



STATE OF THE ART CONFERENCE
on Postsecondary Education and Individuals
with Intellectual Disabilities

Agenda

Strands for Day 1 of the Conference:
 (see “Strands and Topics” for in-depth listing)

Strand 1	Room 1	Academic
Strand 2	Room 2	Social and Independent Living
Strand 3	Room 3	Employment
Strand 4	Room 4	Student Progress and Measurement Outcomes
Strand 5	Room 5	Ballroom

THURSDAY, November 20, 2014

Beginning 7:30am	Registration in foyer				
7:30 am – 8:30 am	Breakfast				
8:15 am – 9:30 am	<p><i>Ballroom</i></p> <p>Welcome by</p> <p>Dr. Michael Behrmann, Director of GMU’s Helen A. Kellar Institute for Human disAbilities Dr. Wendy Harbour, Executive Director of the Taishoff Center for Inclusive Higher Education at Syracuse University Matthew Raczka, College of Charleston</p> <p>Leadership Awards Dr. Heidi Graff, Director of the Mason LIFE Program</p>				
9:30 am – 9:45 am	Break				
9:45am- 10:45am Session I	<p><i>Shenandoah Room</i></p> <p>Creating Engaging and Effective Lessons to Build Employment-Related Skills Dr. Misty Vetter Parsley Mallory Whitmore</p> <p>Students with disabilities often need assistance with employment-related skills like interaction, communication, and technology. This session will explore engaging lessons for teaching these skills in an effective manner using well-established lesson planning</p>	<p><i>Blue Ridge Room</i></p> <p>Organizations, Internships, and Mentorships: The Multiple Dimensions of Engagement for Student Success L. Danielle Roberts-Dahm</p> <p>This presentation will detail how Project STING RAY facilitates student engagement in the campus and community through participation in organizations, internships/job experiences, and mentorships. Practical recommendations for</p>	<p><i>Potomac Room</i></p> <p>LifeLink: PSE Pioneers on the Plains of Nebraska Janine Barber Bill Moore Teresa Halley</p> <p>LifeLink-Nebraska, a concurrent enrollment program on a rural community college campus, will share strategies used to achieve paid employment for all students, a person-centered planning template which yields academic choices, and a</p>	<p><i>Fairfax Room</i></p> <p>The Postsecondary Education Readiness Rubric Kerry McKenna</p> <p>Collaboratively developed by Learning Support specialists from colleges and transition specialists, this is a rubric style tool that students, parents, school counselors and teachers can use to help a student determine how she/he performs at some of the critical skills needed to succeed in the post-secondary</p>	<p><i>Ballroom</i></p> <p>Panel Discussion:</p> <p>Transition from College to Independent Living: Support for an Active Social Life</p> <p>Cindi May Dr. James DuRant Dr. Richard Ferrante College of Charleston</p> <p style="text-align: right;">(continued next page)</p>

	techniques such as a set, formative assessment, and closure.	implementation in other programs and resources will be shared.	strong program commitment to the community and service-learning opportunities.	environment.	Dr. Tony Plotner University of South Carolina
10:45am - 11:00am	Break				Dr. Debra Leach Winthrop University
11:00am - 12:00pm Session II	<p style="text-align: center;"><i>Shenandoah Room</i> Creating a Handbook for Faculty Teaching Inclusive Post-Secondary Courses Stuart Carroll Alex Monday, Jerry G. Petroff Brittany Elsasser</p> <p>After gathering data from professors and students in inclusive post-secondary courses we have created a handbook to assist future faculty. This session will summarize the data gathered, describe the process of developing the handbook, and share key parts of the handbook.</p>	<p style="text-align: center;"><i>Blue Ridge Room</i> A Look at How Personal Safety Groups Foster Independent Living Lisa L. Christian Emeline Wolff Edie Cusack</p> <p>The question of how to keep students with ID safe as they transition through PSE programs, as well as after graduation, has weighed on the minds of stakeholders. This presentation will focus on personal safety-oriented educational groups that are designed to educate and empower students as they transition.</p>	<p style="text-align: center;"><i>Potomac Room</i> Unconventional College Internships: A Pathway to Employment Lori Briel Renee Bullano</p> <p>Internships have great value for both employers and college students. Employers identify and develop talent; students learn and apply skills in new settings. Using a Discovery approach, student support teams learn what students CAN do. Find out how VCU develops and adapts college internships in the last semester of ACE-IT in College..</p>	<p style="text-align: center;"><i>Fairfax Room</i> Inclusive College: Accomplishments and Challenges from the First Three Years Sharon Richter Anna Ward</p> <p>In this presentation, we will provide information about the Scholars with Diverse Abilities Program, a college inclusion program at Appalachian State University. In this session, presenters will share efforts among SDAP personnel aligned with program development, evaluation, student measurement and outcomes from the first three years.</p>	<p style="text-align: center;">Amy Miller Coastal Carolina University</p> <p style="text-align: center;">Dr. Joe Ryan Clemson University</p> <p>Five SC colleges collaborated to provide transitional support (employment, transportation, housing, health, and social life) for students with ID as they complete college. This session focuses on resources for maintaining active social lives, competitive employment, and access to housing, transportation and health care after graduation.</p> <p style="text-align: right;"><i>Moderated by Donald Bailey</i></p>
12:00pm - 1:00pm	Networking Lunch				
1:15pm - 2:15pm Session III	<p style="text-align: center;"><i>Shenandoah Room</i> Academic Coaching in Post-Secondary Education Greg Desrosiers Rica McGinnis</p> <p>This presentation will focus on a hierarchical support network involving Academic Coaches created at Wayfinders at California State University, Fresno, a TPSIID recipient. These supports have been created in response to the</p>	<p style="text-align: center;"><i>Blue Ridge Room</i> The Role of the Peer Mentor in Social Inclusion Ryan Wilson</p> <p>Our presentation will take an in-depth look at the importance of utilizing fellow college students as 'peer mentors' and the social benefits this can have for our students and the program on a whole.</p>	<p style="text-align: center;"><i>Potomac Room</i> Creating an Inclusive Campus Community with Customized Employment Dr. Martha Mock Amy Dwyre, Kristen Williams Robert Lonie</p> <p>Panel presenters will share how customized employment initiatives have helped promote employment for college students with ID.</p>	<p style="text-align: center;"><i>Fairfax Room</i> Development, Implementation, and Outcomes of the Mason LIFE Program Interview Manual Karen Ingram</p> <p>Research focuses on the development, implementation and outcomes of The Mason LIFE Program Interview Manual. Use of the interview has shown to have a direct</p>	<p style="text-align: center;"><i>Ballroom</i> Obtaining Gainful Employment Opportunities through PSE & Paid Internship Certifications Susan Wells John Dodson</p> <p>This presentation is about Taft College's Transition to Independent Living Program's utilization of paid student Internships to Forge the Link</p>

	<p>varying support needs necessary to facilitate academic inclusion as well as steps taken to train direct support staff.</p>		<p>Panel will share national statistics that demonstrate encouraging results with customized employment efforts & supporting employment at college.</p>	<p>relationship on student outcomes. It provides a model for continued use within the program as part of the admissions process, and with other postsecondary programs.</p>	<p>between PSE & Employment. They will also discuss the TPSID grant that Taft College was awarded to create student internships and industry certifications.</p>
2:15 pm - 2:30 pm	Break				
2:30 pm - 3:30 pm Session IV	<p><i>Shenandoah Room</i> Individualized Curriculum Using General Academic Courses for College Students with ID Beth A. Bader Elizabeth E. Getzel</p> <p>College is increasingly a reality for transition-age students with ID, but little information exists on what must be done to integrate these students into existing university courses. Information will be presented on the development of flexible, individualized curricula using courses available to all students at a large urban university.</p>	<p><i>Blue Ridge Room</i> Promoting Healthy Lifestyles for Individuals with ID Dr. Joseph Ryan Dan Traylor</p> <p>The session provides information and training for parents, educators and individuals with disabilities on how to develop a personal fitness program. We provide easy to follow guidelines for implementing (a) physical fitness assessment, (b) nutrition and diet plan, and (c) and methods for enhancing your flexibility, strength, and aerobic capacity.</p>	<p><i>Potomac Room</i> Project Panther LIFE: Preparing Students for Meaningful and Relevant Employment Anthony Gallardo Dr. Diana Martinez Valle-Riestra</p> <p>Project Panther LIFE is a post-secondary transition program for students with ID. Panther LIFE consists of a partnership that includes Florida International University, Miami-Dade County Public Schools, and Parent to Parent of Miami. Panther LIFE's initiative is to help students obtain meaningful and relevant employment opportunities and integrate them into the community.</p>	<p><i>Fairfax Room</i> Inclusion at a Four-Year University: Effective Strategies and Practices Rica McGinnis</p> <p>As students labeled with intellectual disabilities are increasingly making the transition to college, it is important to explore strategies and practices for academic inclusion being implemented at this level. This presentation describes strategies and practices being implemented at a four-year university, which have led to inclusion of students labeled with intellectual disabilities.</p>	<p><i>Ballroom</i> Linking Independence through iAbilities Kellye Brown Ana Calvo Janell Hills</p> <p>The presenters will demonstrate strategies for developing social and independent living using self-advocacy skills and technology. Attendees will view actual implementation on applications and learn techniques, focusing mainly on student abilities not their "disabilities". This workshop will provide versatility to empower the student to achieve lifelong independent milestones</p>
3:30 pm - 3:45 pm	Break				
3:45 pm - 4:45 pm	<p><i>Ballroom</i> Keynote Addresses Stephanie Smith Lee "Model Accreditation Standards, Federal Appropriations and Reauthorization of the ID Provisions of the Higher Education Act" <i>Introduction by Kim Musheno, Director of Public Policy at AUCD</i></p> <p>Debra Hart and Cate Weir ThinkCollege "Trends and Outcomes for Students with Intellectual Disabilities: Data from the National Coordinating Center" <i>Introduction by Bud Buckhout, Associate Director of the Taishoff Center for Inclusive Higher Education at Syracuse University</i></p>				

5:00 pm - 7:00 pm

Reception in the foyer
Kaleidoscope in the Ballroom
(See session list)



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Strands for Day 2 of the Conference:
 (see “Strands and Topics” for in-depth listing)

Strand 1	Room 1	Promoting Policy and Systemic Change
Strand 2	Room 2	Program Development and Evaluation
Strand 3	Room 3	Transition to College
Strand 4	Room 4	Research and Evaluation
Strand 5	Room 5	Ballroom

FRIDAY, November 21, 2014

Beginning 7:30am	Registration in the Foyer				
7:30 am – 8:30 am	Breakfast				
8:30 am – 9:30 am	<p><i>Ballroom</i></p> <p>Keynote Addresses Dr. Melody Musgrove Director of the Office of Special Education Programs <i>Introduction by Madeleine Will</i></p> <p>Congresswoman Cathy McMorris Rodgers <i>Introduction by Stephanie Smith Lee</i></p>				
9:30 am – 9:45 am	Break				
9:45am- 10:45am S e s s i o n I	<p><i>Shenandoah Room</i></p> <p>A Private/Public Partnership in Higher Education for Students with ID Joan Johnson Dr. Terri Shelton, Lisa Pluff Kimberly Miller Dr. Stuart Schleien</p> <p>The partnership between The University of NC-Greensboro and its non-profit partner, Beyond Academics, showcase advantages of collaboration and impact on participants while enrolled and post-graduation.</p>	<p><i>Blue Ridge Room</i></p> <p>Harvesting Seeds of Change in Higher Ed: Conversations that Matter Dr. Carole Gothelf Katerina Chatzistyli Dr. Martha Mock, Ife Okoh Sarah Ward, Matthew Weiler</p> <p>World Café conversations enhance knowledge sharing and tap into collective intelligence. Join this “World Café” and learn to use diverse perspectives to expand high quality inclusive college programs. Every voice</p>	<p><i>Potomac Room</i></p> <p>Using a Wraparound Planning Process to Support College Students with DD Dr. David Richman Dr. DeAnn Lechtenberger Wesley Dotson Chrystal Jansz Rieken</p> <p>The Texas Council for Developmental Disabilities funds a PSE transition program for students with DD, ages 18-25, enrolled in an academic degree or certification program. We will describe the program,</p>	<p><i>Fairfax Room</i></p> <p>Monitoring and Measuring Emergent Independence in PSE Students with ID Seb Prohn Kelly Kelley</p> <p>The University Participant (UP) program offers a pathway to independent living and competitive employment through a fully inclusive college experience. This presentation will share changes in adaptive skills and support needs as indicators of progress toward</p>	<p><i>Ballroom</i></p> <p>A College Primer for High School Seniors: Innovative Funding Solutions and Curricula Aaron Rakow, PhD Lauren Merritt</p> <p>The College Steps Program provides PSE services for young adults. Presentation will focus on funding sources and suggestions for model replication. It will also discuss CSP’s NextSteps curriculum, a high school transition</p>

		matters.	preliminary outcomes.	independence.	program housed within a college environment.
10:45am – 11:00 am	Break				
11:00am – 12:00pm Session II	<p><i>Shenandoah Room</i> Moving to the Next Level: From Practice to Policy Elizabeth Evans Getzel Dana Yarbrough Kathe Wittig</p> <p>The Virginia Collaborative for College is a statewide stakeholder group that is working to increase access to inclusive postsecondary education for students with ID/DD. The presentation will discuss their efforts to work with state legislators through a multi-step process to scale up these opportunities in Virginia. The presenters will engage participants in this important discussion of working with state legislatures to create systemic change.</p>	<p><i>Blue Ridge Room</i> Determining Characteristics of Evidence-based Predictors of Post-School Success: A Tool for Districts and Schools Lauren K Bethune</p> <p>Many states and locals report having programs in place that reflect evidence-based predictors or post-school success, yet, there are not criteria available by which to examine an existing program and determine that it meets the established criteria for a predictor. This session will overview a tool for this process.</p>	<p><i>Potomac Room</i> Current Practice and Family Perspectives: Supporting Each Other in Effective Family Engagement Brian Freedman Sean Roy</p> <p>This session will highlight data gathered from 20 postsecondary education programs on their policies and practices for engaging family members of students with intellectual disabilities. Participants will participate in a group exercise designed to share knowledge and experiences. Information on partnering with parent and disability groups will also be discussed.</p>	<p><i>Fairfax Room</i> Examining the college experiences of students with and without intellectual disabilities Jo Hendrickson Pam Ries</p> <p>Students with intellectual disabilities (ID) living and learning on college campuses are part of a growing PSE phenomenon. Little is known regarding how their experiences compare with traditional freshman. The first year experiences of students with ID are compared with subgroups of typical freshman on factors such as academic challenge, collaborative learning, student-faculty interaction, and more. Results show similar developmental and experiential trends.</p>	<p><i>Ballroom</i> Panel Sustaining Success: Two Statewide Models for Capacity Building and System Change</p> <p>Donna Carlson Yerby Deborah Zuver Carolina Institute for Developmental Disabilities at UNC</p> <p>Tom Beeson FUTURE Program at University of Tennessee</p> <p>Tammy Day Vanderbilt University</p> <p>Mallory Whitmore Dr. Misty Vetter Parsley Lipscomb University</p> <p>Maurice Williams Dr. Chrisann Schiro-Geist The University of Memphis</p>
12:00pm – 1:00 pm	Networking Lunch				
1:00 pm – 2:00 pm	<p><i>Ballroom</i> Keynote Student Employment Panel Andrew Gaffney, Camden Community College Jordyn Dannenbaum, George Mason University Adam Scott, LifeLink-Nebraska</p> <p><i>Moderated by Debra Hart, Educational Coordinator at the Institute for Community Inclusion, University of Massachusetts, Boston</i></p> <p><i>Introduction by Diana Katovitch, Assistant Director of the Taishoff Center for Inclusive Higher Education at Syracuse University</i></p>				
2:00pm - 2:15pm	Break				

<p>2:15pm – 3:15pm Session III</p>	<p><i>Shenandoah Room</i> Continuing Education for All! How to build a consortium for PSE opportunities for people with IDD Gerard Jimenez</p> <p>To demonstrate how building collaborations with key stakeholders can lead to the creation of a consortium. How legislation can be introduced to support the effort to fund the expansion of existing programs and the creation of new programs in the state.</p>	<p><i>Blue Ridge Room</i> Starting From Scratch: Building an Inclusive Postsecondary Education Program Dr. Clare Papay Adriana Gonzalez-Lopez</p> <p>Do you want to start an inclusive PSE program for students with ID but don't know where to start? In this session, we will provide a process for program development and practical advice based on our own experiences initiating a certificate program without federal grant funding.</p>	<p><i>Potomac Room</i> Successful College Transition: Florida's STAR PCP Model and UDL Online Module Mickie Hayes Mike Muldoon</p> <p>Both the STAR Person-Centered Planning model and UDL online module were created specifically for PSE transitioning students with ID. The user-friendly STAR pinpoints students' strengths, needs, and future plans. The UDL module offers PSE faculty/staff realistic classroom strategies and support.</p>	<p><i>Fairfax Room</i> The Impact of Family Expectations on Post School Outcomes Dana Yarbrough</p> <p>We know that increasingly, students with Intellectual Disabilities (ID) are entering college as a result of a combination of legislative, academic, and social change. Through presentation of data from a small study, this session explores what contributes to parent expectations that their son/daughter with ID will go to college.</p>	<p><i>Ballroom</i> Developing Model Accreditation Standards</p> <p>Stephanie Smith Lee Madeleine C. Will Debra Hart Cate Weir Dedra Hafner Dara Baldwin</p> <p>The Higher Education Act requires that an Accreditation Workgroup develop model accreditation standards for postsecondary programs for students with intellectual disabilities. Presenters will describe these requirements and the applicable accreditation landscape. The focus of the session will be to solicit input on the draft model standards.</p>	
<p>3:15pm - 3:30pm</p>	<p>Break</p>					
<p>3:30pm – 4:30pm Session IV</p>	<p><i>Shenandoah Room</i> Towards More Inclusive Universities: Lessons Learned at Syracuse University Bud Buckhout Diana Katovitch</p> <p>Formal programs for students with intellectual and developmental disabilities (IDD) in higher education have opened many doors. But are programs the only way to go? We believe that lessons learned from formal programs can be used to develop more inclusive support options for students with IDD at colleges throughout the United States.</p>	<p><i>Blue Ridge Room</i> Building Sustainable and Effective Campus Based Transition Programs in Indiana Jean Updike Gwen Chesterfield, Apple Quick</p> <p>Indiana has undertaken a statewide initiative to build multiple PSE programs. We will provide information on the processes and outcomes, including building sustainable transition programs with positive outcomes. Strategies for developing formal agreements, measuring student achievement, and promoting systems change will be shared.</p>	<p><i>Potomac Room</i> A Literature Review: Supports that Promote Success for Students with ID in PSE Kimberly S. Boyd</p> <p>The increase in various inclusive forms of postsecondary education programs for students with intellectual disabilities has been seen over the past ten years. This presentation will discuss the findings of the literature review that investigates the supports that promote success for students with intellectual disabilities within postsecondary education.</p>	<p><i>Fairfax Room</i> App Development for Students with ID; EZText2Pic, a research study Dr. David A. Lojkovic Dr. Michael M. Behrmann, Dr. Heidi J. Graff Dr. Anya Evmenova</p> <p>In this presentation app development for students with ID shall be discussed as well as the results of field-testing the <i>EZText2Pic</i> app. The <i>EZPic2Txt</i> app utilizes text-to-speech software, pictures, and touch screen technologies to make electronic communication more accessible</p>		

4:30 pm – 4:45 pm		Break
4:45 pm – 5:15 pm		<i>Ballroom</i> Closing Remarks Dr. Michael Behrmann , Director of GMU's Helen A. Kellar Institute for Human disAbilities



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Kaleidoscope Sessions

Each session will last 45 minutes, with time for Q&A. At the sound of the bell, attendees should feel free to move to another session

Table #1	Table #2	Table #3	Table #4
<p>International Trip of a Lifetime: Lessons Learned in Study Abroad Experience Dr. Kelly R. Kelley Seb M. Prohn</p> <p>The University Participant Program took their first international trip to London and Ireland in May 2014 with individuals from the UP program and natural supports (undergraduate students). This presentation will provide details of the travel experience; adult services researched, logistical considerations, video blogs of student progress, and lessons learned.</p>	<p>Think College Vermont: Inclusive Education and Employment in the Green Mountain State Dr. Bryan Dague</p> <p>Think College Vermont, located on the campuses of the University of Vermont and Johnson State College, provides an inclusive college experience for students with ID. Peer mentor support has been a key to academic, social, and employment success. Learn how we've implemented PSE and effective employment in Vermont.</p>	<p>Free, Publicly Available Math and Language Arts Instructional Resources for Students with ID Ricki Sabia</p> <p>We will discuss new publicly available instructional resources that can be used to support students with intellectual disabilities in postsecondary programs. They should also be shared with teacher preparation programs to support K-12 College and Career Ready instruction. The resources have a Universal Design for Learning focus and are embedded with strategies for a wide range of learners.</p>	<p>Recruitment, Capacity Building, and Improved Programming through Summer Residential Opportunities Tammy Day</p> <p>People are best able to understand a task, a situation, and an opportunity through prior learning and experiences. This premise is why a week-long summer residential experience is a perfect way for youth to determine if a college experience might be right for them. They get to actually see themselves on campus.</p>

Table #5	Table #6	Table #7
<p>Sexual Harassment in the Work Environment Training for Young Adults with Low Incidence Disabilities Robin Moyher</p> <p>This study, with significant results, was designed to promote participants knowledge of sexual harassment, personal safety awareness, and advocacy in the work environment. Results are important for future employment, social, and communication skills and growth, as well as independent living of participants. Rationale for this topic will also be presented.</p>	<p>Integrating Technology for Success on a College Campus Kelly Ligon</p> <p>Students with intellectual disabilities have the opportunity to attend college, but may need support to be successful. Technology can make a difference. Participants will leave with ideas for different types of technology, an outline of questions to ask students, and ways to get students involved in addressing their technology needs.</p>	<p>Walk the Talk: Infusing Person-Centered Thinking in Program Development Debbie Bain</p> <p>Developing a new program? Think about engaging the targeted audience at the onset. It's prudent, fuels capacity for success, reiterates your organization's commitment to person-centered philosophy. Learn strategies to garner students' perspectives, challenge the traditional decision-making process, and ensure students have a voice in program design and outcomes.</p>

