

Beginning 07:30 am	Registration in Foyer
07:30 am – 08:30 am	BreakFast
08:30 am – 09:30 am • Ballroom •	Welcome
	Dr. Heidi Graff, George Mason University's LIFE Program Dr. Beth Myers, Lawrence B. Taishoff Center for Inclusive Higher Education
	Leadership Award
	Liz Plachta, Ruby's Rainbow Mark Hublar, Jefferson Community Technical College Program
09:30 am – 09:45 am	Break
09:45 am – 10:45 am	Session I presentations: See page 1 For details
10:45 am – 11:00 am	Break
11:00 am – 12:00 pm	Session II presentations: See page 2 For details
12:00 pm – 01:00 pm	Networking Lunch
01:00 pm – 02:15 pm • Ballroom •	Plenary Session
	Captain Robert Taishoff <i>Introduction by Sara Weir, National Down Syndrome Society and Dr. Beth Myers, Lawrence B. Taishoff Center for Inclusive Higher Education</i>
	Leadership Award
	Joan Johnson, University of North Carolina at Greensboro <i>Presented by Cate Weir, National Coordinating Center for Postsecondary Education for Students with ID</i>
	Keynote
	Lessons Learned & the Road Ahead: Think College National Coordinating Center 2015-2020 Debra Hart, Institute for Community Inclusion & Dr. Meg Grigal, Think College
02:15 pm – 02:30 pm	Break
02:30 pm – 03:30 pm	Session III presentations: See page 3 For details
03:30 pm – 03:45 pm	Break
03:45 pm – 04:45 pm	Session IV presentations: See page 4 For details
04:45 pm – 05:00 pm	Break
05:00 pm – 06:00 pm • Ballroom •	Keynote
	Public Policy Impacting Postsecondary Students with ID: What You Need to Know and Do Stephanie Smith Lee, National Down Syndrome Congress Madeleine Will, Collaboration to Promote Self-Determination Kim Musheno, Association of University Centers on Disabilities Ricki Sabia, National Down Syndrome Congress
	Reception in Lobby
06:00 pm – 07:00 pm	Reception in Lobby


★ For more information on presenters, honorees, and our committees, please visit our website www.georgemasonlife.com




Beginning 07:30 am	Registration in Foyer
07:30 am – 08:30 am	Breakfast
08:30 am – 09:45 am • Ballroom •	Leadership Award
	Maurice Williams , University of Memphis Institute on Disability <i>Presented by Stephanie Smith Lee, National Down Syndrome Congress</i>
	Keynote
08:30 am – 09:45 am • Ballroom •	Building Effective VR Partnerships in Inclusive Higher Education Barry Whaley , University of Kentucky - Human Development Institute Dana Baccanti , Pennsylvania Office of Vocational Rehabilitation Ed James , Georgia Vocational Rehabilitation Agency Jordan Knab , University of South Florida D’Arcy Robb , Georgia Vocational Rehabilitation Agency
	Break
	Session I presentations: See page 5 For details
	Break
	Session II presentations: See page 6 For details
09:45 am – 10:00 am	Break
10:00 am – 11:00 am	Session I presentations: See page 5 For details
11:00 am – 11:15 am	Break
11:15 am – 12:15 pm	Session II presentations: See page 6 For details
12:15 pm – 01:15 pm	Networking Lunch
01:15 pm – 02:15 pm • Ballroom •	Keynote
	Self-Advocate Independent Living Panel Ali Hale , Western Carolina University Dan Homan , The College of New Jersey Erin Tuegel , University of Cincinnati <i>Moderated by Dee Katovitch, Lawrence B. Taishoff Center for Inclusive Higher Education</i>
	Break
02:15pm – 02:30 pm	Break
02:30 pm – 03:30 pm	Session III presentations: See page 7 for details
03:30 pm – 03:45 pm	Break
03:45 pm – 04:45 pm	Session IV presentations: See page 8 for details
04:45 pm – 05:15 pm • Ballroom •	Closing Remarks
	Kim Musheno , Association of University Centers on Disabilities Dr. Michael Behrmann , Emeritus Director of GMU’s Helen A. Kellar Institute For Human disabilities

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 **BLUE RIDGE** **Robin Moyher, M. Ed, BCBA, LBA,**
Heidi Graff, Ph.D. • Christine Barthold, Ph. D.**Sexual harassment training in the employment setting for women with Intellectual Disabilities**

Women with disabilities are at a high risk for becoming victims of sexual abuse. This population frequently does not have access to sex education. Employment is often a goal of individuals with IDD. Employment can have a positive effect on the lives of all individuals. The risk of becoming a victim of sexual violence includes the employment setting. This study investigated the effectiveness of a training module for teaching sexual harassment prevention in the employment setting to women with IDD. Results of a single-subject, multiple-baseline across participants' design will be discussed.

 **POTOMAC** **Matt Johnson, Ed.D.**
Jessica Lamb, M.Ed. • Ajay Bhatara
• Carrigan Cleveringa**Navigating Education: Utilizing Peer Supports in Post-Secondary Education Programs**

Entering college is difficult for incoming freshmen, especially those students with ID as they learn to maneuver the new-found expectations, environments, and freedoms. The use of a peer support program, Peer Navigators, has provided students in the Augie Access program at Augustana University connections to peer mentors who assist students in navigating the various aspects of college life: fostering a path to authentic inclusive experiences in academic and social situations, mentoring, and a sense of community. In this session, learn how one post-secondary education (PSE) program has built a successful peer support program from the ground up.


 **BALLROOM C/D** **Stephanie Foster • Gary Hagy****Monitoring the Progress of Academic Related Skills of Students with ID/DD in a Post-Secondary Setting**

Wayfinders at Fresno State offers an inclusive academic experience at the post-secondary level. Our students attend courses of their own choosing and participate in the classes with matriculated university students. Progress can be difficult to define in the academic

setting with young adults. Our goal was to develop a system to collect data in real-time that accurately reflects demonstrable progress in academia-related skills. In the first section, we clearly define what behaviors and skills we targeted that indicated the largest amount of academic success. In the second section, we describe how we developed our measurement tools to measure these targets of academic success. In the third section, we demonstrate how we use our data collection devices with the measurement tools. In the fourth and last section, we show some of the training methods that enable our staff to collect data in real-time while still providing the support to our students for their continued progress in their area. The second part of our presentation will showcase some of the highlights that have come from our data collection. We targeted three different types of academic-related skills in the classroom. These are: classroom readiness, classroom participation, and classroom misconduct. We anticipate a relationship between these three types of skills. We plan on generating visual representation of any relationships between the three skill types.


 **FAIRFAX** **Sean Roy • Angela Jarvis Holland****How Did You Do That?: Lessons from Key Parent Leaders**

Parents have historically played a crucial role in advocating for the creation of postsecondary education opportunities for students with ID/DD. PACER Center, a partner in the Think College Coordinating Center, conducted in-depth interviews with five parent leaders who were instrumental in starting inclusive postsecondary experiences. This session, co-presented by PACER staff and one of the parent leaders interviewed, will highlight the key strategies and insights gathered during the interviews. Information presented will be useful to potential parent leaders and anyone seeking to better understand how to build relationships and structure programs effectively.

 **MAIN BALLROOM** **David Mank, Ph.D.**
• Introduced by Stephanie Smith Lee**Building National Capacity for Competitive Integrated Employment**

Key elements of the Workforce Innovation and Opportunity Act, of 2014 (WIOA) and the Report and Recommendations from the Advisory Committee for Increasing Competitive Integrated Employment for Individuals with Disabilities (ACICIEID) will be outlined by the ACICIEID Chair. Points of particular importance to postsecondary education and students with intellectual disability will be highlighted.

 **SHENANDOAH**

 **Anna Ward,**
Rebekah Cummings, PhD • Kelsey Trevethan

Inclusive Practices for Classroom and Co- Curricular Experiences

In this presentation, staff and students from the Scholars with Diverse Abilities Program (SDAP) will address academic and co curricular strategies for inclusion. We will describe inclusive course designs and practices offered to SDAP students as well as traditional students, additional strategies used by instructors in general education courses, and an inclusive model for an Alternative Service Experience trip to Washington, DC.


 **BLUE RIDGE**

 **Dr. Dedra Hafner**

Developing Health Care Assistant & Para-Professional Educator Certificates

This session addresses the workforce needs of the future and opens the doors to new employment opportunities for students with intellectual disabilities through the development of institutional certificates. This session will look at how to build certificates within higher education that pairs: a. knowledge-based college courses; and skill-based internship experiences, so that students who are completing their programs can enter into jobs as teaching assistants, personal companions, recreational assistants, and health care assistants. Case studies will be provided on how jobs were obtained in education and health-care fields for students from the Cutting-Edge program at Edgewood College.

 **POTOMAC**

 **Rob LeSueur • Lisa Ruby • Fran Johnson**

Pedaling toward a bright future - Positive impacts of learning to ride bicycles

Bicycling is a beneficial skill to for the post-secondary and adult population with disabilities. It provides opportunities for recreation and transportation. Through these means, it increases self-esteem and independence of new riders. This presentation will highlight the benefits of learning to ride a bicycle for people with disabilities. The presentation will also introduce the iCan Shine method of teaching students to ride in a short camp-like setting.

 **BALLROOM C/D**

 **Lyndsey Nunes M.S. Ed, BCBA**

A Self-Determination Evaluation Study of the Massachusetts Inclusive Concurrent Enrollment Programs

This presentation will review an evaluation study of the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) programs. The purpose of the evaluation was to examine the functional components of the MAICEI Programs that promote self-determination (SD) skills of students with intellectual disabilities. An overview of the qualitative and quantitative data collected will be provided. The relationship between educational coaches and student's perceptions of SD will be greatly discussed. Based on the findings, a guide of necessary components and procedures to promote SD at MAICEI programs was developed and will be provided. The implementation barriers at the different campuses will be discussed.

 **FAIRFAX**

 **Fran Sandridge**
Kimberly Miller • Bradford West

Fostering Self-Determination Through a Shift in Family Roles

The role of a parent and/or family must shift as they are supporting their student(s) through post-secondary education. Students become more self-determined toward planning their lives and choosing a career path. This session will share methods used by The University of North Carolina at Greensboro and Beyond Academics, which supports students with intellectual and developmental disabilities (IDD) through a four-year program of study.

 **MAIN BALLROOM**

 **Terri Couwenhoven**

I Want a Boyfriend (or Girlfriend)! Helping Young Adults Navigate the Dating World

Many parents struggle with how to support their son or daughter as they develop an interest in dating. In this workshop, parents and professionals will learn ways to support their teen/adult in the dating world as well as explore common issues, concerns and obstacles. Resources for teaching about sexuality, dating and supporting healthy relationships will be shared.

 **SHENANDOAH** **Bryan Dague, Ed.D.**
• Cassandra George, M.S.**Peer Mentor Experience at the University of Vermont**

Think College at the University of Vermont provides an inclusive college experience for students with intellectual and developmental disabilities. Peer mentor support has been key to student academic, social, and employment success. Our mentor program is not only instrumental in the success of our students, but has played an integral role in the education and development of the mentors themselves. This session will explore the role and relationship of mentors and mentees, recruitment, training and supervision, challenges and rewards, and the overall impact on students, mentors and the university in general.


 **BLUE RIDGE** **Brianna Shults****Project SEARCH at Syracuse University:
A New Option for InclusiveU**

Postsecondary options for students with intellectual disabilities must be highly responsive to the changing needs of the students. In the case of InclusiveU at Syracuse University, we saw that, in spite of a high quality postsecondary education experience, our graduates were not making the transition to integrated employment. Enter Project SEARCH™, an internationally renowned internship program designed to prepare individuals with disabilities for the world of work by partnering with a host business. Using Syracuse University as a host business, our InclusiveU graduates can now apply Project SEARCH and put their education to use in integrated employment.

 **POTOMAC** **John Cayton, MAEd.** • Jamal Underwood**Ambassadors of Friendship: Fostering Social Relationships in College through Peer Mentor Programs**

Social relationships matter for college students. However, students with intellectual and developmental disabilities often struggle with forming and maintaining friendships in school. Next Steps at Vanderbilt provides an opportunity for students to flourish in many areas, including socially through their peer mentor program, the Ambassadors student organization. The Student Supports & Campus Life Director of Next Steps, along


with a current student, will share their experiences of the Ambassadors program and discuss how to foster social relationships through a peer mentor program. There will be time for questions and answers with the presenters.

 **BALLROOM C/D** **Diane Clouse, EdD**
Kate Doyle, M.Ed. • Carla Schmidt, PhD,
BCBA-D • Christina Carnahan, EdD**Visualize Our Perspective: Using Photovoice to Document Students with ID College Experiences**

Focus groups, Photovoice, semi-structured interviews, and questionnaires were utilized to document perspectives of adults with intellectual disabilities' college experiences and involvement in inclusive collaborative group approach to research as well as determine the potential usefulness of photovoice in participatory program evaluation. Results reveal opportunities for personal and relational development for participants with ID. Such research supports the notion "nothing about us, without us."

 **FAIRFAX** **Terri Couwenhoven****Evaluating Dating Relationships: Healthy or Unhealthy?**

In this workshop participants will learn characteristics of healthy and unhealthy relationships and then apply to real life couples.

 **MAIN BALLROOM** **Cate Weir** • Clare Papay**The What, Why, and How of Becoming a Comprehensive Transition Program (CTP)**

Eligible students with intellectual disabilities are able to access federal financial aid when they attend inclusive postsecondary education programs that have been approved as Comprehensive Transition and Postsecondary (CTP) programs. In this session, we explain what CTP is and why programs should consider applying for this approval. We also give practical advice on the application process and how to write a successful application to become a CTP.

 **SHENANDOAH** **Nora Krasowski** • Edie Cusack**Setting rigorous standards for students with ID/DD in college classes?**

This presentation will focus on how to modify coursework in traditional college classes in order to match the functional level of students with ID so they are held to a rigorous yet attainable standard. It will detail the steps for collaboration between the professor and the REACH program staff in order to set a challenging but, appropriate set of assignments that parallel that of a traditional student.


 **BLUE RIDGE** **Meg Grigal, Ph.D.** • Amy D'Agati**Proactive strategies that lead to employment in inclusive higher education.**

Supporting students with ID to get and keep jobs while attending college can be a challenge. To build effective career development and employment services, staff must be prepared to partner with existing services on campus, be proactive in their training and set clear goals about integrated employment. This presentation will share strategies for success and lessons learned about effective employment services in higher education programs serving students with ID.


 **POTOMAC** **Mary Price** • Christina Raeke,
• Zachary Chipman**Breaking the Barriers: Implementing a Resident Life Program in a Public State University for students with intellectual disabilities.**

Mary Price and Christina Raeke from Bridgewater State University's Inclusive Concurrent Enrollment Initiative Program will guide the audience through the process of developing a plan, breaking barriers, working with partner school districts and university personnel to create a successful residence life program for students with intellectual disabilities. Bridgewater State University is the first four-year institute of public higher education in the state of Massachusetts to develop a fully inclusive residence life program for students with intellectual disabilities. Mary and Tina will share their experience they have had in bringing the program from the planning to the implementation stage. Topics for discussion will be: barriers broken, family engagement, district partner buy-in, university personnel

approval, and establishing a dynamic Partnership Committee to ensure success.

 **BALLROOM C/D** **Donna Carlson Yerby**
• Deborah Zuver**Integrating Evaluation: IPSE Program Development and Sustainability**

Successful and sustainable program development is contingent on meaningful, objective evaluation. This presentation is based on a state initiative to expand IPSE opportunities and an iterative evaluation process that informed program development and refinement. The findings of two projects (TPSIDS) assessing the impact on students, families, faculty, considerations for sustainability, and the impact on campus life now serve as framework for developing a new program at UNCCH with potential impact on systems change. This presentation will include specific components and procedures that can be applied to inform initial program development or to effect change in existing programs.

 **FAIRFAX****Reflection and quiet social activities for participants and guests** **MAIN BALLROOM** **Heather Sachs**
• Mary G. Morris • Adrian Forsythe**Finally ABLE to Save: A New Savings Tool for Individuals with Disabilities**

Achieving a Better Life Experience (ABLE) accounts are finally available and are a useful savings tool for individuals with disabilities to accumulate funds for college, job training, transportation, health care and many other expenses. The National Down Syndrome Society (NDSS), one of the leading national disability organizations in the ABLE effort, will provide a primer on how ABLE accounts work and can be used to enhance financial independence without jeopardizing eligibility for public benefits. The CEO of the Virginia College Savings Plan will join in the presentation to provide practical advice about saving for postsecondary education and will share details about the soon-to-launch Virginia ABLE program, ABLEnow.

 SHENANDOAH Lauren Bethune, Ph.D.Unifying Higher Education and PSE Programs:
Making Strong Connections

With a call for adopting diversity initiatives on campuses nationwide, an emphasis is placed on forming relationships among university entities and higher education programs to provide an inclusive environment for all students with different learning needs, including persons with intellectual and developmental disabilities. This presentation will share innovative ways for collaboration among a comprehensive transition program and the supporting University, specifically ways to utilize already-existing supports. Lessons learned in the process of establishing rapport campus wide for promoting policy and systemic change will also be shared.

 BLUE RIDGE Sarah Bodily • Sue ReevesContinually Refining: Screening and Admissions
Process for Aggies Elevated at USU

This presentation will provide programs with information about the screening and admission process used at Utah State University when applying for the Aggies Elevated program. Aggies Elevated uses a three-part admission process to find students that are the best fit for the program. This process has helped to better identify motivation, interest, supports for successful transition, and potential for success in the program. This presentation will also discuss outreach conducted to improve the pool of applicants by helping teachers, families, and other stakeholders identify if this program is a viable option for their student.


 POTOMAC Cara Gorham Streit • Victor Devaul

Engaging and Supporting Your Community of Alumni


The journey toward maximum independence, career success, and social engagement does not stop at graduation for any college student. With nearly 700 graduates to date, the Lesley University Threshold Program has witnessed the lifelong growth and development of its alumni and identified ways to support graduates in leading the lives they want. This session shares the development, services, impact, and experiences of the Threshold Alumni Center and offers insight into funding and maintaining alumni programs that support and engage graduates throughout their lives. International travel, employment services, independent living supports, health & fitness, and social/leisure opportunities will be discussed.

 BALLROOM C/D Anthony Plotner • Cindi MayA comparison of the college experience for students
with and without disabilities

Students with intellectual disabilities (ID) have recently joined the ranks of college students in pursuit of continuing education, higher employment, community integration, independent living, and self-determination. This research compared the perceptions, attitudes, and activities of students with ID to those of other college students in an effort to identify the academic, social, and personal challenges they face as well as the supports that are available to address those challenges. Our data suggest a number of similarities in the college experience for students with and without disabilities, along with some surprising advantages expressed by students with ID.


 FAIRFAX Kelly R. Kelley, Ph.D. • Ali Bovender
Kristan Buchanan • Ali HalePeers are Powerful: Lessons from Natural Supports
in an Inclusive College Experience

Postsecondary education opportunities for students with intellectual disability (ID) have increased across the United States and Canada. The University Participant (UP) Program at Western Carolina University provides a fully inclusive, two-year, on-campus residential living and learning experience. This can only be done with natural supports. "Natural supports" refers to using individuals in natural environments to provide support to persons with ID (Westling & Fox, 2009). Presenters will include students working with UP (paid and unpaid natural supports). Videos and first hand experiences will be shared about training, roles and responsibilities, professional development, coaching, scheduling, and evaluation of work performance.

 MAIN BALLROOM Stephanie Smith Lee • Cate Weir
• Meg Grigal, Ph.D. • Debra Hart

Accreditation: The Report to Congress and Next Steps

The Higher Education Opportunity Act of 2008 required Think College to convene a workgroup to develop model program standards for postsecondary programs for students with intellectual disabilities. After research, meeting with experts, and an in-depth public input on draft standards, the model accreditation standards will be finalized and the report sent to Congress and the Secretary of Education in the Fall, 2016. In this presentation, the model standards report will be discussed and next steps described. This includes piloting the model standards, developing a technical guidance document, dissemination to accreditation agencies, and updating as needed.

 SHENANDOAH **L. Danielle Roberts-Dahm, M.A.**
• Kathleen Becht, Ph.D. • Jordan T. Knab, Ed.S.**18 and Beyond!: Florida's Growing Inclusive Postsecondary Education Programs**

The Florida Consortium on Inclusive Higher Education, charged with supporting the development and enhancement of inclusive postsecondary education (IPSE) programs in Florida, will discuss the diversity of Florida's 18 established and emergent PSE programs from the country's 2nd largest university to community colleges and career and vo-technical colleges. In light of Think College's 2015 Annual Report and the less than expected disappointing findings, regarding the TPSID sites' inclusive academic access, the Consortium members will present in-depth data on typical college course access at Florida's IPSE programs. Program descriptions, component & curricular examples, and practical issues involved at varying levels of institutions will be addressed.

 BLUE RIDGE **Kerry McKenna** • Nicole DeFlorio**Emotional Well-Being as a Measure of Post Secondary Success**

The focus on grades, class rank, AP classes and SAT scores often overlooks the range of skills needed for success in college. An increasing body of research is identifying that emotional well-being is one of the best predictors of success in the post-secondary world. This session will review existing research on the topic of emotional well-being. Attendees will also be exposed to the Post Secondary Readiness Rubric v4 which has been upgraded to measure for indicators of emotional well-being.


 POTOMAC **Debra Hart** • Molly Boyle**Teaching Foundational Skills in Naturally Occurring Settings**

This presentation will provide an overview of the foundation skills and related characteristics for college and career success for students. Additionally, a Foundation Skills for College and Career Learning Plan (FSCCLP) will be reviewed. The FSCCLP can be used to structure college experiences, including course work, employment, internships, on campus activities, volunteer and service learning experiences, and more. The FSCCLP is a goal setting and self-assessment tool designed to drive learning and productivity on campus, during internships and on the job in natural settings where the skill will be used. It can also be used to structure goal setting and to track and document the achievement of

foundation skills. Overall, the FSCCLP contains the foundation skill(s) and related characteristics that the student has identified that they want to work on learning in natural settings for the semester.

 BALLROOM C/D **Lalenja Harrington** • Lisa Pluff • Bradford West**Strategic Intersections: A integrative approach to research and program evaluation**


Much of the information that is currently available in postsecondary education literature focuses on the "process" of program development (Grigal & Hart reference). As programs juggle a multiplicity of pressures related to sustainability, access, and capacity, it can be difficult to find the resources that are necessary to engage in research activities that integrate practice and theory, as well as those that engage students in the research and program evaluation process. This session will outline the methods that UNGC and Beyond Academics have used to develop an integrated and rich research framework.

 FAIRFAX **Tammy Day** • Susanna Miller-Raines**Ensuring Higher Education is Affordable for All**


Making inclusive higher education affordable is at the forefront of all of our efforts. This session will share information for students, family members, educators, administrators and policy makers on the ways Tennessee and Georgia are working to address this using private, local, state, and federal dollars to provide tuition assistance.

 MAIN BALLROOM **Sara Weir** • Vanessa Quick • Adrian Forsythe • David Egan**#DSWORKS™ The National Down Syndrome Society's Employment Campaign**


#DSWORKS™ is an employment campaign developed by the National Down Syndrome Society designed to: educate the general public about how individuals with Down syndrome are employable individuals and should be included in all aspects of the work force; provide resources for individuals with Down syndrome and their families; encourage corporations and businesses to invest in hiring people with Down syndrome; and increase the number of opportunities for individuals with Down syndrome to work in meaningful and competitive employment settings.

 **SHENANDOAH** **Sherri Landis** • Shirley Keith-Knox
• Maria Mardula • Denise Adams-Moore
• Dana Baccanti**Untangling Braided Funding - A Pennsylvania Perspective**

The number of postsecondary education programs are rapidly expanding in Pennsylvania. The families of students with intellectual disabilities typically do not save for college. This session will explain how parents and students can utilize several funding sources (braided funding) to offset postsecondary education costs. A panel of presenters from Office of Developmental Programs, PA Office of Vocational Rehabilitation, PA Department of Education, Dauphin County MH/IDD and the DREAM Partnership will explain how state agencies and advocacy groups came together to develop policy changes in order for students to access funds from several funding sources to offset postsecondary program tuition.


 **BLUE RIDGE** **Lucretia Berg, EdD, OTR/L****Occupational therapy: A member of the team for postsecondary students with intellectual disabilities**

Many postsecondary students with intellectual disabilities (ID) enter college underprepared for the academic rigor or demonstrate the adaptive behaviors to be successful (1,2). On-going marginalization of abilities and persisting low expectations fostered societal views questioning the benefit of postsecondary education (PSE; 1,3), thus readiness skills were often not included in transition plans (1,3, 4). Though PSE programs use supports and services (5), these may not address challenged adaptive behaviors. Occupational therapy assesses and addresses adaptive behavior skills yet is often not recommended on adult transition plans and infrequently present in PSE. This presentation focuses on inclusion of occupational therapy for students with ID.

 **POTOMAC** **Ross Whiting, Ph.D.**
• Kathy Miller • Titania Boddie**Promoting Self-Determination for Adults with Intellectual Disabilities in University-Based post-secondary Programs**

This presentation identifies the ways in which the Academy for Adult Learning (AAL) promotes self-determination and decision making in a two-year post-secondary program for adults with intellectual disabilities at

Temple University. We will discuss our efforts to incorporate student preferences when determining volunteer and employment activities as well as strategies used to foster a sense of collegiality and belonging between mentors, students, and matriculated Temple students. We will elaborate on our efforts to create and sustain a community of contemporaries, peers, faculty, university partners and families to support Academy students as they learn to direct their individualized post-secondary experience.

 **BALLROOM C/D** **Gary Hagy****Monitoring the Progress in Residential-Related Skills for Young Adults with I/DD**

Wayfinders at Fresno State is an Independent Living Program that offers large areas of support labeled as “domains”. The largest domain in the program is the Residential Domain, which covers a number of independent living skills. To better conceptualize the Residential Domain, this domain has been further divided into four “sub-domains”. These sub-domains organize similar independent living skills while allowing for generalization of the skills between the sub-domains. We plan on discussing the residential-related skills that were selectively targeted and how to effectively monitor the progress of those skills in a population of young adults diagnosed with intellectual/developmental disabilities.


 **FAIRFAX****Reflection and quiet social activities for participants and guests**

 **SHENANDOAH** **Katherine Vroman** • Dr. Beth Myers**Beyond Emails: Developing a Plan for Distance Collaboration Among Postsecondary Education Professionals**

As postsecondary education opportunities for students with intellectual and developmental disability labels (IDD) steadily increase, postsecondary education professionals find ourselves forging into previously-uncharted territory. Cross-program collaboration has emerged as a key priority in order to facilitate program development, share resources, work through challenges and celebrate successes. Since well-intentioned commitments to connect across programs at different institutions often fizzle as our day-to-day responsibilities take precedence, this session will equip attendees with the tools to make collaboration happen, beyond emails. This session will operationalize collaboration into tangible steps, and support attendees to develop collaboration plans with their regional and national colleagues.

 **BLUE RIDGE** **Ann Marie Licata, Ph.D.** • Thomas Neuville, Ph.D.**Building a Successful Life: The Critical Need for Foundational Experiences Curriculum**

Central to the need to present opportunities rather than barriers to inclusion, (Davy,2015), this session argues that the most coherent model for functional competency acquisition is found in role theory with the need to institute “foundational experiences” in inclusive PSE. Acknowledging that students require a host of important skills, attitudes, and behaviors that are often left to separate courses (Karp 2012), participants will engage in dialogue on the value of role theory, including components of those roles, provide personal knowledge and perspective, and design an inclusive PSE that relies entirely on integration, inclusion, and a natural acquisition of “functional competencies”.

 **POTOMAC** **Diana Martinez Valle-Riestra, Ph.D.**,
• Amanda Giust**A Summer Residential Experience and the Development of Self- Determination Skills in Students with Intellectual Disabilities**

Presentation will describe a 4-week summer residential program for students with intellectual disabilities in an inclusive higher education

postsecondary program in Florida. Data were gathered from a variety of stakeholder groups (e.g., students, families, resident assistants) to determine reported levels of self-determination in students. Online instruments were developed for each group to complete around the different dimensions of self-determination (e.g., problem-solving, decision-making, etc.).

 **FAIRFAX****Reflection and quiet social activities for participants and guests**