Anne Lau is the clinical director of the ABC Group Clinic in Halawa Valley. She is a board certified behavior analyst who has provided intensive treatment for individuals with autism since 2004. She enjoys maintaining an environment where excellent clinicians make learning happen for every child.

Mellanie Lee
Mellanie Lee, MS, is the director of the Hawai’i & Pacific Deaf-Blind Project with the University of Hawai’i at Mānoa Center on Disability Studies. Mellanie is coordinating a Pacific-wide cohort of deaf-blind liaison specialists that extends the support for deaf-blind children and their families to all of the Pacific jurisdictions.

Randi Lee
Randi Lee is a graduate student in the department of special education at the University of Hawai’i and a board certified assistant behavior analyst.

Carol Lee-Arnold
Carol Lee-Arnold, BA, currently serves as an educational coach and campus coordinator at Honolulu Community College for the Dual Enrollment with Individualized Supports (DEIS) project at the University of Hawai’i at Mānoa.

Nicholas Lennox
Nicholas Lennox is a clinician, educator and researcher. He has initiated, developed and implemented several interventions to improve the health of adults with intellectual disabilities including the CHAP (Comprehensive Health Assessment Program) and the Ask Health Diary.

Kendall Leser
Kendall Leser is a program analyst with NACCHO’s Health & Disability and Public Health Law programs. She is also a doctoral candidate at the Ohio State University College of Public Health.

Jennifer Li
Jennifer Li is the director of environmental health and health and disability at NACCHO. Jennifer obtained her Master’s of Health Sciences from the Johns Hopkins Bloomberg School of Public Health with a focus in environmental health sciences.

Hua-Fang Liao
Hua-Fang Liao is an adjunct associate professor of the NTU and the TSICF executive director and academic chair. She has developed the FUNDES and published more than 20 articles related to ICF/ICF-CY. She is now in charge of the FUNDES project.

Sandhya Limaye
Sandhya Limaye is an associate professor and chairperson of the Center for Disability Studies and Action, School of Social Work, Tata Institute of Social Sciences in Mumbai, India. She has 27 years of experience working in disability-related fields.

Victor Lira
Victor Lira is the division manager for PHS, overseeing the day-to-day operations for respite, personal attendant, and FMS services. He also manages the FMS services for the state’s first veteran-directed HCBS program.

Shu-Jen Lu
Shu-Jen Lu is a qualified PhD student at the School of Occupational Therapy, College of Medicine, National Taiwan University.
Asami Maekawa
Asami Maekawa is a university professor and clinical psychologist. She has been working with children on the autism spectrum, their families, and support providers in the community.

Lisa Maetani
Lisa Maetani is a licensed social worker. Going Home Plus Project is a collaborative project between the University of Hawai‘i Center on Disability Studies and Department of Human Services Med-QUEST Division, where she collaborates with the health plans, case managers, and institutions in identifying individuals living in the institution who are interested in transitioning into the community.

Kay Magill
Kay Magill, PhD (Stanford University), senior research associate at IMPAQ International, has almost 25 years’ experience in policy research, studying employment and education services for people with disabilities, employment supports for workers with disabilities, community living options for people with disabilities and seniors, and the state vocational rehabilitation system.

Jamie Mahoney
Jamie Mahoney is an assistant professor at Murray State University, where she teaches assessment, behavior, reading, and introduction to special education courses. She has 23 years of experience with teaching, coaching, and mentoring in public education.

Julie Martin
Julie Martin was born and raised in Hawai‘i and is a graduate of Punahou School. She has been the Director of Developmental Services for Washington County Mental Health in Vermont since 1999.

Peter Mataira
Peter Mataira, PhD, is a senior researcher at the Pacific Basin Rehabilitation Research and Training Center (PBRRTC) at the University of Hawai‘i. PBRRTC conducts community- and research-based projects with persons who have all types of disabilities.

Jennifer Mays
Jennifer Mays, BSocSci (Human Services), MA (Research), is currently a lecturer in the School of Public Health and Social Work, in the Faculty of Health at Queensland University of Technology, Australia. Jennifer is passionate about disability rights and has over 20 years’ experience in the disability sector working across community, tertiary education, direct service and government levels.

Rosa McAllister
Rosa McAllister, M.ed., ATP, RM, LMT, is the co-founder of Networks for Training and Development, Inc. and is a faculty member at Arcadia University. Additionally, Rosa has studied various styles of massage and energy/bodywork, is a licensed massage therapist, and is assisting networks to further develop their holistic practices.

Brittany McCullough
Brittany McCullough has an MS in statistics, and is the diversity analyst in the Office of Diversity and Multicultural Affairs and a doctoral student at Auburn University.

Sam McClure
Sam McClure is vice president of affiliate relations and external affairs at the National Gay and Lesbian Chamber of Commerce. Sam liaises with all of the 35 US-affiliated LGBT Chambers across the country and the 16 across the world. Sam develops critical programming for the Council of Chambers and Business Organizations (CCBO) and provides support to these chambers at the national level.

Rachael McDonald
Associate professor Rachael McDonald is an academic occupational therapist as well as research and deputy director, Centre for Developmental Disability Health Victoria (CDDHV). She has a passion for improving access to health care and participation in the community for people with disabilities throughout the life span.

Dennis McDougall
Dennis McDougall, from Baltimore, Maryland, started his career as a public school teacher. As a professor of special education at the University of Hawai‘i at Mānoa since 1995, his professional interests include teacher training and self-management techniques.

Constance Miles
Constance Miles, PhD, began her career in Hawai‘i as a VR counselor with people who were deaf or deaf/blind.
She has worked internationally as a VR consultant, in informed consent for genetic research, and with university training programs.

**Patty Mitchell**

Patty Mitchell is an artist and social innovator specializing in collaborations between artists with and without perceived differences and in transforming sheltered workshops into creative spaces.

**LaQuita Montgomery**

LaQuita Montgomery is a PhD candidate in the special education, disabilities and risk studies emphasis at the University of California Santa Barbara. She is a mother of two and board certified behavior analyst, working in homes and the community since 2001.

**Lauren Morimoto**

Lauren Morimoto is an associate professor of kinesiology and the director of diversity and inclusive excellence at Sonoma State University. Her teaching and research center focus on critical perspectives of the body; race, ethnicity and sport; intersections of race, gender and disability; and bringing the body back into education.

**Misha Morioka**

Misha Morioka, M.ed, MBA, is a junior specialist and project coordinator for the HI-PRAISE project. She has more than 10 years of experience in the areas of teaching, curriculum development, training and communications.

**Hope Morris**

Hope Morris is a clinical assistant professor in the Department of Communication Sciences and Disorders and a clinical instructor in the College of Medicine, Child Psychiatry. She is the associate director of the Autism Assessment Clinic within the Vermont Center for Children, Youth, and Families.

**Midori Nagashima**

Midori Nagashima, MA, is a professor at the Chiba Institute of Science, Faculty of Nursing.

**Ira Neighbors**

Ira Neighbors, LCSW, MSW, is employed at Southern University at New Orleans. He holds membership in NASW, CSWE, NOFSW, AAUP, and NABSW. In 2013, he received a Lifetime Achievement Award from the National Organization of Forensic Social Work. Dr. Neighbors is licensed as an LCSW in California (1986) and Louisiana (2006).

**Judith Neilands**

Judith Neilands has worked in school and university roles promoting good life outcomes for students with disabilities, sharing authorship of research articles and a textbook chapter. She completed a PhD on parent-teacher partnerships during transition to school in 2014.

**Larson Ng**

Larson Ng is the director of research for Aloha Kumu: Native Hawaiian and Indigenous Education Alliance, based at the University of Hawai‘i at Mānoa College of Education. He holds a PhD in business from Capella University.

**Hien Minh Thi Nguyen**

Hien Minh Thi Nguyen has a Master of Disability Studies from the Disability and Community Inclusion Unit at Flinders University, South Australia. She received her BA in English education from the University for Foreign Languages and International Studies at Hanoi National University. Currently she is an NGO worker.

**Tram Nguyen**

Tram Nguyen is a PhD candidate in rehabilitation science and works at the CanChild Centre for Childhood Disability Research in Canada. She has a keen interest in assisting youth with disabilities, their families and healthcare providers in overcoming barriers with transition to adulthood.

**Emilia Nielsen**

Emilia Nielsen is a teaching fellow at Quest University, Canada. Surge Narrows, her debut poetry collection, was a finalist for the League of Canadian Poets’ Gerald Lampert Memorial Award.

**Kendra Nip**

Kendra Nip received her BA in psychology and M.ed in educational psychology from the University of Hawai‘i at Mānoa. She is currently pursuing her PhD in educational psychology. Her research interests include differential item functioning and cognitive testing.
Naohito Nishio
Naohito Nishio is a physical therapist at the Saitama General Rehabilitation Center and a graduate student at the Graduate School of Comprehensive Human Sciences, University of Tsukuba, Japan.

Christy Nishita
Christy Nishita, PhD, is an associate specialist at the University of Hawai‘i Center on Disability Studies and Center on Aging. Her research interests are in aging, health, and long-term care.

Masumi Niwano
Masumi Niwano is a physical therapist at the North Medical Center for Disabled Children in Tokyo, Japan, and a graduate student of comprehensive human science at the University of Tsukuba.

Cecilia Noble
Cecilia Noble is a sociologist, an academic and development entrepreneur. She serves as CEO of Bridging Cultures, and is concurrently a consultant for the Fully Abled Nation Project of The Asia Foundation, Philippines. She is also a board member of the ATRIEV Computer School for the Blind.

Michael Norman
Michael Norman currently coordinates the OSEP Deaf-Blind Project for Louisiana. He views the world of disabilities from the perspective of provider, researcher, administrator and parent.

Stephen Nzoka
Stephen Nzoka holds a PhD and a Master's of education from Kenyatta University. With 36 years of teaching experience, he has taught at all levels of education ranging from the primary to university level.

Takeshi Ogasawara
Takeshi Ogasawara works for the Joshibi University of Art & Design, and is involved with the research supported by the Health Labour Sciences Research Grant, ‘Disaster Preparedness and Community Development for Persons with Disabilities.’

Jeffrey Okamoto
Jeffrey Okamoto, MD, is the FAAP medical director, Developmental Disabilities Division, Hawai‘i Department of Health. He is also faculty at the John A. Burns School of Medicine at the University of Hawai‘i.

Alexa Okrainec
Alexa Okrainec works at Brandon University, Canada, where she teaches courses in inclusive special education. She is a clinical speech-language pathologist who is passionate about improving programs and services for individuals with communication challenges.

Leslie Okoji
Leslie Okoji is an assistant specialist with the DEIS project at the University of Hawai‘i Center on Disability Studies. She has over 15 years of experience working with students in the public school system. She has an M.ed in school counseling and a PhD in educational psychology.

Brett Oppegaard
Brett Oppegaard, PhD, an assistant professor at the University of Hawai‘i, studies ubiquitous computing and mobile media. He was chosen for a National Endowment for the Arts fellowship as a journalist and also has earned National Endowment for the Humanities grants as a scholar for his innovative mobile media research projects.

Maria Oreshkina
Maria Oreshkina, PhD, is an associate professor at the University of Scranton. In her research, she approaches learning as a cultural and historical practice.

Louis Orslene
As the Job Accommodation Network (JAN)’s co-director, Louis Orslene leads the premier national resource for free, expert and confidential guidance on workplace accommodations and disability employment. His presentations are informed by 25 years in the field of disability employment and through collaborations with ATIA, DMEC, SHRM, USBLN and others.

Rebecca Rude Ozaki
Rebecca Ozaki, PhD, associate professor at the University of Hawai‘i Center on Disability Studies, has more than 35 years of experience in the areas of disability, program design and implementation, strategic planning, management, and systems change initiatives. Dr. Ozaki has been the principal investigator on numerous grants and contracts.
Hye Jin Park
Hye Jin Park, EdD, is an associate professor at the University of Hawai‘i Center on Disability Studies. Participating in multiple projects at CDS, she has taken the lead on evaluation and analysis of data on many projects. Her research interests include students with special needs, curriculum/program evaluation, and research methodology.

Daniel Pateisky
With a background in development and cultural linguistics, Daniel Pateisky is active in disability rights and support. In the final year of his sociology PhD at Halle University, his present interests are disability’s translatability/multilingual advocacy.

Nadini Perera
Nadini Perera has completed reading for a B.Sc in speech and hearing sciences, specializing in speech and language therapy. She is also a youth representative and a journalist, contributing for local and regional print media largely on business and economic matters.

Patricia Peterson
Patricia Peterson teaches courses and directs rural teacher preparation programs at the BS, M.ed, and doctoral level in culturally linguistically diverse exceptional education at Northern Arizona University in Flagstaff, Arizona.

Janice Pilgreen
Janice Pilgreen, professor of education, taught secondary English and ESL for 22 years. She received her doctorate in literacy from USC and is currently the program chair of reading at the University of La Verne in Southern California.

Jace Pillay
Jace Pillay is a South African Research Chair in Education and Care in Childhood in the faculty of education at the University of Johannesburg, South Africa. His research focuses on orphans and children with disabilities.

Mary Putnam
Mary Putnam has worked for the Matanuska-Susitna Borough School District in Palmer, Alaska for the past 25 years. Mary also raised two deaf children who are now 35 year old adults. This experience allowed her to gain insight on what life is like for families who have children who experience disabilities and receive support services through the IEP process.

Mohammed Qazi
Mohammed Qazi is a professor of mathematics at Tuskegee University. He is an active researcher in his field of specialization in mathematics. In addition, he assumes leadership roles in initiatives to broaden the participation of individuals who are underrepresented in STEM fields, such as persons with disabilities.

Michel Raiche
Michel Raiche, PhD, is a research coordinator at the Research Centre on Aging, Sherbrooke, Canada. He has led research projects on disability profile transitions in older people and the associations with and implications for health and social services.

Leif Rasmussen
Leif Rasmussen, MSc, is a university instructor for the faculty of health and human services at Vancouver Island University, providing instruction in the areas of supporting persons with disabilities in both school and community settings.

Tingting Reid
Tingting Reid earned her Master’s of Education in educational psychology from the University of Hawai‘i at Mānoa. Currently, she is a PhD candidate at UH Mānoa with a focus on measurement, statistics, and evaluation (MSE). Her research interests are in the area of language assessment, program evaluation and quantitative research methodology.

William Rems
William Rems is a UH IT specialist for the Center on Disability Studies at the University of Hawai‘i at Mānoa. His areas of expertise are accessible Web design and development, search engine optimization, and assistive technology.

Timothy Renken
Timothy Renken is the community outreach chair of the Hawai‘i Self-Advocacy Advisory Council (SAAC). He is a Feeling Safe, Being Safe trainer and has previously worked at the Center on Disability Studies at the University of Hawai‘i at Mānoa. He is a graphic artist, loves social media and helps others talk about what is important to them.
Lori Rezzouk
Lori Rezzouk has been the advisor for access in the University of North Carolina Study Abroad Office in Chapel Hill since July 2008. She loves her mission of making studying abroad more accessible to undergraduates of varying needs and abilities.

Shyanne Richardson
Shyanne Richardson received her Master’s in social work with an emphasis in disabilities and community change. She enjoys being an advocate and liaison to parents and individuals just starting out on their own journey.

Vivienne Riches
Vivienne Riches works as a psychologist, educator, researcher and consultant at the Centre for Disability Studies, Sydney Medical School, University of Sydney, with interests in vocational training and employment, transition from school to career, and assessment of support needs.

Kate Richmond
Kate Richmond is a PhD student in special education at Syracuse University. She is a former special education teacher. Her research interests include inclusive school reform, educational technology, and transition best practices for students with disabilities.

Karen Roberts
Karen Roberts has had an extensive career as an actor, singer and writer. She has performed around the world, from the West End of London to the Wataboshi Festival in Singapore, published children’s books and poetry, and written original music. She is currently involved in writing and performing in a cabaret.

Kelly Roberts
Kelly Roberts holds a doctorate degree 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.

Michael Rolerat
Michael Rolerat is a VR counselor at the Southwest Oklahoma Juvenile Center, working with juveniles as they transition back to the community. He has been employed with DRS for three years and currently works on a special project with juvenile delinquents on transition back to the community.

Naomi Romboa Tanaka
Naomi Romboa Tanaka is a faculty member of the Center on Disability Studies at the University of Hawai’i at Mānoa, where she is the co-principal investigator/project coordinator of the Hawai’i Preschool Positive Engagement Project (HPPEP). HPPEP aims to grow the strengths of Native Hawaiian early educators, families, and preschool students.

Jose Rosario
Jose Rosario is a Rhode Island College student leader, majoring in psychology and chemical dependency/addiction studies. He serves as vice-president of the Advocacy and Beyond Club, and works to promote disability awareness, equality, and self-advocacy on campus. He is also involved in disability awareness campaigns in the community.

Jay Ruckelshaus
Jay Ruckelshaus is the founder of Ramp Less Traveled, a 501(c)(3) nonprofit dedicated to assisting those with disabilities in the pursuit of higher education. A student at Duke University, he organized a national conference on disability and higher education – Beyond Disability, Beyond Compliance – in fall 2014.

Robert Rudney
Robert Rudney is a Washington DC disability activist and novelist. Until 2012, he was senior advisor in the Department of the Air Force, leading the first DoD disabled employee resource group. He won the USAF Outstanding Civilian Service Award and the 2008 Kennedy Foundation Congressional Fellowship.

Dawn Rudolph
Dawn Rudolph leads the UCEDD TA team in providing support to projects funded by the Administration on Intellectual and Developmental Disabilities. This includes technical assistance to the national network of University Centers for Excellence in Developmental Disabilities (UCEDDs), the National Gateway to Self-Determination, Think College, and the National Service Inclusion Project.
**Hannah Rudstam**
Hannah Rudstam is a senior extension associate with the Employment and Disability Institute in the ILR School at Cornell University. She works with business and industry to promote organizational practices supporting diversity and inclusion of disability.

**Kim Rupnow**
Kim Rupnow, PhD, is an associate professor at the Center on Disability Studies. She is the PI of the NB-ELL Project, a 5-year US DE (Dept of Education) grant providing PD opportunities for teachers of K-12 ELL students in Hawai‘i, American Samoa, and the Republic of the Marshall Islands. Her expertise includes curriculum development, technology for teaching and learning, and assessment of PD courses.

**Keith Sakanashi**
Keith Sakanashi, from Honolulu, is a special education elementary teacher who also served as a technology coordinator/computer teacher for five years. He is a PhD student in educational administration (K-12) at the University of Hawai‘i at Mānoa.

**Patricia Saleeby**
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.

**Ravan Samadov**
Ravan Samadov is a PhD student at the University of Bristol. He holds LLM degrees from the University of Leeds and Baku State University, and an LLB degree from Baku State University. He has worked for different human rights organizations, including the Human Rights Commissioner of Azerbaijan.

**Robert Sanchas**
Robert Sanchas is an RIC student leader majoring in elementary and special education. He served as president of the Advocacy & Beyond Club, which promotes disability awareness and inclusion, the Student Veterans Organization, and facilitates Bridging Connections, a social networking and support group.

**Josie Santomauro**
Josie Santomauro’s son was diagnosed with autism at the age of five. She has written nearly fifty books and fiction under the name Montano. She consults/presents on autism, and in 2009 was awarded the Parent/Carer Award in recognition of outstanding achievement by Autism Queensland Australia.

**Sankalpa Satapathy**
Sankalpa Satapathy is a doctoral researcher in the area of public policy and management. Her thesis is in the area of disability and gender, and she is a physiotherapist with a Master’s in public health.

**Carla Schmidt**
Carla Schmidt, PhD, is an assistant professor at the University of Hawai‘i-Mānoa in the department of special education and the Center on Disability Studies. She is also a doctoral level board certified behavior analyst and has worked extensively with individuals on the autism spectrum.

**Roberta Schnorr**
Roberta Schnorr is a professor in the School of Education at SUNY Oswego. In addition to preparing special educators, she works closely with schools and families to support inclusive education and high quality literacy education for all learners.

**Frederike Scholz**
Frederike Scholz has been a PhD student at Leeds University since 2012. She has been awarded a collaborated studentship with the Clear Company and has been researching if online recruitment and selection create barriers for disabled job seekers.

**Michael Sheehey**
Michael Sheehey, born in California and reared on the Big Island of Hawai‘i, taught in elementary schools of Hawai‘i for five years. He is an instructor and PhD student in the Department of Special Education at the University of Hawai‘i at Mānoa.

**Kuniomi Shibata**
Kuniomi Shibata is an associate professor at the Graduate School of International and Cultural Studies at Tsuda College in Japan. He specializes in assistive technology, especially information technology for people with dis-
abilities. He is the father of a little daughter with physical disabilities and hearing challenges.

**Faith Shields**
Faith Shields has worked in ABE for over 20 years. Faith is a department chair at Camosun College in Victoria, Canada, and has an ongoing interest in addressing the failure of post-secondary institutions to narrow the gap between rhetoric and opportunity for community members, students and employees with disabilities.

**Hui-Ning Shih**
Hui-Ning Shih is with the Department of Occupational Therapy, College of Medicine, National Cheng Kung University in Taiwan.

**Karrie Shogren**
Karrie Shogren, PhD, is an associate professor in the Department of Special Education and associate director of the Beach Center at the University of Kansas. Her research focuses on self-determination and systems of support.

**Steve Showalter**
Steve Showalter is a clinical assistant professor in the department of education specialties at Northern Arizona University. He is the associate director of the CREST grant that prepares M.ed students in STEM areas to improve learning outcomes for English learners and English learners with disabilities.

**Vitaliy Shyyan**
Vitaliy Shyyan is a research associate at the National Center on Educational Outcomes, where he leads the center’s evaluation and improvement efforts. He is also interested in issues related to intercultural education and the assessment of English learners with disabilities, including young dual language learners.

**Jessica Simacek**
Jessica Simacek is a doctoral candidate at the University of Minnesota in the department of educational psychology. She specializes in special education, and her research is focused on communication and challenging behavior for children with intellectual and developmental disabilities.

**Samantha Siscon**
Samantha Siscon works at the Center on Disability Studies at the University of Hawai‘i at Mānoa. She is currently a field specialist on several programs that focus on aiming to improve the outcomes of students with disabilities in STEM fields.

**Michael Siver**
Michael Siver trains technology systems and serves as president of KP’s resource group for persons with disabilities, KPability, which supports a workplace built on talent, dignity and inclusion. Born with cerebral palsy, Michael’s experience fosters coaching and advocacy.

**Linda Smith**
For 30 years Linda Smith has revolutionized the principles of non-profit fundraising, community relations and event management as a fundraising specialist for Opportunity Village in Las Vegas, which has gained her international recognition as a humanitarian.

**Tom Steeples**
Tom Steeples is the recipient of the Youth Homelessness PhD Scholarship, awarded by the Australian Rotary Health and the Don Dunstan Foundation. His thirty-year career in working with young people includes clinical, managerial, and several executive/board positions.

**Robert Stensrud**
Robert Stensrud, a professor at Drake University, has been a rehabilitation counselor, educator, consultant, and researcher on the topic of disability and employment and how systemic barriers often make service systems barriers to employment.

**Takuo Suginaka**
Takuo Suginaka is a graduate student at the University of Tsukuba and a research fellow at the Japan Society for the Promotion of Science. He works in research areas relating to the support of hearing-impaired students in higher education institutions.

**Scott Suzuki**
Scott Suzuki, JD, MPH, is a Hawai‘i attorney and gerontologist in private practice. Scott’s practice focuses on special needs planning and public benefits. Scott is also the National President-Elect of the Special Needs Alliance.
Rick Tabor
Rick Tabor has 38 years of counseling experience. He is currently the coordinator for Seattle Mental Health’s Community Networks Program. Rick has provided youth and adult mental health consultations for over 25 years, and has been a licensed mental health counselor since 1996. Rick is fairly integrated in his theories, specializing in developmental disabilities and more.

Kiriko Takahashi
Kiriko Takahashi, ABD, received her BS and MA degrees in learning disabilities from Northwestern University. She is currently an assistant specialist at the Center on Disability Studies at the University of Hawai‘i, Mānoa. Her research interests include postsecondary education outcomes of students with disabilities, culturally responsive education, and cognition and mathematics.

Chie Tanaka
Chie Tanaka is a lecturer at the Yokohama Rehabilitation Professional School and a graduate student of comprehensive human science at the University of Tsukuba in Japan.

Jennifer Tarnay
Jennifer Tarnay, MS, CCC-SLP, is a speech-language pathologist/outreach specialist for the Hawai‘i Deaf Blind Project. Ms. Tarnay has experience in providing speech/language services to deaf, deaf-blind and/or severely multiply impaired populations. Her expertise extends across Hawai‘i and throughout the Pacific.

Wakako Tatsuta
Wakako Tatsuta is a student in the Department of Health Promotion Sciences, Graduate School of Tokyo Metropolitan University in Japan. She is a registered sports dietician. Her research focus is on the healthy eating of community-dwelling individuals with physical disabilities within the sports community.

Chris Taua
Chris Taua is a registered nurse, academic and PhD student. Her clinical, education and research focus (and life work) is on ensuring the best and the right care for people with intellectual disabilities who also have mental health issues.

Johanna Taylor
Johanna Taylor is the program manager of the Easter Seals Hilo Early Intervention Program on the Big Island of Hawai‘i. She is a board certified behavior analyst and has her PhD in early intervention with a focus on the autism spectrum.

Yevgeniy Tetukhin
Yevgeniy Tetukhin, a university professor, has taught English and linguistics for 43 years in Kazakhstan. He is an international wheelchair racer, a marathon man (150 marathons), caring father and grandpa, a two-time paralympin, a public figure and disability rights advocate.

Tolga Tezcan
Tolga Tezcan has a BA in sociology, MA in social policy, and is currently pursuing his PhD in sociology at the University of Florida. His MA thesis about disability won the Social Policy Prize given by Ankara University. He has written publications about disability and FCM.

Nikos Thomacos
Nikos Thomacos is a senior lecturer in the School of Primary Health Care at Monash University. He is a qualified economist and psychologist, specializing in psychosocial functioning, chronic and complex conditions, universal design, disability, marginalized populations, and cultural, linguistic and community diversity.

Anwar Thomas
Anwar Thomas, M.ed, is a disability specialist at UC Irvine. She specializes in working with students with Asperger's syndrome and psychological disabilities. She is co-facilitator of the Social Club @ UCI where she works closely with AS students in developing social competence.

James Thompson
James Thompson, PhD, has over 30 years of experience in the field of intellectual and developmental disabilities as a direct support professional, special education teacher, transition counselor, teacher educator, and researcher. He is currently the president of the AAIDD, as well as a professor on the faculty of the department of special education at Illinois State University.

Scott Thompson
Scott Thompson is currently the department head of educational psychology and faculty of education at the
University of Regina. His team recently completed inclusive educational policy research with the Canadian Disability Policy Alliance, which is featured in the latest issue of the International Journal of Inclusive Education.

**Kathleen Thorndike**
Kathleen Thorndike is a graduate of the Columbia University School of Social Work. As a clinical social worker, she has extensive experience working with culturally and linguistically diverse populations, and is especially skilled in facilitating “critical conversations” about emotionally charged topics. Kathleen is also the proud parent of a young adult son on the autism spectrum.

**Tracy Thorndike**
Tracy Thorndike is an educational psychologist and associate professor of special education at Western Washington University.

**Vianne Timmons**
Vianne Timmons is president and vice-chancellor of the University of Regina. She maintains a wide-ranging research program, emphasizing family literacy and inclusive education. She is active in the academic community nationally and internationally, and is president of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (2012-2016).

**LisaAnn Tom**
LisaAnn Tom is a customer relations manager for Sprint Relay Hawai’i. She has been in her position since 2006, and 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.

**Curtis Toma**
Curtis Toma, MD, is the medical director for the Hawai’i Medicaid Division, Hawai’i Department of Human Services.

**Katie Tomarelli**
Katie Tomarelli completed her MSN in public health nursing in 2013 at Rush University. She was a Schweitzer Fellow in 2012, and currently she is a faculty member at Northern New Mexico College, a Hispanic and Native American serving institution.

**Kirt Toombs**
Kirt Toombs has been employed by EOCIL as its chief executive officer since its inception in 2000. Overall Kirt has over 24 years of disability-related work experience.

**Elizabeth Torres**
Elizabeth Torres is the program manager of Best Buddies (BB) on O’ahu. She oversees all chapter activities and teaches decision-making, communication, and leadership skills to program participants. She also works with teachers and parents in organizing and sustaining chapters at all ten schools.

**Mark Trieglaff**
Mark Trieglaff has a degree in outdoor and therapeutic recreation. He has been in the disability field for over 30 years as a recreation therapist access coordinator at Brookfield Zoo, project manager at LCM Architects and president of ACTServices, Inc.

**Henrietta Trip**
Henrietta Trip’s research interests focus on health and ageing in the specialist field of intellectual disability and other vulnerable populations. She also works with social models of disability and long-term conditions.

**Son Truong**
Son Truong is a lecturer in health and physical education in the School of Education, and a member of the Sustainability Research Team in the Centre for Educational Research at the University of Western Sydney in Australia.

**Chwen-Chyong Tsau**
Chwen-Chyong Tsau is an associate professor in the Department of Child Care and Education of Fooyin University, mainly teaching early intervention and development/learning assessment, and also a supervisor of the Early Intervention Center (Kaohsiung City) of Eden Organization.

**Mari Tsubonuma**
Mari Tsubonuma works for the Joshibi University of Art & Design, and is involved with the research supported by the Health Labour Sciences Research Grant ‘Disaster
Preparedness and Community Development for Persons with Disabilities.

**Lisa Uyehara**
Lisa Uyehara is an assistant specialist at the University of Hawai‘i Center on Disability Studies. She holds an MA in political science focusing on indigenous politics and disability rights and a JD in jurisprudence.

**Stephanie Vik**
Stephanie Vik, interpreter coordinator, has been interpreting for 10 years and currently is an accommodation coach. She has been a coach/consultant and provided one-on-one support for her office since 2013.

**Virginia Walker**
Virginia Walker is an assistant professor in special education at Illinois State University. Her work focuses on the preparation of teachers in the area of severe disabilities and behavioral and communication intervention for students with disabilities.

**Barbara Ward**
Barbara Ward, M.S., CCC-SLP, teaches in the University of Hawai‘i system. She specializes in Autism, Augmentative/Alternative Communication and clinical supervision.

**Karen Ward**
Karen Ward, EdD, is the director of the UAA Center for Human Development, a UCEDD. Dr. Ward has over 35 years of experience as an educator, practitioner, and researcher with training, experience, and published research in disability victimization issues.

**Kenneth Watkin**
Kenneth Watkin, PhD, is the director of the Center on Health, Aging and Disability in the College of Applied Health Sciences. He is professor in the Colleges of Medicine, Engineering and Applied Health Sciences. He has published extensively in each of these fields and is recognized nationally and internationally for his work.

**Lois Webster**
Lois Webster is a PhD candidate in special education at Wayne State University in Detroit, Michigan. She has been educated at rural, inner city and island universities, and has taught at the K-12 level, as well as the business and university levels. She has multiple disabilities and is pursuing a career change.

**Jenny Wells**
Jenny Wells has resided in Hawai‘i since 1984. She is an associate professor with the University of Hawai‘i at Mānoa, Department of Special Education. Previously, she was a special education teacher, consultant, and administrator with the Hawai‘i Department of Education.

**Benjamin Wick**
Benjamin Wick is a practicing attorney and owns the Wick Law Office. The Wick Law Office focuses on representation of employees with disabilities and providing training on the ADA/ADAAA to employers, disability rights organizations, and the federal government.

**Amy Wiech**
Amy Wiech, PhD, BCBA, is the founder and CEO of Autism Behavior Consulting Group. She has been working with students of all ages with developmental disabilities since 1993. Her areas of interest include precision teaching and social cognition.

**Lori Wiley**
Lori Wiley, from O‘ahu, Hawai‘i, is a pediatric audiologist. Her professional interests include early intervention and transition-to-school issues for children with hearing loss and their families. She is a PhD student in the Department of Special Education at the University of Hawai‘i at Mānoa.

**Ryan Wilson**
Ryan Wilson, originally from Ireland, has over 10 years’ experience working with individuals with an intellectual disability. His current role is the transition and activities coordinator with Wayfinders at Fresno State, where he promotes integration and inclusion through a detailed activity program.

**Dawn Witt**
Dawn Witt is an assistant professor of special education at the University of La Verne.

**Cynthia Wong**
Cynthia Wong, EdD, is an educational psychologist and assistant clinical professor in the Academic Support Office at Brigham Young University.
**Martin Wren**  
Martin Wren is the chief executive officer at NOVA Employment, a disability employment service based in Sydney, Australia. He has worked in the disability field for 28 years, and considers ‘Focusonability’ to be his 5th most loved child.

**Ting-Fang Wu**  
Ting-Fang Wu currently works as an associate professor in the Graduate Institute of Rehabilitation Counseling at National Taiwan Normal University. She is also the chair of the Taiwan Vocational Rehabilitation Association. Her research interests focus on assistive technology and vocational rehabilitation for clients with disabilities.

**Jun Yaeda**  
Jun Yaeda, RhD, is an associate professor at the University of Tsukuba in Japan. He has worked in the field of rehabilitation for the past 30 years, and has over 100 professional publications in the field of vocational rehabilitation.

**Richard Yahola**  
Richard Yahola is a vocational rehabilitation counselor for the Oklahoma Department of Rehabilitation Services. His specialty caseload is working with juveniles at the Central Oklahoma Juvenile Center on transition from custody to being released.

**Kathryn Yamamoto**  
Kathryn Yamamoto, PhD, CRC, is an assistant professor at the University of Hawai’i and the program director for the Rehabilitation Counseling Program. Her research interests are in transition, disability-related issues, and multi-cultural counseling.

**Naoko Yura Yasui**  
Naoko Yura Yasui teaches at Alabama State University in the Department of Rehabilitation Studies. She works toward integration of people with and without disabilities in the community through teaching, research, and service.

**Chia-Feng Yen**  
Chia-Feng Yen has been an associate professor for the Department of Public Health, Buddhist Tzu-Chi University, Taiwan since 2010. Her research focuses on health policy for people with disability, long-term care policy and ICF implementation.

**SeonYeong Yu**  
SeonYeong Yu is an assistant professor in the Department of Teacher Education and Curriculum Studies at the University of Massachusetts, Amherst. Her research focuses on young children’s social-emotional development and peer relationships in inclusive classroom settings.

**Irina Zamora**  
Irina Zamora is a licensed psychologist working in the early childhood mental health program at Children’s Hospital Los Angeles. Dr. Zamora’s interests include working with young children and their families, interdisciplinary assessments, evidenced-based interventions, developmental disabilities including autism and intellectual disabilities, and providing advocacy for young children and families.
Acknowledgements

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The Center on Disability Studies, College of Education, UH-Mānoa

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Our goal is to raise awareness within the public about the existence of high functioning autism in the adult population and understand the neurological condition and the ramifications on the whole family.

Research and articles on the latest information
are available on these websites:

www.faaas.org (USA)
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www.aspergerpartner.com (Scan)