



June 10 & 11-13, 2014
Philadelphia, Pennsylvania

26th Annual **POSTSECONDARY DISABILITY TRAINING INSTITUTE**

A nationally recognized Institute sponsored by the
Center on Postsecondary Education and Disability www.cped.uconn.edu

*Providing professional training in the field
of postsecondary disabilities*

www.pti.uconn.edu

[www.facebook.com/Postsecondary-
Disability-Training-Institute-PTI](https://www.facebook.com/Postsecondary-Disability-Training-Institute-PTI)

UCONN
NEAG SCHOOL OF EDUCATION

? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

HAVE YOU THOUGHT

about getting your Ph.D. in special education with an emphasis in literacy, behavior support, or postsecondary transition?

WOULD YOU LIKE

an opportunity to earn your Ph.D. in special education at a nationally ranked special education program?

DID YOU KNOW

that you could receive a fully funded fellowship to study with leading special education faculty in literacy, behavior supports, and postsecondary transition?

IF YOU ANSWERED "YES" TO THESE QUESTIONS, KEEP READING TO LEARN MORE ABOUT BECOMING PART OF



PROJECT NEXUS

Doctoral Leadership Preparation in Special Education



FOR MORE INFORMATION
contact one of the
Project NeXus
co-directors:

Mike Coyne: michael.coyne@uconn.edu,
Joseph Madaus: joseph.madaus@uconn.edu or
George Sugai: george.sugai@uconn.edu

WHAT IS PROJECT NEXUS?

The Special Education Program in the Neag School of Education has been awarded a new Doctoral Leadership Grant to support the specialized preparation of doctoral students in special education. The award is from the Office of Special Education Programs and the U.S. Department of Education.

WHAT DOES PROJECT NEXUS OFFER

DOCTORAL STUDENTS? In Project NeXus, a limited and select number of doctoral fellows will have the opportunity to receive (a) full tuition support, (b) monthly stipends, (c) paid travel opportunities, and (d) support to offset textbook and other costs. In addition, computer use, study space, and technology supports will also be provided.

HOW IS PROJECT NEXUS UNIQUE FROM OTHER LEADERSHIP TRAINING GRANTS?

Project NeXus offers qualified, full-time doctoral students a unique, structured opportunity to (a) participate in cutting-edge school-based research and scholarship in literacy, behavior supports, and postsecondary transition; (b) develop expert competence in advanced research methodologies; (c) build an experience history and curriculum vita that enhance their competitive employment edge, especially in higher education; and (d) maximize their leadership capacity to make meaningful special education contributions. In addition, Project NeXus competencies highlight advanced research design and execution, grant development and management, scholarship and publishing, personnel preparation, and applied consultation.

WHO CAN APPLY?

We are looking for highly qualified individuals, who have the experience, history, and enthusiasm to succeed in a rigorous, top-ranked special education doctoral program and to become an influential special education leader, researcher, and scholar.

UConn

NEAG SCHOOL OF EDUCATION

TO APPLY, GO TO

[education.uconn.edu/
howtoapply/grad.cfm](http://education.uconn.edu/howtoapply/grad.cfm)

to learn about the general application process or contact Joseph Madaus at joseph.madaus@uconn.edu

Tuesday, June 10	Wednesday, June 11	Thursday, June 12	Friday, June 13
	7:30 - 8:15 a.m. Continental Breakfast Foyer		
<p>Pre-Institute 1:00 - 4:00 p.m.</p> <p>Rooms to Be Determined</p> <p>Disability 101: A Basic Legal Primer on Understanding a Campus' Legal Obligations to Students with Disabilities – <i>Kincaid</i></p> <p>Disability Services 101 – <i>Korbel & Wenzel</i></p> <p>Managing Success for Students with Psychiatric Disorders: It's About Collaboration, Function, and the Ability to Cope – <i>DiGalbo</i></p> <p>Leveraging Your Strengths: Positioning Yourself for Career Progress – <i>Saunders</i></p> <p>Registration, Poster Sessions, & Reception Sponsored by Kurzweil 7:30 - 9:00 p.m. Ballroom C & D</p> <p>Transition of Disabled Military Undergraduate Students to College Environment and Their Access to Support Services – <i>Wislock</i></p> <p>College Students with Autism Spectrum Disorders: What Do They Think They Need? – <i>Cullen</i></p> <p>National Disability Employment Awareness Month – <i>Vires</i></p> <p>Launching a College Transition Program: Improving Student Connection to Disability Services – <i>Carpenter</i></p> <p>Literature Trends in High Education and Disability: Faculty and Non-Disability Support Staff Studies – <i>Lalor & Kowitt</i></p> <p>College STAR – <i>Majewski</i></p> <p>Working Together: The Intersection of Disability Services and Fee-for-Service Programs for Students with ASD – <i>Cler & Mulvey</i></p> <p>Use of Assistive Technology by College Students with Learning Disabilities: A Review of the Research – <i>Mancini & Lalor, University of Connecticut</i></p> <p>Take the Pressure off: Helping College Students with Disabilities Thrive – <i>Frohbieter, Smith & Steinberg</i></p>	<p>Strand I: Sessions A-D Wednesday, Thursday, & Friday, 8:15-10:00 a.m.</p> <p>A – Documentation 101: Understanding and Interpreting LD and ADHD Evaluations – <i>Lindstrom & Wolfe</i> (Ballroom D)</p> <p>B – Assistive and Emerging Technology for Students with Sensory Disabilities – <i>Cioffi</i> (Reynolds)</p> <p>C – Executive Functioning: Disability and the Brain – <i>Wolf & Thierfeld Brown</i> (Ballroom E)</p> <p>D – From Guinea Pigs to Online Education: The Evolving ADA Landscape – <i>Kincaid</i> (Ballroom C)</p> <p>10:00 – 10:15 a.m. Break Foyer</p> <p>Strand II: Sessions E-H Wednesday, Thursday, & Friday, 10:15-12:00 p.m.</p> <p>E – Learning Strategies and Coaching: Pathways to Self-Determination – <i>Parker</i> (Ballroom D)</p> <p>F – Accommodation Conundrums in Assessing Self-Reported Evidence for Students with Multiple Disabilities – <i>Banerjee & Brinkerhoff</i> (Ballroom C)</p> <p>G – Math Success for Students with Disabilities and Wounded Warriors: Learning Strategies, Accommodations and Success Plan – <i>Nolting</i> (Reynolds)</p> <p>H – Social Challenges in Higher Education: Practical Approaches to Serving the Whole Student with ASD – <i>Wenzel & Kowitt</i> (Ballroom E)</p>		
	12:00 – 1:30 p.m. Lunch on Own Wednesday, 1:30 - 3:00 p.m.	12:00 – 1:30 p.m. Lunch on Own Thursday, 1:30 - 3:00 p.m.	12:00 – 1:30 p.m. Lunch on Own Friday, 1:30 - 3:00 p.m.
	Accommodating Students with Disabilities in Clinical Education Programs – <i>Van Slyke</i> (Ballroom C)	Compliance Issues on the Horizon – <i>Heyward</i> (Ballroom C)	Cost Saving Solutions for Assistive Technology – <i>Cioffi</i> (Ballroom C)
	Connect, Learn, BreakThru: Virtual STEM eMentoring for Students with Disabilities – <i>Wolfe</i> (Ballroom D)	Students on the Autism Spectrum: Managing Behavior in the Classroom and in the Residence Hall – <i>Thierfeld Brown & Wolf</i> (Ballroom D)	Understanding the Needs of Emerging Populations of Students with Disabilities in Higher Education – <i>Korbel</i> (Ballroom D)
	Partnerships on a Whole New Level! Enhancing Student Potential for College, Life and Career – <i>Fairchild & Clay</i> (Ballroom E)	A Comprehensive College Transition Program for continUEDsuccess – <i>Joly-Lowdermilk</i> (Ballroom E)	The Making of Autism Inclusion Program: A Partnership for Success – <i>Cao-Nguyen</i> (Ballroom E)
	A Review of 50-years of Literature in Postsecondary Disability Services – <i>Madaus, Lombardi, Kowitt, Lalor & Dukes, III</i> (Reynolds)	Disability Employment Awareness: Is Employing Graduates Who Have Disabilities a Reasonable Goal for Higher Ed? – <i>Vires</i> (Reynolds)	Follow-Up to “Leveraging Your Strengths: Positioning Yourself for Career Progress” (Pre-Institute Session) – <i>Saunders</i> (Cook)
	3:00 p.m. – 3:15 p.m. Break Foyer Wednesday, 3:15 - 4:30 p.m.	3:00 p.m. – 3:15 p.m. Break Foyer Thursday, 3:15 - 4:30 p.m.	Follow Up Meeting for Online Program Practicum – <i>Madaus</i> (Reynolds)
	Using Technology to Overcome Increased Academic Demands in Order to Succeed and Graduate – <i>Steinberg & Smith</i> (Ballroom C)	Compliance Issues on the Horizon – <i>Heyward</i> (Ballroom C)	
	Program Model for Visibility Minority Students with Autism Spectrum Disorder: New Opportunities and Innovative Partnerships – <i>Grey & Dhatt-Sangha</i> (Ballroom D)	Using Learning Outcomes Assessment to Build a Transition Program for Incoming Freshmen with Disabilities – <i>Lozano & Terry</i> (Ballroom D)	
	Strategies for Facilitating Outreach and Support in Inclusive Instructional Practices – <i>Lombardi</i> (Ballroom E)	A Holistic Approach to Studying – <i>Kowitt & Hudd</i> (Ballroom E)	
	Closed Captioning Matters: An Examination of the Use of Captioning for All Students – <i>Dukes, III & Frechette</i> (Reynolds)	Publish Your Work in JPED – <i>Parker</i> (Reynolds)	

Welcome

Welcome to the 26th annual Postsecondary Disability Training Institute! On behalf of the Center on Postsecondary Education and Disability (CPED) at the University of Connecticut's Neag School of Education, I am excited to welcome you to what promises to be an exciting and invigorating Institute. We have assembled a program that features a range of key topics and internationally recognized experts; you will be immersed in information that you will be able to use immediately on your return to your campus. Please feel free to introduce yourself to me and to let me know if you have any questions or requests. Also, please be sure to note that the 27th annual institute to be held in Boston, MA from June 9 - 12, 2015 (see page 10). I hope you will consider submitting a proposal to be part of the program! Again, welcome and thank you for attending. We know that many of you came a long way to be with us. Please know that we appreciate your participation-have a great week!

Joe Madaus,
Director, CPED

Pre-Institute

Tuesday – 1:00 - 4:00 p.m.

Disability 101: A Basic Legal Primer on Understanding a Campus' Legal Obligations to Students with Disabilities – Jeanne Kincaid, J.D., Attorney, Drummond Woodsum (TBA)

New to your position? Do you have a background in another profession but now are trying to figure out how the Americans with Disabilities Act and Section 504 of the Rehabilitation Act operate on college campuses? Or are you a new compliance officer charged with handling student ADA grievances? This is the session for you.

Disability Services 101 – Donna Korbel, Associate Vice President, Student Affairs, & Christine Wenzel, Assistant Director, Center for Students with Disabilities, University of Connecticut (TBA)

This session is specifically designed for novices in the postsecondary disability service provision field. Participants will learn about the guiding principles to consider in developing a program as well as an overview of the administrative and operational practices. The intent is to assist participants in developing an effective program for their campus.

Managing Success for Students with Psychiatric Disorders: It's About Collaboration, Function, and the Ability to Cope – Laura DiGalbo, M.S., Central Connecticut State University (TBA)

This workshop will explore students with psychiatric disabilities through three lenses; the necessary collaboration among faculty, staff and the student to promote success, the interaction between psychiatric symptoms and cognition, and finally the differences between the student who has poor coping skills and the student with a psychiatric disability.

Leveraging Your Strengths: Positioning Yourself for Career Progress – Sue Saunders, Ph.D., Extension Professor, University of Connecticut (TBA)

In this program, participants will use a strengths-based approach to identify professional skills and motivations that lead to their own career progression in disability services or in generalist administrative positions. Strategies to market one's competence will also be discussed.

Opening Reception and Poster Sessions, Sponsored by Kurzweil Educational Systems

Tuesday – 7:30 - 9:00 p.m.

Ballroom C & D

Transition of Disabled Military Undergraduate Students to College Environment and Their Access to Support Services – Andrew Wislock, Graduate Assistant, Student Affairs, Bloomsburg University of Pennsylvania

College Students with Autism Spectrum Disorders: What Do They Think They Need? – Jennifer Cullen, Ph.D., Widener University

National Disability Employment Awareness Month – Tina Vires, Director of Accessibility, Limestone College

Launching a College Transition Program: Improving Student Connection to Disability Services – Elizabeth Carpenter, Disability Support Coordinator, University of Rochester

Literature Trends in High Education and Disability: Faculty and Non-Disability Support Staff Studies – Adam Lalor & Jennifer Kowitt, Doctoral Students, University of Connecticut

College STAR – Diane Majewski, Ph.D., College STAR, Dean of Students Office, East Carolina University

Working Together: The Intersection of Disability Services and Fee-for-Service Programs for Students with ASD – Jenna Cler, Assistant Director, Disability Services, Pace University, & Janet Mulvey, Educational Director, TARA Center, Oasis College Support Program, Pace University

Use of Assistive Technology by College Students with Learning Disabilities: A Review of the Research – Tabitha Mancini and Adam R. Lalor, Graduate Students, University of Connecticut

Take the Pressure off: Helping College Students with Disabilities Thrive – Debby Frohbieter, Ed Smith & Roger Steinberg, Kurzweil Educational Systems

Institute Strands

Please note: Each Strand is continuous for three days. Choose one from Strand I and one from Strand II.

Strand I: Sessions A-D

Wednesday, Thursday, & Friday, 8:15 - 10:00 a.m.

A – Documentation 101: Understanding and Interpreting LD and ADHD Evaluations – Will Lindstrom, Director, Regents' Center for Learning Disorders, University of Georgia, & Gerri Wolfe, Ph.D., Liason, Regents' Center for Learning Disabilities, University of Georgia (Ballroom D)

Presentation objectives: The purpose of the proposed strand is to introduce novice disability service providers (DSPs) to the types of documentation and data used for high incidence disability (i.e., learning disability [LD] and ADHD) determinations and accommodation recommendations.

B – Assistive and Emerging Technology for Students with Sensory Disabilities – Andrew Cioffi, Assistant Director/Disability Services, Suffolk University (Reynolds)

Assistive technology and related accommodations have been a necessary cornerstone of support services for students with sensory disabilities in college for quite some time. This strand will provide an overview and foundation for granting AT accommodations with consideration on determining eligibility, the intake and interactive process for determining appropriate AT accommodations, determining and communicating what is reasonable, accommodation delivery and the importance of educating a college community about AT for students with sensory disabilities. A brief overview of the hallmark technology and services will be provided in addition to several applicable resources for DS providers. During the first session, the focus will be on Assistive Technology for students with blindness or low vision. Specific technology will include (but not be limited to) screen reader, text-to-speech, speech-to-text, assistive viewing devices (magnification, color, contrast, etc.). The second session will focus on Assistive Technology and AT services for students with deafness or hearing loss. Technology and services will include (but not be limited to) personal amplification and assistive listening devices (hearing aids, FM systems, etc.), alerting and communication devices, captioning, interpreting, relay services, etc. Both sessions will include discussion of the major considerations for alternative format materials, as well as not traditionally thought of but applicable mid-tech, low-tech, no-tech, and mobile technology. Further discussion will center on the institutional management of these accommodations with respect to funding, insourcing vs. outsourcing, training campus stakeholders, policy, and implementation. Finally, using the lens of Assistive Technology for provision of access, the third session will focus on current and coming concerns for accessibility, including online and hybrid courses, digital course content, and emerging technology, such as MOOCs (massively open online courses), game-based learning, publisher generated supplemental content, learning analytics, wearable technology, etc. (NMC Horizon report). Strategies, compliance standards, and best practices will be reviewed in a discussion lead by the presenters. This strand is open to all levels. At the conclusion of these sessions, participants should be able to evaluate current accommodation practices and know what is involved in implementation of best practices, understand the current and coming accessibility concerns related to the rapid advance of educational technology and digital content, and have the tools necessary to begin the process of preparing for updated compliance standards.

C – Executive Functioning: Disability and the Brain – Lorraine Wolf, Director of Disability Services, Boston University, & Jane Thierfeld Brown, Director of Student Services, University of Connecticut School of Law (Ballroom E)

Knowing who we are and understanding why we do what we do are the hallmarks of being an adult. Setting goals and priorities, maintaining focus and motivation and shifting among different activities and demands are often captured under the umbrella of executive functions and self-regulation. These skills mature during the adolescence and young adulthood, thus most students graduate college as fully-fledged adult who possess many of the essential skills to take them to careers and adult life. Moving students along the developmental continuum is part of our mission in disability services but curiously, these attributes seem to be differently developed in students with disabilities. Thus dysregulated students with disabilities will likely struggle in settings that demand organization and

flexibility (e.g. college). A variety of disabilities, both hidden and not hidden, impact brain systems linked to regulatory capacity. Neurodevelopmental, medical and acquired conditions that have been linked to deficits in EF include ADHD, traumatic brain injury, mood and anxiety disorders, diabetes, schizophrenia, autism spectrum disorders, learning disabilities, cerebral palsy, metabolic disorders, brain tumors, stroke, alcohol and other substance use disorders. Indeed, the greater caseload of the DS professional may be comprised of students who are dysregulated, regardless of the specifics of their condition. Struggling freshman especially may be caught between environmental demands, brain development, and features of their disability. This session will use cutting edge theories of brain and cognitive development to understand the interplay between executive functioning and self-regulation. Disability specific features will be discussed, especially ADHD, TBI and autism. Through the presentation of cutting edge research data and case discussion, participants will learn to identify the dysregulated student. A focus on simple cognitive strategies designed for DS practitioners will help attendees learn to foster development of self-regulatory skills to support students' success.

D – From Guinea Pigs to Online Education: The Evolving ADA Landscape – Jeanne Kincaid, Attorney, Drummond Woodsum (Ballroom C)

Each year attorney Jeanne Kincaid returns to PTI to provide attendees with the latest legal news from proposed regulations to agency and court decisions to assist campuses in keeping abreast of this ever-changing landscape. By June of 2014, perhaps the U.S. Department of Justice will issue proposed regulations governing access to the web. Attorney Kincaid will highlight other trends including deaf services, from captioning obligations to a jury verdict in favor of a medical student with hearing loss. As campuses attempt to develop protocols to adapt to legal mandates with service and assistance animals, Attorney Kincaid will highlight some of the issues these requirements are posing for college campuses. The session will include an analysis of recent rulings addressing students who present a danger to themselves in which Attorney Kincaid will offer participants tips on how campuses might address this increasing challenge. And of course, bring your accommodation template so we can examine what exactly your office may be committing your campus to do. Anticipate another lively and entertaining series!

Strand II: Sessions E-H

Wednesday, Thursday, & Friday, 10:15 - 12:00 p.m.

E – Learning Strategies and Coaching: Pathways to Self-Determination – David Parker, Postsecondary Disability Specialist, Children's Resource Group (Ballroom D)

Students with LD, ADHD, and related learning differences often transition to college with a need to develop more sophisticated tools for success. Consequently, DS offices, academic skills/tutoring centers, and even counseling offices frequently provide a range of services for many students, including those with disabilities. These services often include organizational/time management development, metacognitive learning strategies, and, increasingly, coaching services. With or without our help, many students also rely on apps and other online tools to learn and stay organized. Helping students access these tools can be hugely beneficial for a given class during a single semester. But what is the lasting impact of these academic supports on students' autonomy and self-efficacy? Self-determination is the ability to identify and achieve goals based on accurate self-awareness and positive self-esteem. In short, how can we deliver academic services that address students' short-term needs while promoting long-term outcomes such as higher matriculation, greater life satisfaction, and better employment? Day 1 will focus on learning strategies. The presenter will demonstrate several strategies he has taught students in a variety of university settings and provide participants with a chance to practice their use. Day 2 will focus on ADD coaching. The presenter will summarize recent research on this emerging service and model specific coaching techniques used to help college students achieve their goals. Again, participants will have a chance to practice these coaching skills. On Day 3, we will explore self-determination. Why do so many studies and program evaluations use this conceptual framework as a desired outcome? How can we promote self-determination in students with whatever services we happen to offer? Strand participants will also receive a detailed resource list for more information.

F – Accommodation Conundrums in Assessing Self-Reported Evidence for Students with Multiple Disabilities – Manju Banerjee, Vice-President and Director, Landmark College, & Loring Brinckerhoff, Director, Office of Disability Policy, Educational Testing Service (Ballroom C)

The profile of college students with hidden disabilities has been changing since the early 2000s (GAO report, 2009). This trend has coincided with changes in identification of disability status following the reauthorization of the Americans with Disabilities Act (ADA) in 2008, and rethinking on what constitutes evidence of disability and accommodation needs (AHEAD Supporting Accommodation Requests: Guidance on Accommodation Practices, 2012). Co-occurring disabilities are now the norm, rather than the exception (Barkley, 2011). For this emerging population of college students with symptomologies that are often hidden and episodic in nature, self-reported functional limitations are both a valued source of information, but also a source for skepticism. Proponents posit that there can be no richer data on the disability than the individual who has lived with it her entire life. Critics, on the other hand suggest that students with disabilities are poor historians, and are often unable to effectively articulate the impact of their disability on daily life, and the need for accommodations in college. Others have suggested that students can be opportunistic in making accommodation requests and can game the system. At the heart of this debate is the issue of credibility of self-reported information. This session will discuss ways that disability service providers can authenticate self-reported evidence from students with multiple disabilities, such as learning disabilities, attention deficit hyperactivity disorders, autism spectrum disorders and/or psychiatric disorders. Using a series of case study vignettes, this presentation will share ways to unravel accommodation conundrums for emerging populations of students with hidden co-morbid conditions. Recommendations that apply across these specific cases will help to inform practice for both novice and veteran professionals in the field.

G – Math Success for Students with Disabilities and Wounded Warriors: Learning Strategies, Accommodations and Success Plan – Paul Nolting, Learning Specialist, State College of Florida (Reynolds)

Students with disabilities, and many Wounded Warriors, have difficulty learning math because they lack effective math learning strategies and/or they have not been provided appropriate educational accommodations and testing accommodations. Math success can be improved through individual sessions, DVDs, Web sites, workbooks, workshops and/or courses. Disability staff with training can improve student motivation, note-taking, on line homework skills, reading, test-taking skills and reduce test anxiety. These strategies will be demonstrated and participants can also practice these skills. This presentation will teach participants how to teach math learning skills that are especially effective for students with LD, ADHD, TBI and Wounded Warriors with gaining the knowledge of which strategy is best for different disabilities or processing deficits. Participants will learn math study skills counseling strategies, the affects of processing deficits on math learning for students with LD, TBI, ADD and PTSD and to recommend appropriate math classroom/studying/test accommodations.

H – Social Challenges in Higher Education: Practical Approaches to Serving the Whole Student with ASD – Christine Wenzel, Assistant Director, Center for Students with Disabilities, University of Connecticut, & Jennifer Kowitt, Graduate Assistant, Center for Students with Disabilities, University of Connecticut (Ballroom E)

In 2008-2009, there were over 14,000 students with Autism Spectrum Disorder (ASD) enrolled in postsecondary education. This number is certain to rise in the future to reflect increased rates of diagnosis. We know a defining characteristic of individuals with ASD is that they struggle with social interaction. Not only does this impact their ability to maintain friendships and build romantic relationships, but it can also affect a student's ability to connect with resources on campus and their overall well-being. While a great deal of research and attention has been placed on building social skills for this population in the K-12 years, not much is offered in the way of practical advice when these students enter the college arena, an environment we know to be highly social in nature. This session will: (a) take a holistic approach to the impact of social challenges faced by students with ASD on college campuses, (b) present a range of ways to offer support, and (c) provide hands-on strategies that can be used to help these students. Participants will be exposed to, and participate in, a variety of techniques that they can use with this population regardless of the size of their staff or the resources they have access to. Additionally, reclassification of ASD in the DSM V has created some confusion for staff. We will discuss this issue and the impact it has on our students and their social identity. Through participation in this strand, it is the goal that attendees will: (a) develop

an understanding of the social challenges these students meet on a college campus; (b) consider the impact of social challenges on academics, residential life, mental health, and other campus domains; (c) learn specific strategies to take back to their own campuses and ways to share them with students; and (d) comprehend why these strategies are effective.

Single Sessions

Wednesday, 1:30 - 3:00 p.m.

Accommodating Students with Disabilities in Clinical Education Programs – Lynnett Van Slyke, Director, University of Pittsburgh (Ballroom C)

The process for determining reasonable accommodations for students with disabilities at a clinical practicum, clerkship or internship site will be discussed. Key disability legislation will be reviewed and participants will practice applying legal concepts to requests for academic adjustments or accommodations.

Connect, Learn, BreakThru: Virtual STEM eMentoring for Students with Disabilities – Gerri Wolfe, Ph.D., Liason, Regents' Center for Learning Disabilities, University of Georgia (Ballroom D)

The influences of digital media have changed how people learn and socialize. BreakThru combines social networking and virtual communities to encourage students with disabilities to pursue science, technology, engineering, and math majors. Students engage using Avatars to access virtual mentoring and teaching, academic support, transition assistance and research participation.

Partnerships on a Whole New Level! Enhancing Student Potential for College, Life and Career – Deborah Fairchild, Assistant Director, Southern Connecticut State University, & Patti Clay, Education Consultant, Bureau of Rehabilitation Services (Ballroom E)

What's the point of graduating from college if you cannot compete in the job market? Find out how a university and a vocational rehabilitation agency developed a multipronged approach to help students with disabilities succeed in college, life AND develop skills to compete in the job market with non-disabled peers.

A Review of 50-years of Literature in Postsecondary Disability Services – Joseph Madaus, Adam Lalor, Jennifer Kowitt, and Allison Lombardi, Center on Postsecondary Education and Disability, University of Connecticut, & Lyman Dukes, III, Ph.D., Professor/Associate Dean, University of South Florida-St. Petersburg (Reynolds)

Over 1,300 articles related to postsecondary disability services were examined to determine the topics and samples studied and methodologies employed. Progress made over time, as well as areas in need of future investigation will be presented.

Wednesday, 3:15 - 4:30 p.m.

Using Technology to Overcome Increased Academic Demands in Order to Succeed and Graduate – Mary Anne Steinberg, Ph.D, Clinical Assistant Professor, University of Florida School of Special Education, School Psychology, and Early Childhood Studies & Ed Smith, M.A., M.Ed., Account Executive, Kurzweil Educational Systems (Ballroom C)

The transition from high school to postsecondary education presents a new set of demands for learners. One of these demands is the increased academic workload that can overwhelm some students. In this session, we will examine postsecondary academic demands, discuss how they are amplified for the learner with disabilities, and consider how technology tools (like Kurzweil 3000-*firefly*) can be used in support of your efforts to help students learn successfully, stay in school, and ultimately graduate.

Program Model for Visibility Minority Students with Autism Spectrum Disorder: New Opportunities and Innovative Partnerships – Carla Grey, Disability Counselor, Centennial College, & Parveen Dhatt-Sangha, Learning Strategist/Counselor, Centennial College (Ballroom D)

What types of supports can be implemented to meet the needs of visible minority students with ASD in science and technology programs? This interactive workshop will include video vignettes, group discussions and examine case studies. Session participants will learn the components of the Stay SMART program and will be equipped to develop successful programming for their post-secondary institution.

Strategies for Facilitating Outreach and Support in Inclusive Instructional Practices – Allison Lombardi, Assistant Professor, University of Connecticut (Ballroom E)

The purpose of this session is twofold: (1) demonstrate the use of results from the Inclusive Teaching Strategies Inventory (ITSI) to target faculty outreach and support in disability awareness and inclusive instruction based on Universal Design, and (2) compare findings from universities in the United States, Canada, and Spain. I will share the survey and other resources with participants.

Closed Captioning Matters: An Examination of the Use of Captioning for All Students – Lyman Dukes, III, Ph.D., Professor/Associate Dean, University of South Florida-St. Petersburg, & Casey Frechette, Visiting Assistant Professor, University of South Florida-St. Petersburg (Reynolds)

The presenters conducted a study to determine the benefits of providing captioned media for students with and without disabilities in two online courses. We report the course student outcome data, explore the benefits of captioning for students and faculty, and provide a cost analysis. Also addressed are viable transcription options.

Thursday, 1:30 - 3:00 p.m.

Compliance Issues on the Horizon – Salome Heyward, Attorney, Salome Heyward and Associates (Ballroom C)

During each session, Salome will discuss some of the challenging compliance issues that colleges and universities will face for the foreseeable future. They include: (1) The service animal-comfort animal debate: What lessons should we take from recent rulings? And (2) Direct Threat - Has the definition really changed? Do institutions need to design a new model for addressing the needs of students with disabilities?

Students on the Autism Spectrum: Managing Behavior in the Classroom and in the Residence Hall – Jane Thierfeld Brown, Ph.D., Director of Student Services, University of Connecticut School of Law & Lorraine Wolf, Director of Disability Services, Boston University (Ballroom D)

Students on the Autism Spectrum are attending higher education in increasing numbers. While adding diversity to our institutions, some students' behaviors are challenging professors and classroom management. In the residence halls, some students are experiencing difficulties with community living and roommates. This session will discuss these topics and provide strategies.

A Comprehensive College Transition Program for continUEDsuccess – Courtney Joly-Lowdermilk, Learning Disabilities Specialist, Northeastern University (Ballroom E)

DSS professionals will learn a college transition module that provides structured, research-based instruction for incoming students looking for academic support. Attendees will examine workshop templates, a project plan to deliver the program, qualitative and quantitative data from the program's first year, and plans for the future of the model.

Disability Employment Awareness: Is Employing Graduates Who Have Disabilities a Reasonable Goal for Higher Ed? – Tina Vires, Director for Accessibility, Limestone College (Reynolds)

This presentation seeks to discuss the ongoing issues regarding post-graduate employment of individuals who have disabilities. Are the concerns valid? What are the obstacles? How might we make a difference?

Thursday, 3:15 - 4:30 p.m.

Compliance Issues on the Horizon – Salome Heyward, Attorney, Salome Heyward and Associates (Ballroom C)

During each session, Salome will discuss some of the challenging compliance issues that colleges and universities will face for the foreseeable future. They include: (1) The service animal-comfort animal debate: What lessons should we take from recent rulings? and (2) Direct Threat - Has the definition really changed? Do institutions need to design a new model for addressing the needs of students with disabilities?

Using Learning Outcomes Assessment to Build a Transition Program for Incoming Freshmen with Disabilities – Justin Lozano, Access Advisor, University of Missouri, & Becca Terry, Exams Coordinator, University of Missouri (Ballroom D)

The pressure to be prepared when entering college can be overwhelming- especially for students with disabilities who are potentially advocating for themselves for the first time. This session will illustrate how a transition program for students with disabilities was drastically improved through the implementation of a learning outcomes assessment initiative.

A Holistic Approach to Studying – Jennifer Kowitt, Doctoral Student, University of Connecticut, & Katie Hudd, Strategy Instructor, Center for Students with Disabilities, University of Connecticut (Ballroom E)

This presentation will introduce the steps of strategy instruction, as well as a range of study strategies. We will take a holistic approach to studying, examining the process from pre-planning through execution of the exam. Participants will leave with study tools, skills and technologies to share with their students.

Publish Your Work in JPED – David Parker, Ph.D., Children's Resource Group (CRG) (Reynolds)

AHEAD's Journal of Postsecondary Education and Disability (JPED) is a peer-reviewed journal about students with disabilities in higher education. The presenter (JPED's Executive Editor) will provide an overview of the Journal's mission, topics of interest, and editorial process. Tips will be offered for emerging scholars prior to time for Q&A.

Friday, 1:30 - 3:00 p.m.

Cost Saving Solutions for Assistive Technology – Andrew Cioffi, Assistant Director/Disability Services, Suffolk University (Ballroom C)

There is often more than one way to deliver Assistive Technology accommodations. This presentation will explore cost saving solutions for a variety of scenarios. Specific focus will be on low cost and no cost solutions in addition to cost benefit analyses of higher priced technology/services and potential alternatives. Examples will include both technology for student and DS providers.

Understanding the Needs of Emerging Populations of Students with Disabilities in Higher Education – Donna M. Korbel, Assistant Vice President for Student Affairs & Director, Center for Students with Disabilities, University of Connecticut (Ballroom D)

This session will focus on current trends in higher education and the implications for practitioners who work with students with disabilities. Discussion will include the legislative changes that impact our work, the types of students who are enrolling as well as the increasing complexity of their disabilities and accommodation requests.

The Making of Autism Inclusion Program: A Partnership for Success – Vanee Cao-Nguyen, Director, University of West Florida (Ballroom E)

This presentation will provide a framework for developing a program for students with Asperger Syndrome that will enhance their college experience both academically and socially. Focus will be on how to develop partnerships between students, campus resources, the coordinating office and ways to sustain the program when resources are limited.

Follow-Up to “Leveraging Your Strengths: Positioning Yourself for Career Progress” (Pre-Institute Session) – Sue Saunders, Ph.D., Extension Professor, University of Connecticut (Cook)

In this program, participants will use a strengths-based approach to identify professional skills and motivations that lead to their own career progression in disability services or in generalist administrative positions. Strategies to market one's competence will also be discussed.

Follow-Up Meeting for Online Program Practicum – Joseph Madaus, Professor, Educational Psychology and Director, Center on Postsecondary Education and Disability, University of Connecticut (Reynolds)

This is a follow-up session for students enrolled in the online certificate program in Postsecondary Disability Services. Potential students are also welcome to attend to meet current students and to learn about their work in the program and their plans to carry the skills learned in the program back to their campus.

Institute Materials

The following information can be downloaded from the Institute's registration web site, www.regonline.com/PTI2014:

- **Session Materials/Handouts**
- **Presenter List**
- **Attendee List**

Look for an electronic evaluation of the institute that will be emailed to you. Complete the evaluation by June 18th, 2014 for a chance to win a free registration for PTI 2015.

Save the Dates!

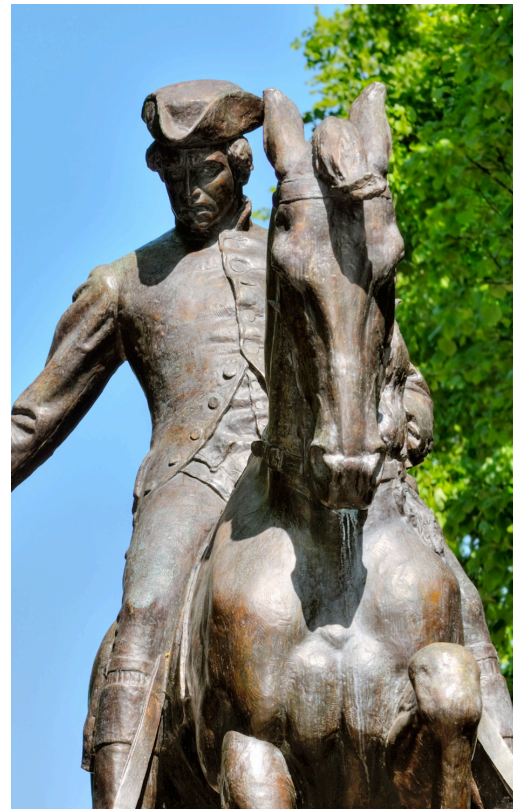
June 9 - 12, 2015 ~ The Boston Park Plaza Hotel, Boston, MA

Information about PTI 2015 and online registration will be available at: <http://www.pti.uconn.edu>.

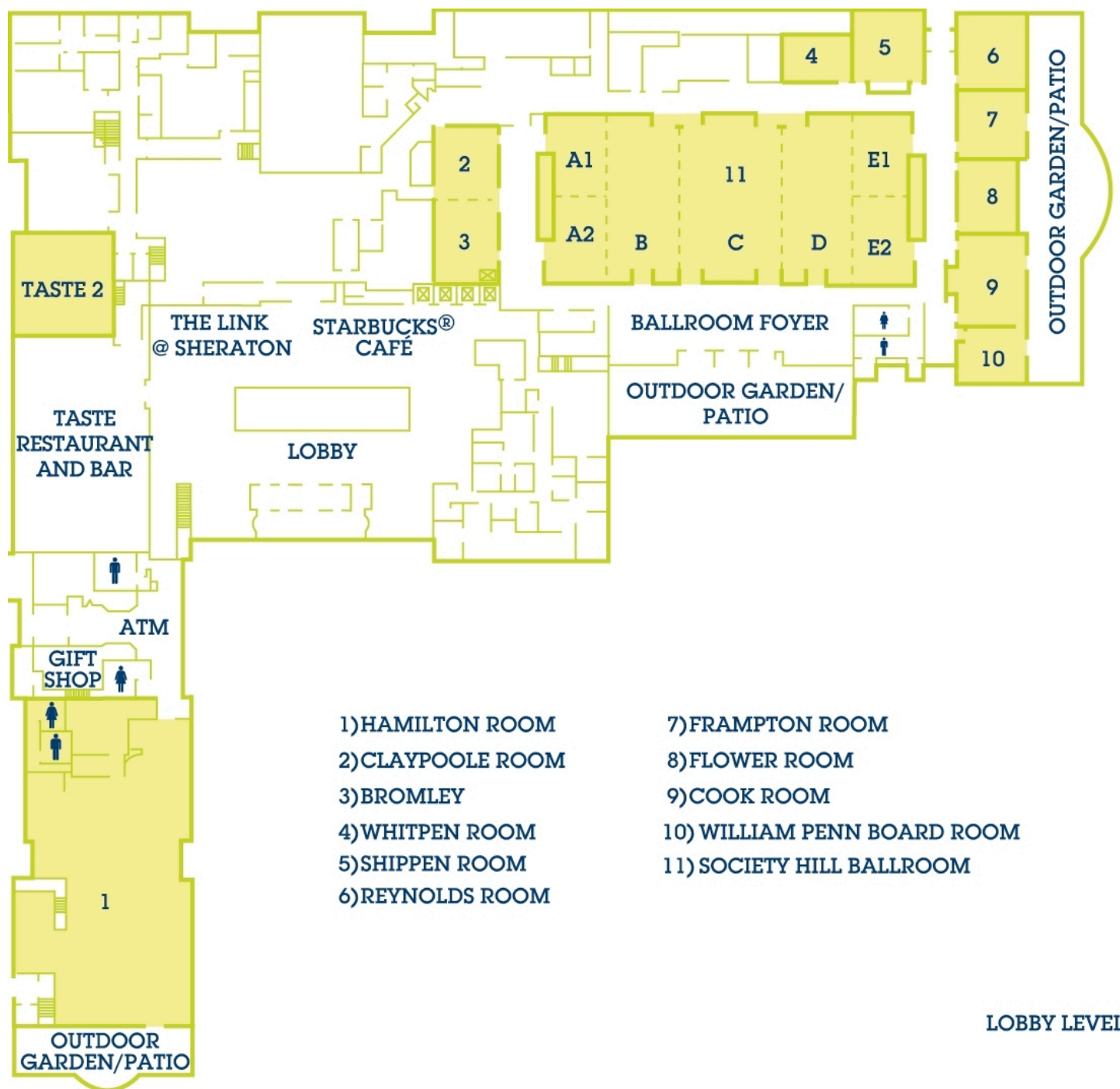
View hotel and local attraction information via the Boston Park Plaza Hotel web site at: www.bostonparkplaza.com.

Submit your proposals for PTI 2015 to be held in Boston, MA online at: https://uconn.co1.qualtrics.com/SE/?SID=SV_3wR1jEq1eWD7s3j

The University of Connecticut reserves the right to change instructors and to cancel or reschedule this program in the event of insufficient enrollment or unforeseen circumstances.



Sheraton Society Hill Hotel



SensusAccess - Alternate Media Made Easy

Producing educational material in alternate formats can be complicated and time consuming. SensusAccess is a self-service solution that automates the process.

Through an easy-to-use web interface, print impaired students and faculty can use SensusAccess to convert textbooks, papers, presentations, assignments and other material into digital Braille, audio books in DAISY and mp3-format, e-books and more.

SensusAccess can also be used to convert otherwise inaccessible documents such as scanned documents, pictures of text and PowerPoint presentations into more accessible formats.

SensusAccess is available to academic institutions to support independence and self-sufficiency amongst print impaired on-campus students, online students and alumni.

As a cloud-based service, SensusAccess can be implemented on existing intranets, internets and other digital platforms in just a few hours.

SensusAccess is developed by Sensus ApS, a research-based consultancy organization with more than 25 years of experience developing tools and technologies for people with visual and reading impairments.

See us at Sensus' booth to learn about SensusAccess and how the service can be made available at your institution. You can also try out the service at the demo site at www.sensusaccess.com.

Sensus ApS
Torvet 3, 2.tv.,
DK-3400 Hillerød, Denmark

www.sensusaccess.com
sensus@sensus.dk
+45 48 22 10 03

SensusAccess
alternate media made easy

Visit our table in the lobby on Thursday



UConn's Online Graduate Certificate Program in Postsecondary Disability Services

The University of Connecticut's online graduate certificate is designed for personnel who work in, or aspire to work in, college or university Offices for Students with Disabilities, and higher education professionals who collaborate with those offices. This 12-credit program, which includes a practicum, can be completed in 10 months.

The courses are offered in a sequence, which **begins in the fall semester**, to create a cohort of classmates that proceed through the program as a group. Students should plan to start in the fall and move through the curriculum sequence in order. The final capstone practicum course (EPSY 5092) requires a face-to-face component in conjunction with the Postsecondary Disability Training Institute.

Courses Include:

Issues in Postsecondary Disability Services
Transition Planning for Students with Disabilities
Independent Study in Education
Practicum

LEARN MORE, VISIT: GCPPDS.Education.UConn.edu

OR CONTACT: Dr. Jae-Eun Joo
Director, Neag Online Programs
Phone: (860) 486-6330
Fax: (860) 486-0210
Email: NeagOnline@UConn.edu

UConn
UNIVERSITY OF CONNECTICUT



Kurzweil 3000®

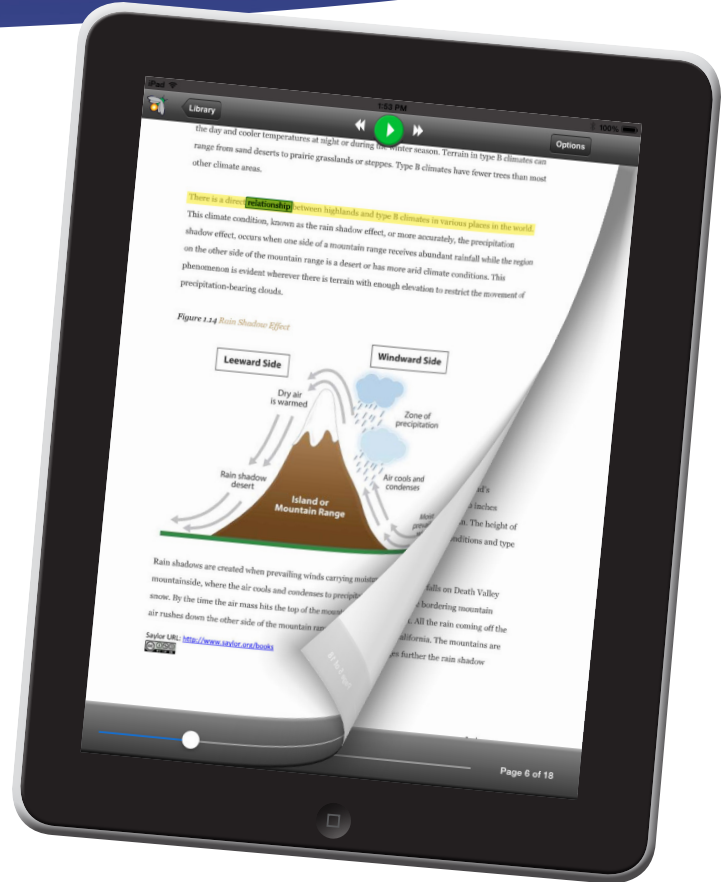
firefly

Award-winning, Text-to-Speech, reading, writing, and study skills software supporting struggling students, including:

- ✓ Students with learning differences
- ✓ English Language Learners
- ✓ Athletes
- ✓ Military veterans

Use Kurzweil 3000-*firefly* to:

- ✓ Access digital content anytime, anywhere
- ✓ Easily read large quantities of text on the go
- ✓ Organize and brainstorm pre-writing ideas using note taking templates
- ✓ Highlight critical information as you read plus other tools for research and study skills



Students learn alongside their peers, achieve success, gain independence and work at their own pace using Kurzweil 3000-*firefly*.

Receive 10% off a site license when ordered by June 30!

Come by and visit us at the Poster Session and Reception on
June 10 from 7:30 – 9:00 PM.

Enter to win an Apple iPad mini and a subscription to Kurzweil 3000-*firefly*.

Kurzweil
EDUCATIONAL SYSTEMS®
www.kurzweilededu.com