

2011  
STATE OF  
THE ART  
CONFERENCE

*on postsecondary education and  
individuals with intellectual disabilities*

**NOVEMBER 3-4, 2011**

MASON INN  
FAIRFAX, VA



**Strands for Day 1 of the Conference:**

Strand 1	Fiscal Resources for Post-Secondary Students with Intellectual Disabilities (ID)
Strand 2	Promoting Systemic Change
Strand 3	Leadership and Sustainability
Strand 4	Program Development and Evaluation
Strand 5	Transition to College

**THURSDAY, November 3, 2011**

Beginning 7:30am	Registration in the Foyer				
8:15 am - 9:30 am	Breakfast in the Grand Ballroom				
8:30 am - 9:30 am	Grand Ballroom  Welcome by <b>Dr. Michael Behrmann</b> , Director of GMU's Helen A. Kellar Institute for Human Disabilities <b>Madeleine Will</b> , Director of the NDSS National Policy Center  <b>Keynote Address:</b> <b>Lynnae Ruttledge</b> , Commissioner of the Rehabilitation Services Administration, <b>Sue Swenson</b> , Deputy Assistant Secretary of the Office of Special Education & Rehabilitative Services				
9:30 am - 9:45 am	Break				
9:45am - 10:45am Session I	<p><b>Room 2</b></p> <p><b>“How Will Johnny Pay for College?”</b> Dr. Carole Gothelf Matthew Weiler Bud Buckhout</p> <p><i>The presentation will summarize options for funding higher education for students with intellectual disabilities.</i></p>	<p><b>Room 3</b></p> <p><b>“Inclusive Postsecondary Education in New York: What have we learned so far?”</b> Dr. Martha Mock Kristen Love</p> <p><i>The session is an overview of work related to a statewide mini-grant and the federally funded TPSID project in New York State to increase inclusive PSE options for students with ID.</i></p>	<p><b>Room 4</b></p> <p><b>“The Kent Career and Community Studies Program: A model for university-wide collaboration”</b> Tom Hoza Yvonne Michali Cindy Kenyon</p> <p><i>This Program engages faculty, staff, and students of Kent State University in the development of a university-wide system of supports.</i></p>	<p><b>Room 5</b></p> <p><b>“ACE-It in College (Academic Career Exploration- Individualized Techniques)”</b> Elizabeth Evans Getzel Katherine Wittig Dana Yarbrough</p> <p><i>This presentation will discuss the development and implementation of a “program of one” at Virginia Commonwealth University for individuals with ID.</i></p>	<p><b>Room 1</b></p> <p><b>“Winthrop Transition College - A Postsecondary Education Dual Enrollment Program”</b> Lynn K. Helms Michelle Foster</p> <p><i>The WTC program provides academic access, social networks, and career development with same-age peers, while fostering independence &amp; self-advocacy.</i></p>
10:45 am - 11:00 am	Break				

**Theme: Policy and Advocacy**

<p>11:00am - 12:00pm Session II</p>	<p><i>Room 5</i></p> <p><b>“Day Habilitation Funding for College-Based Transition Programs and A Qualitative Study”</b> Mary Van Haneghan</p> <p><i>This presentation will review how college-based transition programs can be developed and funded through Day Habilitation.</i></p>	<p><i>Room 1</i></p> <p><b>“From Policy to Practice, California’s Systems Change Work for Students with ID”</b> Dr. Olivia Raynor Eric Latham</p> <p><i>This presentation will address state and local systems issues, policies and practices that impact access to postsecondary education by youth with ID.</i></p>	<p><i>Room 2</i></p> <p><b>“Disability Services Professionals and Inclusive Programs for Individuals with ID”</b> Tom L. Thompson Cate Weir</p> <p><i>Disability Services professionals in colleges have various roles in working with students with ID. This session will focus on work being done by AHEAD and ThinkCollege.</i></p>	<p><i>Room 3</i></p> <p><b>“The Development of a College Transition Program at Alfred University”</b> Bonnie Goodwin Diane Marshall Hildreth Rose, David Brewer</p> <p><i>The Greater Southern Tier BOCES ACCESS program has provided services for students with ID for 12 years at Alfred University.</i></p>	<p><i>Room 4</i></p> <p><b>“Educational and Fiscal Support Needs of Inner-City Students with IDD Seeking PSE and Employment Opportunities”</b> Dawn Carlson Laverdia Roach, MJ Karimi</p> <p><i>Observations of a series of interviews with students with IDD in Washington, DC</i></p>
<p>12:00 pm - 1:00 pm</p>	<p><i>Lunch in Grand Ballroom</i></p> <p><i>Grand Ballroom</i></p> <p><i>Introduction and Remarks: K. Charlie Lakin, Director of the National Institute on Disability and Rehabilitation Research</i></p> <p><b>Keynote Panel on Research-Based Supports for Student Success in Higher Education</b>  <b>Wendy S. Harbour, Ed.D., Syracuse University</b>  <b>David M. Mank, Ph.D., Indiana University</b>  <b>Michael L. Wehmeyer, Ph.D., University of Kansas</b>  <b>Colleen Thoma, Ph.D., Virginia Commonwealth University</b>  <i>Moderated by Dr. Michael Behrmann</i></p> <p><i>Break</i></p>				
<p>1:00pm - 1:15pm</p>	<p><i>Junior Ballroom</i></p> <p><b>Panel Discussion on “Funding for Students with ID under the Higher Education Act of 1965.”</b>  <b>Jessica Finkel, OPE</b>  <b>Ian Foss, FSA</b>  <b>Holly Anderson, Office of the Under Secretary</b></p> <p><i>In this panel discussion, U.S. Dept. of Education officials will provide an overview of the different funding opportunities available to students with ID before opening up the floor to questions from session participants.</i></p> <p><i>Introduction by Dr. Dawn Carlson, NIDRR</i></p>				
<p>1:15 pm - 2:15 pm Session III</p>	<p><i>Room 2</i></p> <p><b>“PARS Planning Project: Postsecondary Academic Readiness and Success”</b> Dr. Deborah Circo Dr. Troy Romero</p> <p><i>The PARS project is a collaborative planning project that will result in an inclusionary postsecondary academic program for individuals with I/DD.</i></p>	<p><i>Room 1</i></p> <p><b>“Community Partnerships for Campus Success”</b> Jenni Sandler Julie Jine</p> <p><i>Highline Community College has successfully developed partnerships that leverage funding and resources in order to help students with ID meet goals.</i></p>	<p><i>Room 3</i></p> <p><b>“Using Person-Centered Planning to Develop a PSE Plan”</b> Dr. Alisa Lowrey</p> <p><i>The Postsecondary Education for All Collaborative (PEAC) used several person-centered planning (PCP) approaches with initial students. We will present PCP methods used with these students.</i></p>		

2:15 pm – 2:30 pm

*Break*

Room 3  
**“Panel Presentation on State Initiatives for Transition”**  
 Samantha M. Hollins,  
 Marianne Moore,  
 Liz Getzel  
 Dana Yarbrough

This panel presentation will address the existing state initiatives on transition programming and resources available in the Commonwealth of Virginia.

Room 2  
 “Preparing Undergraduates to Mentor Peers with Intellectual Disabilities”  
 Laura Eisenman  
 Linda Grusenmeyer,  
 Wendy Claiser  
 Debbie Bain

Undergraduate peer mentors must learn to interact in ways that differ from more familiar professional and caregiving roles.

Room 1  
**“Wayfinders: Changing the Future for our Kids”**  
 Carolyn Tellalian  
 Alice E. Witt

Presentation covers how two moms of young adults with Down Syndrome mobilized to create a PostSecondary Inclusive Independent Living, Academic, & Educational experience in CA thru grassroots efforts. Will show how students will transition in and out of the program and explain components of the program design.

Junior Ballroom  
**“Sharing a Model of Inclusive Third-Level Education in Ireland”**  
**Molly O’Keefe**  
 Tomas Murphy, CCL graduate

The National Institute for Intellectual Disability (NIID) based at Trinity College Dublin (TCD) has developed a Certificate in Contemporary Living (CCL) for people with intellectual disabilities since 2004. This presentation highlights strategies used for inclusion in this third-level setting, as well as the methods and materials used for its implementation. This presentation also addresses the systemic change within Ireland around education for people with intellectual disabilities and explores the NIID’s efforts to build a national coalition of educational institutions, families, professionals and businesses advocating for national third-level education opportunities for this marginalized group

*Introduction by Dr. Heidi Graff,  
 Director of the George Mason LIFE Program*

3:30 pm – 3:45 pm

*Break*

*Grand Ballroom*

**A Progress Report on the National Investments**

**Debra Hart**, Director of Education and Transition at the Institute for Community Inclusion, University of Massachusetts  
**Dr. Meg Grigal**, Senior Research Fellow at the Institute for Community Inclusion, University of Massachusetts

3:45 pm – 4:45 pm

**Keynote Student Panel:**

**“What Does ‘Postsecondary Education for Students with Intellectual Disabilities’ Mean to ME?”**  
**Thea Rae Ervin**, Vanderbilt University  
**Micah Feldman**, Oakland University  
**Lauren Soljanyk Lee**, George Mason University  
**Tomas Murphy**, Trinity College, Dublin  
**Eliza Schaaf**, Ashland, OR

*Moderated by Debra Hart*

4:45 pm – 5:45 pm

*Social Reception: Food and drinks served in the foyer*

**Strands for Day 2 of the Conference:**

Strand 1	Room 1	Employment
Strand 2	Room 2	Academic
Strand 3	Room 3	Research
Strand 4	Room 4	Independent Living
Strand 5	Room 5	Social

**FRIDAY, November 4, 2011**

7:30 am – 8:30 am	Registration in the Foyer										
8:00 am – 9:00 am	Breakfast in the Grand Ballroom										
8:30 am – 9:15 am	<p>Grand Ballroom</p> <p>Welcome and Introduction: <b>Stephanie Smith Lee</b>, <i>Senior Policy Advisor at the NDSS National Policy Center</i></p> <p><b>Keynote Address:</b></p> <p><b>David Bergeron</b>, <i>Deputy Asst. Secretary for Policy, Planning and Innovation, Office of Postsecondary Education</i></p> <p><b>Congressman Gregg Harper</b>, <i>United States House of Representatives</i></p> <p><i>Introduction by Dr. Heidi Graff, Director of the George Mason LIFE Program</i></p>										
9:15 am – 9:30 am	Break										
9:30am – 10:30am	<p><b>Theme: Research and Practice</b></p> <p>Session I</p>										
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10:30 am - 10:45 am	Break				
10:45am - 11:45am Session II	<p>Room 2</p> <p><b>“Destination Employment: Prototyping a college experience that gets us there”</b></p> <p>Matthew Weiler Katerina Chatzistyli</p> <p>This presentation will demonstrate a prototype that ensures successful employment upon graduation: PCP, career exploration, job shadowing, volunteering, internships, apprenticeships and job development.</p>	<p>Room 1</p> <p><b>“Improving Access to College Courses through Universal Design of Learning”</b></p> <p>Ricki Sabia Dr. David R. Wizer</p> <p>This presentation on Universal Design for Learning will help Postsecondary Education Programs ensure academic access to college classes for the widest range of learners, including students with intellectual disabilities.</p>	<p>Room 3</p> <p><b>“Importance of Exercise for Individuals with Intellectual Disabilities”</b></p> <p>Dr. Joseph Ryan James C. Collins</p> <p>This study investigated the impact of self-selected group exercise classes (i.e. yoga) on the amount of exercise behavior and perception of physical exertion when compared to non-directed exercise sessions.</p>	<p>Junior Ballroom</p> <p><b>“The Importance of Proper Investment Planning Today for our Current and Future Independent Living Needs”</b></p> <p>Donald Bailey</p> <p>The discussion will include options available for special needs individuals as well as the importance of investing in today’s uncertain times. <b>Steve Beck</b> of NDSS will explain &amp; discuss the ABLE Act</p>	<p>Room 4</p> <p><b>“The Power of the Mentor Experience for Students With and Without Disabilities”</b></p> <p>Dr. Cindi May</p> <p>This presentation documents the significant benefits of the peer mentor experience for traditional college students. Our research demonstrates enhanced social and moral development for traditional students who serve as peer mentors for students with ID.</p>
12:00 pm - 1:00 pm	Lunch in Grand Ballroom				
12:30 pm - 1:00 pm	<p>Grand Ballroom</p> <p><b>Keynote Speaker:</b></p> <p><b>Sharon Lewis, Commissioner on the Administration on Developmental Disabilities</b> <i>Introduction by Dr. George Jesien, Executive Director of AUCD</i></p>				
1:00pm - 1:15pm	Break				
1:15pm - 2:30pm Session III	<p>Junior Ballroom</p> <p><b>“Looking to the Future”</b></p> <p><b>Dr. Trisha Beuhring, University of Michigan</b> <b>Dr. Meg Grigal, ThinkCollege</b> <b>Stephan Hamlin-Smith, AHEAD</b> <b>Dr. Paul Wehman, VCU</b></p> <p>This session will explore key issues related to the expansion of high-quality inclusive programs and services throughout the United States.</p> <p><i>Moderator: Dr. Michael Behrmann, Director of GMU’s Helen A. Kellar Institute for Human Disabilities</i></p>				
	<p>Room 2</p> <p><b>“Postsecondary Education for Students ID: The Future Begins Now”</b></p> <p>James C. Collins Corey McCarthy Dr. Joseph Ryan</p> <p>This presentation will describe the core components of postsecondary transition programs for students with ID, and discuss and detail an established program, ClemsonLIFE.</p>				
	<p>Room 1</p> <p><b>“Circles of Support: Developing Peer Supports for College Students with ID”</b></p> <p>Tammy Day Megan Griffin, Kelly Wendel Liz Fussell, Jeanne Gavigan Thea Rae Ervin</p> <p>Next Steps at Vanderbilt has developed a model for circles of support for students with ID across the range of activities and environments at college.</p>				

2:30 pm – 2:45 pm

Break

Room 1  
“Developing Ohio’s Statewide Model to Increase Academic and Employment Opportunities”

Dr. Margo Vreeburg Izzo  
Evette Simmons-Reed  
Dr. Patricia Devlin  
Susie Rutkowski

Postsecondary settings provide numerous opportunities for students with IDD to increase their academic, employment and self-determination skills. Through internships and college classes, students gain the skills needed to join the workforce.

2:45 pm – 3:45 pm  
Session IV

Room 2

“Using a Video iPod and Picture Pedestrian Navigation Skills”

Dr. Kelly R. Kelley

This presentation will discuss findings from a study teaching pedestrian navigation using video iPods to help four young adults with intellectual and developmental disabilities navigate an inclusive individualized postsecondary program.

Junior Ballroom

Panel Discussion on  
“University Administrators’ Roles in Postsecondary Educations and Individuals with ID”

Dr. Les Sternberg, *University of South Carolina*  
Dr. Lynne Ford, *College of Charleston*  
Dr. Thomas Serwatka, *University of North Florida*

Moderator: **Dr. Alan Merten**, George Mason University

*Introduction by Mary T. Harrill-McClellan,  
Director of Government Relations for AACTE*

3:45 pm – 4:00 pm

Break

Junior Ballroom

Closing remarks by

**Dr. Michael Behrmann**, *Director of GMU’s Helen A. Kellar Institute for Human Disabilities*  
And **Stephanie Smith Lee**, *Senior Policy Advisor at the NDSS National Policy Center*

4:00 pm – 4:30 pm

**Keynote Address:**  
**Captain Robert and Laurie Taishoff**

4:45 pm – 7:00 pm

Dinner (buffet style) and Best Buddies dance

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# CONFERENCE STRANDS:

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## 1. **Fiscal Resources for Post-Secondary Students with Intellectual Disabilities (ID)**

Under the strand, to include but not limited to:

- Financial aid
- Program approval process
- Student financial aid (FAFSA)
- Private funding
- Endowments
- Resource Mapping

## 2. **Leadership and Sustainability**

Under the strand, to include but not limited to:

- Promotion of change within a university
- Aligning with infrastructure and other systems at the college or university: for example, working with the registrar's office, admissions, student life
- University administration leadership
- Students and program included in all aspects of the IHE
- Services obtained at university, from program staff, disability services office, etc.
- Long term- sustainability: how to sustain funding

## 3. **Promoting Systemic Change**

Under the strand, to include but not limited to:

- Building state-wide coalitions including state agencies, advocacy organizations, higher education, and the business community to promote postsecondary education (PSE) for students with ID
- Developing state policy and legislation to provide support and funding
- Developing Memorandums of Understanding (MOUs) among agencies such as schools, IHE, vocational rehabilitation, ID/DD and workforce agencies, etc.
- Successful state-wide efforts to develop multiple programs within a state to grow PSE for students with ID
- Positive change for students with ID within a state-wide system of IHEs that involves multiple campuses or community colleges
- Systems change at the regional level involving multiple states

## 4. **Program Development and Evaluation**

Under the strand, to include but not limited to:

- Key components of program development
- Person-centered planning
- Recruitment
- Capacity building
- Credentialing
- Establishing standards of quality
- Evaluation

## 5. **Transition to College**

Under the strand, to include but not limited to:

- Preparation in K-12 for PSE
- Preparing in middle and high school to go to college
- Access to the general curriculum and universal design for learning
- Individualized supports to access curriculum, participate in employment training, work experiences, internships, etc.
- Collaboration of secondary education and vocational rehabilitation
- Professional development for general and special education staff, school counselors, administrators, etc.
- Focusing on secondary education academics
- Person-centered-planning, self-advocacy and self-determination
- Service learning



## 6. **Research**

Under the strand, to include but not limited to:

- Evidence-Based Practice
- Participatory research involving IHE faculty, program staff, students and family members
- Determining needed data
- Evaluation methods
- Outcome measurements
- Establishing standards of quality
- Definitions and classifications

## 7. **Academic**

Under the strand, to include but not limited to:

- Individualized instruction
- Effective inclusion strategies
- Universal design for learning
- Use of technology
- STEM
- Language and literacy
- Educational coaches and peer mentors
- Media and academics
- Alternative ways of learning/conversations/expressions and strategies to improve written and oral communication
- Impact on faculty development and teacher education which may focus on experiences of licensure, internship, mentors, and volunteer activities

## 8. **Social**

Under the strand, to include but not limited to:

- Strategies and support for social inclusion
- Peer mentors
- Sports and recreation
- Using technology/ social networking
- Improving communication skills
- Friendships & lasting relationships
- Understanding social cues
- Environment in Higher Ed to support/promote/offer strategies
- College life with a focus on campus community

## 9. **Independent Living**

Under the strand, to include but not limited to:

- Transition/ways to prepare to live as independently as possible, including mastering activities of daily living
- Technology to support independence
- Support methods
- Effective inclusion strategies
- Independent living on and off campus
- Housing
- Person-centered-planning
- Transportation access and travel training

## 10. **Employment**

Under the strand, to include but not limited to:

- Opportunities available
- Ways to facilitate transition to employment based on person-centered planning
- Ongoing employment supports
- Transition from college to work
- Service learning
- Sustainability of employment
- Developing portfolios and resumes
- Career planning
- Job search/job development, including using technology
- Collaboration with college career services
- Collaboration with employment service agencies and other adult agencies
- Building a relationship with the business community

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# — CONFERENCE PRESENTERS —

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**Holly Anderson (M.Ed., PMP), Policy Liaison for People with Disabilities, Office of the Undersecretary, Department of Education**

Holly Anderson is a Certified Project Manager in the Customer Experience Office at Federal Student Aid. She has led many consolidation projects at Federal Student Aid including XML Schema development and standardization, Enterprise Data Management, and the current Integrated Student View project - consolidating the content and functionality of 17 student-facing websites. However, she is currently, on a part-time detail to the Office of the Undersecretary where she serves as Policy Liaison for People with Disabilities.

Previous experience includes her work as a Senior Consultant for Bearing Point and time in a variety of positions in financial aid administration in colleges and universities around the country. She holds a Master's degree in higher education administration from The University of Toledo and an undergraduate degree in psychology from Ball State University.



**Donald Bailey, Chair, College Transition Connection, SC**

Donald Bailey is a Charleston, South Carolina resident. He along with his wife Caroline have two children and three grandchildren. Mr. Bailey has an Investment Advisory practice in Charleston.

He and Caroline started a non-profit 501-C3 organization a little over five years ago. College Transition Connection's, CTC, mission is to support the development of post-secondary educational opportunities for young adults with intellectual disabilities. South Carolina now has five colleges that offer programs.



**Debbie Bain, University of Delaware**

Debbie Bain is a program coordinator at University of Delaware's Center for Disabilities Studies where she leads the Life Studies component of Delaware's TPSID certificate program. She also is project leader for the Center's Pathways for Life, another model transition service. For many years, she has actively worked to ensure the implementation of the Americans with Disabilities Act and focused on creating opportunities in which individuals with disabilities learn the skills that will assist them to achieve community

inclusion, empowerment, self-determination and increased independence, while they pursue their personal, vocational, residential and recreational goals.



**Stephen Beck, Vice President of the Down Syndrome Association of Northern Virginia**

Steve lives in Burke, VA with his wife Catherine and 2 daughters; Mariae Rose (14) and Natalie Elaine (12). Natalie has Down syndrome.

Director of Operations for Dominion Electric Supply Company  
Vice President of the Down Syndrome Association of Northern Virginia

Board Member of the National Down Syndrome Society and Chair of the Affiliate Advisory

Board. Member: The Collaboration to Promote Self Determination



**Michael Behrmann, Ed.D., George Mason University  
Executive Committee Member**

Dr. Michael M. Behrmann is a leader/innovator in special education and technology. His over 80 publications and 250 presentations span nearly three decades. He is currently the Director of the Helen A. Kellar Institute for Human disAbilities (KIHD). Current professional activities include the directorship of a state funded training and technical assistance center (TTAC); the Department of Rehabilitation's Northern Region for the Virginia Assistive Technology System (VATS); multi university statewide distance education grants to prepare teachers in the areas of severe disabilities and vision impairments; & a web based professional development site, TTACOnline.org, which has 300,000 visitors per year. He also developed an outreach program where GMU faculty deliver masters/licensure courses in public school settings to teachers and instructional assistants in VA and DC where 22 cohorts are serving some 500 students. With VDOE, he recently established the Accessible Instructional Materials -VA library {NIMAS} at GMU, which promotes universally designed instruction and insures that any qualified student in Virginia can have no-cost accessible media for learning. In 2008 he was awarded the Council for Exceptional Children's (CEC) J. Wallace Wallin Lifetime Achievement Award. In 2009 he received the Outstanding Faculty award from the State Council of Higher Education for Virginia (SCHEV).

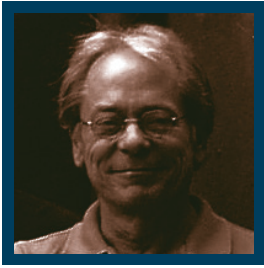


**David Bergeron, Acting Deputy Assistant Secretary for Policy,  
Planning and Innovation,  
Office of Postsecondary Education  
Keynote Speaker**

David Bergeron is currently the Acting Deputy Assistant Secretary for Policy, Planning and Innovation and Director of the Policy and Budget Development Staff for the Office of Postsecondary Education in the United States Department of Education. In this position, David is responsible for the program budget for the Federal postsecondary education programs administered by the Office of Postsecondary Education and Federal Student Aid which exceed \$15 billion in fiscal year 2010 and generates more than \$145 billion in financial aid to more than 14 million students enrolled at public and private postsecondary institutions. David is also responsible for legislative, regulatory and other policies affecting the Department's postsecondary education programs including Federal Student Aid. In this capacity he has led key policy groups working on the reauthorization of the Higher Education Act, researched market-based approaches to loan subsidies under the guaranteed loan programs, and approving program regulations and other policy guidelines. Prior to joining the Department, David received his bachelor's of arts in political science and sociology from the University of Rhode Island and worked for a bank in consumer loans.

**Trisha Beuhring, Ph.D., University of Minnesota**

Trisha Beuhring has a doctorate in Developmental Psychology from the University of Southern California. For the past 25 years, her research has focused on understanding risk factors for emotional and behavioral disorders, translating research in that field into practice, and evaluating multidisciplinary intervention programs. In the past two years she has expanded into the field of intellectual and developmental disabilities, with a focus on the role of research in improving practice.



**Rick Blumberg, Ph.D., College of New Jersey**

Dr. Blumberg is an Associate Professor in the department of Special Education, Language and Literacy at the College of New Jersey. He is a co-founder of the Career and Community Studies Program at the College of New Jersey. He conducts research and has published articles and book chapters in the areas of Positive Behavioral Support, Post-Secondary Education for Students with Intellectual Disabilities, the Transition from School to Adult Life, Autism Spectrum Disorders, and the needs of individuals who are dually diagnosed with mental illness and intellectual disability. He is a Psychotherapist and Consultant in private practice.

Presenters:	Dr. Rick Blumberg, Rebecca Daley, Amy Schuler
Title:	Career Exploration, Employment Supports and Internships within a College Program for Youth with ID
Time:	Day 2, 9:15-10:15
Place:	Room 4
Abstract:	This presentation will examine the ways that peer support, normalized campus work experiences and off campus internships, influence the development of specific job skills, work related social skills, self-determination and career choices in young adults with Intellectual and Developmental Disabilities. The presentation will demonstrate how typical on campus work experiences are task analyzed and how iPad/smart phone technology is used to provide visual support to job coaching. The use of peer mentors as job coaches will be discussed including training issues and the benefits of peer delivered support in natural work settings. A student case study will be presented from his perspective, in his words.



**David Brewer, MS, Cornell University**

David Brewer is on program teaching staff with Cornell University’s Employment and Disability Institute in the School of Industrial and Labor Relations Extension Division at Cornell University. He is the Program Lead for the Educational Achievement and Transition Unit, and Principal Investigator for the New York State Transition Professional Development Service Center, and the New York State Model Transition Program Evaluation. He is working with the U.S. Department of Labor to create two web based resources for employers of people with disability: Earnworks.com and the

federal Community of Practice -- to increase employment for people with disabilities. He has developed policy recommendations, resource materials and curricula for the New York State Education Department on the subject of student self-determination. Mr. Brewer collaborated with the University of Oregon as the New York State Liaison for a federal grant, the Next STEP Curriculum Project, an approach to teach students to direct their future planning process. He has over thirty years of experience working the area of special education and transition from school to adult life, and holds a Permanent New York State Teaching Certificate in Special Education.



**Stanley Buckhout, Syracuse University**

Stanley or better known as “Bud” Buckhout has worked in education for over 20 years. He earned is Teaching Certificate, Masters in Special Education and A Certificate of Advanced Study from LeMoyne College. He has been in the classroom in both a BOCES alternative classroom and in Central New York School Districts. From the school setting he went to OCM BOCES where he worked as a Teacher Trainer for the Mid-State Regional School Support Center working with several networks of New York State’s Education Department, for example Special Education Quality Assurance (SEQA) and Special Education Training

Resource Center (SETRC) within the CNY region. He has also worked in exploring research and facilitation of groups to aid in the identification of student instructional needs at the collegiate, district and school level.

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Bud has implemented trainings at many educational levels to develop effective learning environments for students. He has worked with implementing Part 200 regulations, transitioning, and IEP development and with districts with the development and modification of their comprehensive educational plan as well as a certified trainer for Dr. Ruby Payne's work for students in poverty and low performing schools. Currently he is the Director of Inclusive Education for the ACCESS program that is a joint effort of Onondaga Community Living, Syracuse University School of Education and University College.



**Dawn Carlson, Ph.D., National Institute on Disability and Rehabilitation Research Executive Committee Member**

Dawn Carlson began his career tutoring, teaching, and mentoring students with disabilities in postsecondary education at Grossmont College, just outside San Diego, California in 1986. He taught students with disabilities in Japan from 1990 to 1994 at an international college transition program. Eventually he became dean of the school and helped facilitate the placement of a large number of students into U. S. colleges and universities. Upon his return to the United States he took a position as a disability researcher at the University of California, San Francisco. He joined NIDRR a few years later and became responsible for the development of a number of postsecondary education opportunities for students with intellectual disabilities. He coordinated the Department's first major research award on postsecondary education for students with disabilities and organized the first state of the science conference on postsecondary education for students with intellectual disabilities at George Mason University in 2009. He is actively involved in research and writing on the subject and continues tutoring, mentoring, and supporting young adults with intellectual disabilities in their pursuit of postsecondary education and employment opportunities.

Presenters:	Dawn Carlson, Laverdia Roach, Madjid Karimi
Title:	Educational and Fiscal Support Needs of Inner City Students with IDD Seeking PSE and Employment Opportunities
Time	Day 1, 11:00-12:00
Place:	Room 4
Abstract:	This paper presents an account of observations and impressions of a series of interviews with students with intellectual, cognitive, and developmental disabilities in their last year of high school in the District of Columbia.



**Katerina Chatzistyli, AHRC- New York City**

Katerina Chatzistyli is the Associate Director of Adult Day Services for AHRC- New York City. For over 20 years, Ms. Chatzistyli has provided services for people with developmental and intellectual disabilities. Her interests include cognitive, motivational, and emotional aspects of decision making, prevention of abuse and victimization, transition to adulthood, community integration of adults with developmental disabilities and individualized supports for people with intellectual and developmental disabilities.



**Deborah Circo, Ph.D., University of Nebraska**

Dr. Circo has more than 25 years' experience in the disability field and had two siblings with profound I/DD and physical disabilities. Her academic, professional, and life experiences have provided her with a unique appreciation of the needs of families of children with I/DD. Dr. Circo is the PI (with Dr. Troy Romero as Co-PI) on the "Think College" planning grant awarded by AUCD/ADD, she has also served as the PI on four Projects of National Significance (PNS) grants awarded through the Administration on Developmental Disabilities. Dr. Circo's PNS grants focused on developing family support services,

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developing service learning projects for transition-age youth with I/DD, and developing a statewide family support network for Nebraska.

Presenters	Dr. Deborah Circo, Dr. Troy Romero
Title:	PARS Planning Project: Postsecondary Academic Readiness and Success
Time:	Day 1, 1:15-2:15
Place:	Room 2
Abstract:	The PARS project is a statewide level collaborative planning project that will result in an inclusionary postsecondary academic program for individuals with I/DD. The mission of the PARS Program is to work with all students who aspire to enrich their lives with a positive postsecondary experience through individualized planning, a person-centered focus, and with an emphasis on career exploration and work readiness.



**Wendy Claiser, University of Delaware**

Wendy Claiser is the Program Coordinator for Career Studies & Employment Services at the University of Delaware Center for Disabilities Studies. She has been a teacher, reading specialist, residential counselor, program developer, business liaison, and consultant. She and her husband developed and operated a national agricultural construction company, hiring and training youth with disabilities. Additionally, she was a Projects With Industry director. Wendy received her B.S. in Education from University of the Pacific, Stockton CA, and is completing her M.Ed. in Exceptional Children & Youth.



**James C. Collins, Clemson University**

James C. Collins is a Board Certified Behavior Analyst, Nationally Certified School Psychologist, and a third year doctoral student at Clemson University. His professional and research interests include behavior modification for students with emotional and behavioral disorders, instruction for students with intellectual disabilities, and special education law.

Presenters:	James C. Collins, Corey McCarthy, Dr. Joseph Ryan
Title:	Postsecondary Education for Students with Intellectual Disabilities: The Future Begins Now
Time:	Day 2, 1:00-2:15
Place:	Room 2
Abstract:	This presentation will describe the core components and necessity of postsecondary transition programs for students with intellectual disabilities. The services provided by an established program, ClemsonLIFE, will be discussed and detailed in order to increase awareness and promote replication at other universities.



**Rebecca Daley, The College of New Jersey**

Rebecca Daley has over thirty years in the field of Special Education and services for persons with intellectual disabilities. Receiving a Masters in Special Education from the University of Oregon she has worked as an educator and a regional coordinator for children and adults in the state of Oregon. Rebecca founded a transition and post secondary program at Lane Community College in 1983 that continues to thrive.

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Currently, Rebecca is working as an adjunct professor for the Dept of Special Education at The College of New Jersey as well as the Associate Director for Career and Community Studies (CCS), a four-year transition and post-secondary college program started in 2006.



**Tammy Day, Vanderbilt University**

Tammy Day began her career over 25 years ago as a special education teacher. As an undergraduate, she became interested in high school to postsecondary transition programming. She later pursued certification as a Work-Based Learning facilitator, and her master’s degree at Vanderbilt with a focus on transition. Tammy has worked as a special education teacher, a high school liaison, and a transition specialist. In these roles, she designed parent information events, transition in-services for teachers, and dual enrollment opportunities for students with disabilities at the Murfreesboro Tennessee

Technology Center. She currently serves as director of Next Steps at Vanderbilt.

Presenters:	Tammy Day, Megan Griffin, Kelly Wendel, Liz Fussell, Thea Rae Ervin
Title:	Circles of Support: Developing Peer Supports for College Students with Intellectual Disabilities
Time:	Day 2, 1:00-2:15
Place:	Room 1
Abstract:	Next Steps at Vanderbilt has developed a model for circles of support for students with intellectual disabilities across the range of activities and environments at college. The FUTURE program at University of Tennessee-Knoxville has adopted this model, as well. This session will detail the development and implementation of this model.



**Patricia Devlin, Ed.D., University of Toledo**

Dr. Devlin is an Associate Professor at the University of Toledo whose areas of interest include improving postschool outcomes for students with disabilities and teacher training for individuals working with students who have moderate/ intensive educational needs. Dr. Devlin has been the recipient of numerous federal, state, and local grants focusing on improving the transition of students from school into postsecondary environments.



**Laura T. Eisenman, University of Delaware**

Laura T. Eisenman is Associate Professor in University of Delaware’s (UD) School of Education and coordinates the interdisciplinary undergraduate Disability Studies Minor, in affiliation with UD’s Center for Disabilities Studies. She conducts research and teaching on transition, self-determination, secondary special education, and disability studies. She is the PI for Delaware’s TPSID project.

Presenters	Laura Eisenman, Linda Grusenmeyer, Wendy Claiser, Debbie Bain
Title:	Preparing Undergraduates to Mentor Peers with Intellectual Disabilities
Time:	Day 1, 2:30-3:30
Place:	Room 2
Abstract:	Undergraduate peer mentors must learn to interact in ways that differ from more familiar professional and caregiving roles. Participants will learn about an experience-based undergraduate mentoring course and how the “Stages of Concern” model can be used to guide undergraduate development within the larger context of program development and evaluation.



**Thea Rae Ervin, Vanderbilt University  
Keynote Panelist**

My name is Thea Rae Ervin and I am a 2011 graduate from Vanderbilt University, Peabody College where I received a Bachelor of Science and majors in Child Studies and Educational Studies with emphasis in Special Education. During my time at Vanderbilt I was a part of the group that pioneered the post secondary education program, Next Steps. I served as an AmbassaDore, essentially a peer mentor, for 2 and a half years to a young adult with Down Syndrome.

During my time at Vanderbilt I also interned for 2 years with the Disability Law and Advocacy Center as well as sat on the Human Rights Committee with Tennessee Family Solutions, an organization that transitions adults with disabilities out of institutions and in to residential settings. Now located here in DC, I am employed with the National Council on Independent Living where I serve as a Disability and Aging Policy Specialist.



**Micah Fialka-Feldman, Oakland University  
Keynote Panelist**

Micah Fialka-Feldman, 27, recently completed the OPTIONS program at Oakland University in Michigan. It was the latest in a series of “firsts” for Micah. Since beginning school, when he told his parents he wanted to go in the same door as all of his friends, he has been fully included in his school, community and eventually a college campus. Micah’s national service includes KASA (Kids as Self Advocates), the National Youth

Leadership Network and the Project Advisory Committee for the Center for Postsecondary Education for Students with Intellectual Disabilities. Professionally, Mr. Fialka-Feldman has spoken at major conferences before hundreds. Along with Micah’s social and political commitments and pioneering spirit, he has a cognitive impairment, He is a representative of the post ADA generation. To learn more about Micah, visit his website [www.throughthesamedoor.com](http://www.throughthesamedoor.com).

**Jessica Finkel, Management/Program Analyst,  
Office of Postsecondary Education**

Since joining the Department in 2008 as an analyst with the Office of Postsecondary Education, Jessica has worked on a variety of regulatory packages, focusing on issues such as campus safety, financial aid for students with intellectual disabilities, and consumer information.

**Ian Foss, Program Specialist, Policy Liaison & Implementation Office,  
Federal Student Aid**

Ian Foss joined the Department as a Program Specialist in Federal Student Aid’s Policy Liaison & Implementation Office in 2010. Since then, he has focused on a variety of issues, including statutory and regulatory proposals for student loans, funding for students with intellectual disabilities, and foreign schools. He has also been involved in the implementation of the Public Service Loan Forgiveness Program.



**Michelle Foster, Winthrop College**

Michelle Foster received her undergraduate and master’s degree from Arizona State University. She taught for eight years in the public school system at the secondary level. Presently, Michelle is the Winthrop Transition to College Program Coordinator in South Carolina and a University Supervisor in the COE.





**Dr. Lynne E. Ford, Associate Provost, College of Charleston**

Dr. Ford is Associate Provost for Curriculum and Academic Administration at the College of Charleston. During the 2010-2011 academic year, she served as Interim Associate Vice President for the Academic Experience and participated in the first year implantation of the REACH program. She is Professor of Political Science.

Dr. Ford joined the Department of Political Science in 1991 and served as department chair from 2000 until 2008. In 2010, she received the College’s Distinguished Service Award.

Ford earned her B.A. degree from The Pennsylvania State University and her M.A. and Ph.D. degrees from the University of Maryland, College Park. Her teaching and research interests are in American politics with an emphasis on women and politics, elections and voting behavior, and civic engagement. Her book, *Women and Politics: The Pursuit of Equality* is now in its third edition. The *Encyclopedia of Women and American Politics*, published in 2008, was named one of the top twenty reference books by the New York Public Library in 2009. She recently joined the author team for *American Government & Politics Today*, published in January 2011.



**Liz Fussell, University of Tennessee Program**

Liz Fussell is the Program Director for the FUTURE Program at the University of Tennessee. Prior to moving to the FUTURE Program she provided training, technical assistance, and curriculum development in community employment, person-centered planning, self-determination, and related topics to community rehabilitation providers. Applying customized services and train-the-trainer concepts, Liz strives to build capacity in the area of community-based and person-directed services that will empower service providers to offer consistent and competency-based services.



**Jeanne Gavigan, Vanderbilt University**

Ms. Jeanne Gavigan, Nashville, TN, is one of the first 6 pioneering students to attend the Next Steps at Vanderbilt Postsecondary Education Program. Jeanne is a graduate of Pope John Paul II High School in Henderson, TN. Jeanne began her studies in the Next Steps at Vanderbilt program in January, 2010, and will be graduating in December, 2011. She proudly tells people that she is a “senior.” During her time in the Next Steps’ program her Vanderbilt classes have included such classes as How to Be a Board Member for a Non-Profit, and Children’s Literature. She successfully participated in employment training at

the library and the Vanderbilt Bookstore. She was so valued at the bookstore that she was offered a paid job for the summer. Jeanne’s true passions lie in spending time with friends and musical theater. This fall Jeanne is beginning and internship with the Tennessee Performing Arts Center. Jeanne is pleased to be able to be a presenter at this conference with one of her favorite friends, and former Next Steps Ambassadors, Thea Ervin.



**Elizabeth Evans Getzel, Virginia Commonwealth University**

Elizabeth Evans Getzel is the Director of Postsecondary Education Initiatives at Virginia Commonwealth University’s Rehabilitation Research and Training Center. She currently directs projects on supported education in postsecondary education; collaborative career planning for college students with autism; faculty professional development focusing on universal design principles; supported education for veterans with TBI, SCI, and TBI/SCI; and Virginia’s Indicators #13 and #14 for federal reporting. She has authored or co-authored journal articles and book chapters on transition, career development,

postsecondary education, and employment and is the co-editor of the book *Going to College: Expanding Opportunities for People with Disabilities*.

Presenters:	Elizabeth Evans Getzel, Katherine Wittig, Dana Yarbrough
Title:	ACE-It in College (Academic Career Exploration-Individualized Techniques)
Time:	Day 1, 9:45-10:45
Place:	Room 5

Abstract:

This presentation will discuss the development and implementation of a “program of one” at Virginia Commonwealth University for individuals with ID. The components of the program will be described, including collaboration with local education agencies, adult service agencies, self-advocates, families, and advocacy organizations. The ACE-IT program is a completely inclusive program where students with ID will select classes from the VCU course catalog, work with an Education Coach, and will have numerous opportunities for work experience and service learning courses in the greater Richmond community. Replication of the program will occur in the third year of this federally funded grant at two community colleges in the state. Students will be School of Education students and will earn an existing credential out of the Division of Community Engagement.



**Kudy Giwa-Lawal, George Mason University**

Kudy Giwa-Lawal is currently an Instructor and Coordinator of the Mason Learning Into Future Environment (LIFE) Program <http://masonlife.gmu.edu> at George Mason University, Fairfax, Virginia. She has worked with diverse learners of various ages, cultures, and languages from preschool age to college level. She conducts research, designs curriculum, and teach classes for education of college students with intellectual and developmental disabilities. She collaborates with instructors, faculty, staff, parents, and guardians to facilitate productive learning and maximize students’ potentials. She

has a Master of Education in Special Education and Bachelor of Individualized Studies (BIS) degree in Special Education Communication from George Mason University (GMU). She is the recipient of several awards, including the Undergraduate Researcher award from Virginia Association of Communication, Arts, and Sciences (VACAS), for her in-depth research work on leadership in the field of special education.

Presenters:	Kudy Giwa-Lawal
Title:	Enhancing University Participation for Young Adults with Intellectual Disabilities
Time:	Day 2, 9:15-10:15
Place:	Room 2
Abstract:	The purpose of this learning model is to improve the post-secondary outcomes for students with intellectual disabilities (ID) and/or developmental disabilities (DD) who participate in university programs, activities, or academic courses.

**Bonnie Goodwin, Alfred University Campus**

The Greater Southern Tier BOCES ACCESS program has provided services for students with intellectual disabilities (ID) for twelve years on the Alfred University Campus. The program began as substantially separate and has moved to a more inclusive mixed/hybrid model. Collaboration and development of partners have been the keys.



**Carole Gothelf, Ed.D., AHRC-New York City**

Dr. Carole Gothelf is the Director of Individualized Supports for AHRC-New York City. For over thirty years, Dr. Gothelf has provided person-centered services for people with developmental and intellectual disabilities. She is focused on Person Centered Planning, the transition from school to adult life, the development of individualized housing, and opportunities for higher education and community life for people with ID.

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Presenters:	Dr. Carole Gothelf, Matthew Weiler, Bud Buckhout
Title:	“How Will Johnny Pay for College?”
Time:	Day 1, 9:45-10:45
Place:	Room 2
Abstract:	The presentation will summarize options for funding higher education for students with intellectual disabilities. Three distinct models will be presented. These three models represent full inclusion into academic coursework and campus life.



**Heidi Graff, Ph.D., George Mason University**

Dr. Heidi Graff has personal and professional experience in working with individuals with intellectual disabilities. Along with being a parent of a young adult with autism, she is the director of the Mason Learning into Future Environments (LIFE) Program designed to provide students with intellectual and developmental disabilities with postsecondary educational experiences. Dr. Graff’s commitment to the research and development of programs and strategies for individual with intellectual disabilities is reflected in her participation in the 2009 and 2010 National State of the Art Conference on Postsecondary

Education and Individuals with Intellectual Disabilities.

Presenters:	Dr. Heidi J. Graff, Dr. Michael M. Behrmann, Carol Wheeler, Max Wheeler
Title:	Promoting LIFE-long Recreation/Social Practices for Students with Intellectual and Developmental Disabilities
Time:	Day 2, 9:15-10:15
Place:	Room 3
Abstract:	Recreation and social activities create an integral component of independent living. As such, the purpose of this study was to collect and evaluate data to determine the engagement level of students with IDD in choosing relational, self-directed, or designated activities during free time. Implications for postsecondary residential housing programs will be discussed.



**Megan Griffin, Vanderbilt University**

Megan Griffin is a doctoral candidate in Special Education-Low Incidence Disabilities at Vanderbilt University. She received her Master’s Degree in Elementary Education from the University of Notre Dame. Her research interests include the transition to adult life among students with disabilities, and inclusion of people with disabilities and their families in faith communities.



**Meg Grigal, Ph.D., University of Massachusetts**

Dr. Meg Grigal is a Senior Research Fellow at University of Massachusetts Boston at the Institute for Community Inclusion and the Co-Director of Think College. Dr. Grigal is the Co-Principal Investigator for the NIDRR funded Center on Postsecondary Education for Individuals with Intellectual Disabilities, the Office of Postsecondary Education funded National Coordinating Center and the Administration on Developmental Disabilities funded Consortium for Postsecondary Education for People with IDD. Prior to joining ICI, Meg was Senior Research Associate at TransCen, Inc. where she served as the Principal Investigator

of the Postsecondary Education Research Center (PERC) project, conducting research on the efficacy and outcomes of college based dual enrollment programs for students with intellectual disability. Dr. Grigal also previously directed On-Campus Outreach (OCO) at the University of Maryland. She has provided technical assistance and training across the country, conducted research studies on the provision of postsecondary education services for students with intellectual disability and has coauthored two books and published numerous journal articles on the topic.



**Linda Grusenmeyer, University of Delaware**

Linda Grusenmeyer is an Education Researcher with the Delaware Education Research & Development Center. Her evaluation experience encompasses a wide range of local, state, and national projects focused on education policy, instructional interventions and professional development. She is the Evaluation Coordinator for Delaware's TPSID project.



**Stephan Hamlin-Smith, AHEAD executive director**

Following five years in event management and public relations, Stephan began his career in the field of higher education and disability in 1994 when he joined the staff of the *Association on Higher Education And Disability* (AHEAD: [www.ahead.org](http://www.ahead.org)) as the director of communications and marketing. He became their director of operations in 1996 and executive director in 2002. Through his work with AHEAD, in addition to serving as the chief staff officer, he has assumed increasingly prominent and influential roles in local, state, and national arenas advocating for the total and equitable inclusion of people with

disabilities in postsecondary education and the workplace.

Currently Stephan serves on the executive councils for *ThinkCollege!* programs at the Institute on Community Inclusion in Boston, MA; and the National Council on Disability and Exchange; is a commissioner on the US Department of Education's Commission on Accessible Instructional Materials in Postsecondary Education; and serves on the advisory boards of numerous national and international research and development projects related to transition to and involvement in higher education by people with disabilities.

In addition to his roles with AHEAD and others related to higher education and disability, Stephan became the executive officer for the *Society for Disability Studies* (SDS: [www.disstudies.org](http://www.disstudies.org)) in July of 2010.

Personally, Stephan is actively involved as a volunteer with the Human Rights Campaign (HRC), the American Civil Liberties Union (ACLU), the American Society for the Prevention of Cruelty to Animals (ASPCA), and Amnesty International.

**Wendy S. Harbour, Ed.D., Syracuse University**

**Keynote Panelist**

Wendy S. Harbour is the Executive Director of the Taishoff Center for Inclusive Higher Education at Syracuse University. As the Lawrence B. Taishoff Professor of Inclusive Education, she teaches courses in disability studies, inclusive K-12 education, and disability in higher education. Her areas of expertise are inclusive higher education, disability studies in education, universal design for learning, and postsecondary disability services and accommodations. Recent publications include contributions to *Seeing Clearly: Ethical Considerations in the Education of Children who are Deaf* (Gallaudet University Press) and *Universal Design in Higher Education: From Principles to Practice* (Harvard Education Press), as well as co-editing *Special Education for a New Century* (Harvard Education Press). She has served on the editorial boards of the *Harvard Educational Review* and the *Journal on Postsecondary Education and Disability*, and has been a guest editor for *Disability Studies Quarterly*. Harbour has conducted international research for the Association on Higher Education and Disability (AHEAD) and managed federal grants for the Postsecondary Education Programs Network (PEPNet), and the Center on Applied Special Technology, Inc. (CAST). She completed her doctorate in education from Harvard University, where she is currently an adjunct lecturer in education. Her Master's degrees in education are from Harvard University and the University of Minnesota.



## **Congressman Gregg Harper, US House of Representatives**

### **Keynote Speaker**

Gregg Harper took the Oath of Office on January 5, 2011, to serve his second term in the U.S. House of Representatives, after having been first elected to the House in November of 2008. Gregg has lived in Mississippi's Third Congressional District since 1972 and currently resides in Pearl with his wife of 31 years, Sidney, and their two children, Livingston and Maggie. The Harpers are active members of Crossgates Baptist Church in Brandon, Mississippi, where Gregg serves as a deacon.

Gregg serves on the House Committee on Energy and Commerce and is a member of the Subcommittee on Environment and the Economy and the Subcommittee on Commerce, Manufacturing and Trade. Additionally, he has been appointed by Speaker John Boehner to serve his second term on the Committee on House Administration, where he serves as chairman of the Subcommittee on Elections, and to the Committee on Ethics. For the past two terms in Congress, his peers have elected him as their class's representative on the Republican Steering Committee.

Prior to his swearing-in, Harper practiced law for 27 years, including serving as the prosecuting attorney for the cities of Brandon and Richland, and also served on the Mississippi Oil and Gas Board. Gregg is active in his community as a member of both the Pearl and Rankin County Chambers of Commerce. A strong advocate for our Second Amendment rights, he is a Life Member of the National Rifle Association.

The son of a former petroleum engineer and an 87-year-old mother who still works two days a week, Gregg learned at a young age the value of hard work and the importance of a solid education. Gregg and Sidney are both graduates of Mississippi College, where Gregg majored in Chemistry and then earned his law degree from the University of Mississippi School of Law in 1981.

It is Gregg Harper's desire to serve the State of Mississippi and our country with honor and integrity. In his work in the U.S. House of Representatives, he is committed to advocating conservative values in the important tasks and challenges facing America.

## **Mary Harrill-McClellan, American Association of Colleges for Teacher Education (AACTE)**

### **Executive Committee Member**

Mary Harrill-McClellan is the Director for Policy, Programs, and Professional Issues at the American Association of Colleges for Teacher Education (AACTE). In this position she contributes to the association's federal policy work, guides state policy initiatives, oversees state chapters, and manages several of AACTE's programs that serve member institutions. In addition she serves as the staff liaison for community college issues. Prior to joining AACTE in 2001, she worked at a government watchdog organization in Washington, D.C. tracking campaign finance activities in the 2000 election cycle. Ms. Harrill-McClellan received her bachelor's degree in sociology at Stetson University. She also holds a Master's in Theological Studies from Candler School of Theology at Emory University.



## **Debra Hart, University of Massachusetts**

### **Executive Committee Member**

Debra Hart is the Director of the Education and Transition Team for the Institute for Community Inclusion at the University of Massachusetts, Boston. She serves as the Principal Investigator for the NIDRR funded Center on Postsecondary Education for Individuals with Intellectual Disabilities, the ADD funded Consortium on Postsecondary Education for Individuals with Developmental Disabilities and Office of Postsecondary Education funded National Coordinating Center. Debra has over 25 years of experience working with youth and adults with disabilities, their families, faculty, and professionals that support youth in becoming contributing

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valued members of their community via participation in inclusive secondary and postsecondary education, and competitive employment. Since 1997, Ms. Hart has directed five federal grants designed to create access to postsecondary education for youth with intellectual disabilities.

<b>Presenters:</b>	Debra Hart, Dr. Meg Grigal, Cate Weir
<b>Title:</b>	Status Report from the TPSID Coordinating Center
<b>Time:</b>	Day 2, 9:15-10:15
<b>Place:</b>	Room 1
<b>Abstract:</b>	Staff from the Office of Postsecondary Education’s TPSID Coordinating Center will share information on year one activities and preliminary findings regarding the accomplishments and outcomes from the twenty-seven Transition and Postsecondary Education Programs for Students with Intellectual Disabilities (TPSID) model demonstration sites.



**Lynn Helms, Winthrop College**

Graduate of Furman University with a Bachelors of Arts Degree in Learning Disabilities and a Masters of Arts Degree in Emotional Disabilities. National Board Certified in 2001 in Exceptional Needs Specialist-Early Childhood through Young Adulthood. Twenty-eight years of teaching experience in elementary and secondary exceptional education. Exceptional Education Department Chair for 16 years at Rock Hill High School. I am a current member of the York County Transition Advisory Committee, chair person of the Transition College subcommittee, and member of the Winthrop Transition College

Advisory Board. Serves as a mentor, peer evaluator, and is ADEPT trained to perform teacher evaluations.

<b>Presenters:</b>	Lynn K. Helms, Michelle Foster
<b>Title:</b>	Winthrop Transition College - A Postsecondary Education Dual Enrollment Program
<b>Time:</b>	Day 1, 9:45-10:45
<b>Place:</b>	Room 1
<b>Abstract:</b>	The Winthrop Transition College (WTC) is a dual enrollment program for students 18-21 years old with intellectual disabilities. This comprehensive college program was developed by Winthrop University and local school districts. WTC provides academic access, social networks, and career development with same age peers, while fostering independence, self-advocacy, and determination.



**Samantha Hollins, VA Dept. of Education**

Samantha Hollins is the Educational Specialist for Autism and Intellectual Disabilities with the Virginia Department of Education. Previous positions include Virginia Public Schools, as a special education teacher; Virginia Commonwealth University, as an adjunct professor and researcher; and the Association of University Centers on Disabilities in Washington, D.C. as a Policy Analyst and Disability Fellow. At AUCD, Samantha focused on the policy agenda of education, employment and training and civil rights of persons with disabilities. Samantha continues to participate in national and state conferences and

conducts trainings and presents on issues related to the education of children with ASD and ID.

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Presenters:	Samantha M. Hollins, Marianne Moore, Liz Getzel, Dana Yarbrough
Title:	Panel Presentation on State Initiatives for Transition
Time:	Day 1, 2:30-3:30
Place:	Room 3
Abstract:	This panel presentation will address the existing state initiatives on transition programming and resources available in the Commonwealth of Virginia. Information from various state agencies and stakeholders such as the Virginia Department of Education (including Training and Technical Assistance Centers), VCU Rehabilitation and Research Training Center and the VCU Partnership for People with Disabilities will help attendees gain an understanding of initiatives and allow for discussion.



**Thomas Hoza, M.Ed., LSW, Kent State University**

Tom is the Director of Career and Community Studies (CCS), Kent State University’s newly funded TPSID project. For the previous three years, Tom served as director of a pilot project that engaged students with intellectual disabilities in Kent State coursework, campus work opportunities, and social life. He formerly directed a project to train university students with disabilities to become leaders. He has served as a special educator for students with multiple disabilities in Akron, Ohio. Tom is a doctoral candidate in

Special Education with an emphasis on Transition.

Presenters:	Tom Hoza, Yvonne Michali, Cindy Kenyon
Title:	The Kent Career and Community Studies Program: A model for university-wide collaboration
Time:	Day 1, 9:45-10:45
Place:	Room 4
Abstract:	The Kent Career and Community Studies Program engages faculty, staff, and students of Kent State University in the development of a university-wide system of supports. These Kent stakeholders are engaged in four committees: (a) Access, (b) Academic, (c) Careers, and (d) Independent Living. These committees are charged with developing standards, revising university procedures, identifying opportunities, and recruiting supports.



**George S. Jesien, Ph.D., AUCD  
Executive Committee Member**

George Jesien, Ph.D. has had over 30 years of experience in the developmental disabilities field in various capacities as a school psychologist, faculty, and director of state and federally funded programs for children with developmental disabilities and special needs and their families. Currently he is executive director of the Association of University Centers on Disabilities (AUCD) which represents national networks of Universities

Centers conducting research, training and service for and with people with developmental disabilities including autism and their families. He directs cooperative agreements with several federal agencies focusing on research, training and service development for individuals with developmental disabilities and autism. He also directs efforts which focus on issues such as disability and health, pre-professional training, disability policy development, national technical assistance, post-secondary education and broad based collaboration among numerous national disability organizations. Previous positions include serving as the executive director of the Joseph P. Kennedy, Jr. Foundation, director of the Early Intervention Program at the Waisman Center at the University of Wisconsin-Madison and executive director of the Portage Project. Dr. Jesien was awarded a Joseph P Kennedy, Jr. Foundation Public Policy Fellowship to work with the US Senate Subcommittee On Disability

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Policy working on disability related legislation. He has had extensive international experience working on program development and personnel preparation in the United Arab Emirates, Kazakhstan, Peru and other South American countries and in England, China, and India for agencies such as the Soros Foundation, UNICEF, and the World Bank. Dr. Jesien received his bachelor's degree from Lemoyne College in English and Philosophy and his masters and doctorate degrees from the University of Wisconsin in Madison in school psychology and human development.



**Julie Jine, Highline Community College**

Julie Jine is an Educational Case Manager for the ACHIEVE program. She has spent her professional career promoting access and successful transition for students with disabilities.



**Madjid "MJ" Karimi, President's Committee for People with Intellectual Disabilities**

Madjid "MJ" Karimi provides technical advice, assistance, and guidance in the development of plans and objectives necessary to the fulfillment of PCPID's mission. He has responsibility for assisting the Committee in the collection of epidemiological and statistical data in areas that impact the daily lives of people with intellectual disabilities, including: health, education, housing, community living, individual family support, and employment and aging. He often works as part of a multidisciplinary team to plan and

execute epidemiological surveillance, analytical projects, and behavioral and social health investigations. From April 2007 through August 2009, Mr. Karimi served as the Executive Assistant to the Executive Director of the PCPID. He was responsible for assisting senior staff in analyzing new and proposed regulations and legislative policies to determine impact on agency's procedures and practices in the context of interoperability. He consulted and maintained liaison with scientists appointed to PCPID, the National Institutes of Health, and private organizations concerned with a broad range of topics related to intellectual and developmental disabilities. MJ also assumed a leadership role in restoring and preparing the historical PCPID Reports to the President for 508 Compliance and Internet accessibility.

Mr. Karimi is currently pursuing a post-graduate degree in Public Health Epidemiology and Biostatistics at the George Washington University, and a doctorate degree in Health Sciences, Global Health, at Trident University. He received his Master of Business Administration in Public Administration and Policy from the University of Phoenix in May 2007; Bachelor of Science degree in Health Care Management from the Southern Illinois University, Carbondale, in January 2006; Associate in Science and Associate in Arts degrees in Pre-medicine and Environmental Science and Policy from the Montgomery College in May 2005.

In 2007, Mr. Karimi was a Medical Coordinator and Research Fellow for HIV patients at the Washington Hospital Center in the District of Columbia. From 1999 to 2004, he served as the Research Data Analyst and Quality Control Manager to the U.S. Food and Drug Administration, Office of Drug Registration and Listing.

Mr. Karimi is certified in Grants Management, Contract Negotiation Procedures and Management, Government Travel Policy and Procedures. He is a member of the American Association on Intellectual and Developmental Disabilities (AAIDD), the American Cancer Society, and the International Honor Society of the United States Colleges and Universities.





**Kelly R. Kelley, Ph.D., Western Carolina University**

Kelly R. Kelley completed her dissertation in a postsecondary educational setting using technology to teach pedestrian navigation skills to young adults with intellectual disabilities. She has published or co-published three book chapters, six refereed journal publications, three online publications, and presented at more than 15 national or international conferences. Her research interests include secondary transition relating to employment, independent living, and inclusive postsecondary opportunities for individuals with moderate developmental/intellectual disabilities.

Presenters:	Dr. Kelly R. Kelley
Title:	Using a Video iPod and Picture Prompts to Teach Pedestrian Navigation Skills
Time:	Day 2, 2:30-3:30
Place:	Room 2
Abstract:	Transportation access is a major contributor to independence, productivity, and societal inclusion for individuals with disabilities (Myers, 1996). This presentation will discuss findings from a study teaching pedestrian navigation using video iPods to help four young adults with intellectual and developmental disabilities navigate an inclusive individualized postsecondary program.



**Cynthia Kenyon, M.Ed., Kent State University**

Ms. Kenyon is the Program Coordinator for the Career and Community Studies (CCS) program, a four-year course of study for students with intellectual disabilities at Kent State University in Kent, Ohio. Cynthia comes to Kent State with a background in special education. She is a dually certified (mild/moderate & moderate/intensive) licensed intervention specialist in the state of Ohio. Cynthia is currently working towards a doctoral degree in Special Education.



**Rachel Korpan Lee, George Mason University  
Executive Committee Member**

Rachel Korpan Lee is the Logistics Coordinator for the 2011 State of the Art Conference on Postsecondary Education and Individuals with Intellectual Disabilities. She graduated from GMU with a master’s degree in history, and has spent her career working in the operations management field. She has been affiliated with the Mason LIFE Program for many years, as her sister-in-law was a member of the founding class, and she jumped at the opportunity to put her organizational and logistical skills to use in such an exciting field. She is so proud to have been involved with this conference, and is excited to see the end results.

**K. Charlie Lakin, Ph.D., Director of National Institute on Disability and Rehabilitation Research (NIDRR), U.S. Department of Education  
Keynote Speaker**

K. Charlie Lakin, Ph.D., is Director of National Institute on Disability and Rehabilitation Research, U.S. Department of Education. Mr. Lakin has 40 years’ experience in services to individuals with disabilities as a teacher, researcher, consultant and advocate. Before coming to NIDRR in 2011, Mr. Lakin was Director of Research and Training Center on Community Living at the University of Minnesota. In his career Mr. Lakin has directed dozens of research and training projects and has authored or co-authored 300 publications based on that work. He has consulted frequently with state, federal and international agencies in matters of policy, research and evaluation. Among recognitions for his work are appointments by President Clinton to the President’s Committee on Persons with Intellectual Disabilities, the American Association on Intellectual and Developmental Disabilities’ Dybwad Humanitarian Award, the University of Minnesota’s Outstanding Community Service Award and the Distinguished Research Award of The Arc of the United States.



**Eric Latham, MPA, UCLA Extension**

Eric Latham, MPA is the founding director of Pathway. As Executive Director, Eric oversees all aspects of Pathway's development and operations. Eric has more than 23 years of experience working with individuals with intellectual disabilities.



**Lauren Soljanyk Lee, George Mason University  
Keynote Panelist**

Lauren came to the LIFE Program in the spring of 2009 to find out about volunteer opportunities. Her professional experiences in Early Childhood Education and Children's Ministry pulled her to find out what was going on within the LIFE Program and how it was helping people with special needs. She began volunteering by leading a Book Club, and soon took a position with the program as an Employment Assistant. This summer, she worked to create and implement a Saturday social program called Community Integration,

inviting young adults from the community to join LIFE students for practice with technology and social skills, as well as exploring leisure activities. While her education is in Political Science and English, her passion and drive comes from helping others and knowing she's impacting lives in some way.



**Stephanie Smith Lee, NDSS  
Executive Committee Member**

Stephanie Smith Lee has over thirty years of public policy experience, including serving in senior Congressional staff positions, as a foundation administrator, and as a nationally recognized disability expert. Since her daughter, Laura, was born with Down syndrome in 1982, she has organized and led many successful bipartisan disability advocacy efforts at the local, state, and Federal levels. As the Director of the Office of Special Education Programs (OSEP) in the US Department of Education, from 2002 through March 2005, Ms.

Lee directed the policy development, program planning, monitoring, evaluation, research and implementation of IDEA, the Federal special education law.

Currently Ms. Lee is the Senior Policy Advisor for the National Down Syndrome Society's Policy Center. She provides policy analysis and advice on a wide range of education and disability issues. She offers technical assistance to parents, educators, and institutions of higher education (IHEs) on how to develop and implement high quality inclusive opportunities for students with intellectual disabilities. As Project Leader of the NDSS partnership project with the College Transition Connection, Ms. Lee has directed a grant that has funded five postsecondary projects in South Carolina. Ms. Lee also led an experts group that provided technical assistance to Congress on new provisions for students with intellectual disabilities in the Higher Education Opportunity Act (HEOA) reauthorization and served on the HEOA Negotiated Rulemaking Committee.



**Sharon Lewis, Commissioner of the Administration  
on Developmental Disabilities  
Keynote Speaker**

Sharon Lewis was appointed Commissioner of the Administration on Developmental Disabilities in March 2010. Well known as an effective advocate, Sharon has a proven track record in championing disability issues, while working for a better quality of life for all.

Sharon has worked in disability policy for more than 10 years at local, state, and national levels.

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She originally came to Washington, D.C. to serve as a Joseph P. Kennedy, Jr. Foundation Public Policy Fellow, working for Senator Chris Dodd’s HELP subcommittee on Children and Families. In 2007, she joined Chairman George Miller’s Education & Labor Committee staff as Senior Disability Policy Advisor, where she advised members of the Committee on disability concerns related to education, employment and healthcare.

Sharon is the recipient of numerous awards, including the 2010 Distinguished Leadership in National Disability Policy Award and the Consortium for Citizens with Disabilities Chairman’s Award.

In Oregon, Sharon Lewis worked on public policy for the Oregon Developmental Disabilities Coalition and for the Arc. She served as the co-chair of the Oregon Family Action Coalition Team, founded DisabilityCompass.org and managed the Oregon Partners in Policymaking Program, working with individuals with disabilities and family members to participate in policy decisions at all levels.

Sharon is a parent to three daughters, including one with disability. She is a native of Michigan and a graduate of Washington University in St. Louis.



**Kristen Love, M.Ed., Institute for Innovative Transition**

Kristen Love is the Senior Project Coordinator for the Institute for Innovative Transition. Kristen facilitates a number of the Institute’s initiatives including professional development workshops for pre service educators and providing technical assistance to various school districts, organizations and families regarding the transition planning process for students with developmental disabilities. Additionally, she coordinates the four Transition Programs for Students with Intellectual Disabilities projects in New York State.

Kristen is a former Special Education teacher and has been working in the disability field for over ten years. She is currently pursuing a Ph.D. at the University of Rochester, Warner School of Education.



**K. Alisa Lowrey, Ph.D., Louisiana State University**

Dr. Alisa Lowrey is an Associate Professor at LSU HSC Human Development Center. She is a special educator with more than 20 years experience working with individuals with developmental disabilities and preparing others to work in this field. Her interests all surround individuals with developmental disabilities. Primarily, she is interested in improving real life outcomes for individuals with developmental disabilities in the areas of post-secondary education, employment, independent living, community involvement, and opportunities for relationships. She also has interests in the application of technology to prepare individuals to effectively serve in the field.

Presenters:	Dr. Alisa Lowrey
Title:	Using Person Centered Planning to Develop a Postsecondary Education Plan
Time:	Day 1, 1:15-2:15
Place:	Room 3
Abstract:	The Postsecondary Education for All Collaborative (PEAC) used several person centered planning (PCP) approaches with initial students. We will present PCP methods used with these students. We will also present how the results of this person centered planning was applied to the development of a student specific postsecondary education plan.



**David M. Mank, Ph.D., Director, Indiana Institute on Disability and Community at Indiana University**

**Keynote Speaker**

David Michael Mank, Ph.D., is the Director of the Indiana Institute on Disability and Community at Indiana University, *Indiana’s University Center for Excellence on Developmental Disabilities*. In addition, he is a Full Professor in the School of Education, Department of Curriculum and Instruction.

As a writer and researcher, Dr. Mank has an extensive background in the education and employment for persons with disabilities. He has authored or coauthored dozens of articles or book chapters. His interests also include transition from school to work and community living.

Since 1985, Mank has had responsibility for grant writing and management of numerous state or federally funded projects in which he has been the Principal Investigator, Director or Co-Director. Mank holds a bachelor’s degree in psychology and English from Rockhurst College in Kansas City (1975), a master’s from Portland State University in special education (1977), and a doctorate in special education and rehabilitation from the University of Oregon, Eugene (1985).

Mank is a member of the editorial boards of the *Research and Practice for Persons with Severe Disabilities (TASH)*, the *Journal of Vocational Rehabilitation*, the *Journal of Disability Policy Studies*, and *Siglo Cero*. He is Associate Editor for the journal, *Intellectual and Developmental Disabilities*.

He has served on the Board of Directors of the American Association on Intellectual and Developmental Disabilities and is Past President of the Association of University Centers on Disability (AUCD). He was one of the founding board members of Association for Persons in Supported Employment (APSE). He is a member of the Board of the Arc of Indiana. He has received the Franklin Smith Award for National Distinguished Service from The Arc of the United States.

**Diane Marshall, Greater Southern Tier BOCES**

Diane is the Supervisor for Transition Services at the Greater Southern Tier BOCES. She coordinates innovative programs for students with disabilities that are community and college based. Diane has an extensive background in vocational rehabilitation and worked for the state agency in New York as a counselor, a supervisor, a trainer, and facilitator. Diane is a graduate of Syracuse University with a M.S. in Rehabilitation Counseling. She is a Certified Rehabilitation Counselor (CRC) and a Licensed Mental Health Counselor (LMHC). Diane sits on several boards and advisory councils in the community.

Presenters:	Diane Marshall, Hildreth Rose, David Brewer
Title:	The Development of a College Transition Program at Alfred University
Time:	Day 1, 11:00-12:00
Place:	Room 3
Abstract:	The Greater Southern Tier BOCES ACCESS program has provided services for students with intellectual disabilities (ID) for twelve years on the Alfred University Campus. The program began as substantially separate and has moved to a more inclusive mixed/hybrid model. Collaboration and development of partners have been the keys.



**Cindi May, Ph.D., College of Charleston**

Dr. Cindi May is a Professor of Psychology at the College of Charleston. She earned her BA from Furman University and her Ph.D. in Cognitive Psychology from Duke, with an emphasis on human learning and memory. Her published research has focused on ways to optimize performance for populations who may experience cognitive deficits (e.g., older adults, individuals with intellectual disabilities), and more recently she began a series of studies to examine the impact of inclusive education on social and moral development.

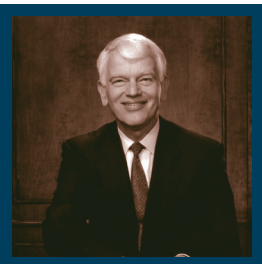
Dr. May is committed to fostering inclusive educational opportunities for students with intellectual disabilities, and facilitated the initiation of two inclusive high school programs in South Carolina. She was also a leader in the development of the REACH Program at the College of Charleston, and is the PI for the TPSID grant recently awarded to the program.

Presenters:	Dr. Cindi May, Lauren Pittard (co-author)
Title:	The Power of the Mentor Experience for Students With and Without Disabilities
Time:	Day 2, 10:30-11:30
Place:	Room 2
Abstract:	This presentation documents the significant benefits of the peer mentor experience for traditional college students. Our research demonstrates enhanced social and moral development for traditional students who serve as peer mentors for students with Intellectual Disabilities.



**Corey McCarthy, Clemson University**

Corey McCarthy graduated from Clemson University with a BA in Psychology. After graduation she took a job at the Marcus Autism Center in Atlanta conducting one-on-one ABA therapy with children in the Language and Learning Clinic. This is where her interest for students with intellectual disabilities truly developed. She is currently in the Clinical Mental Health Counseling MEd program at Clemson.



**Dr. Alan G. Merten, President, George Mason University**

Alan G. Merten became president of George Mason University on July 1, 1996. George Mason University, located in Northern Virginia and within the Washington, D.C. metropolitan area, is a doctoral granting institution with an enrollment of over 30,000 students.

Dr. Merten was previously the Dean of the Johnson Graduate School of Management of Cornell University. He was Dean of the College of Business Administration at the University of Florida and Associate Dean for Executive Education and Computing Services at the University of Michigan. Dr. Merten has an undergraduate degree in mathematics from the University of Wisconsin, a master's degree in computer science from Stanford University, and a Ph.D. degree in computer science from Wisconsin. He has held academic appointments in both engineering and business, and academic and business positions in Hungary and France.

He has been recognized for his contributions to the Northern Virginia technology community, and as a leader of the Greater Washington, D.C. business community. He has also been recognized for promoting volunteerism and service to the community, and for his contributions to the use of information technology in the federal government. In 2006, he was recognized for outstanding community service and dedication to improving the quality of life in the region and as one of the most powerful people in the National Capital Region in 2007. He and his wife, Sally, have two children and four grandsons.



**Yvonne Michali, MS, Kent State University**

Ms. Michali is the Director of Career Development for the Career and Community Studies (CCS) program, a four-year course of study for students with intellectual disabilities at Kent State University in Kent, Ohio. Yvonne comes to Kent State with a background in rehabilitation and program development; and is currently working towards a doctoral degree in Special Education.



**Martha Mock, Ph.D., University of Rochester**

Martha Mock is the Director of the Institute for Innovative Transition (IIT) based at the University of Rochester’s Strong Center for Developmental Disabilities (a UCEDD) and the Warner School of Education. Dr. Mock has over 20 years experience working along side people with disabilities and their families, teaching in public school and university, and administering local, state and federal grants. IIT is currently funded by the B. Thomas Golisano Foundation, the NYS Developmental Disability Planning Council, and the

U.S. Department of Education to improve inclusive postsecondary education for student with intellectual and developmental disabilities in New York.

<b>Presenters:</b>	Dr. Martha Mock, Kristen Love
<b>Title:</b>	Inclusive Postsecondary Education in New York: What have we learned so far?
<b>Time:</b>	Day 1, 9:45-10:45
<b>Place:</b>	Room 3
<b>Abstract:</b>	The session is an overview of work related to a statewide mini-grant and the federally funded TPSID project in New York State to increase inclusive postsecondary options for students with intellectual disabilities. Emphasis will be on statewide planning activities, policy work, and expansion efforts for four New York colleges.

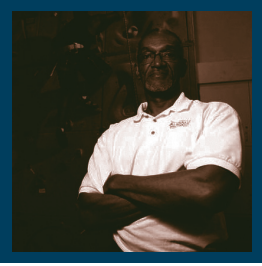
**Marianne Moore, VA Department of Education**

The majority of Marianne’s professional life has been dedicated to serving youth with disabilities. As a classroom teacher, she worked with all age levels, from pre-school to adult. She has taught in rural and urban communities from the Pacific Northwest to the Mid Atlantic and in Europe. Marianne served as a Special Education Department Chair in a large high tech high school. As the Transition Specialist in Newport News, Virginia, she coordinated transition services for the division. She was the director of a statewide adolescent assessment program at Woodrow Wilson Rehabilitation Center. Currently, Marianne works with the Virginia Department of Education as an Instructional Specialist, providing special education technical assistance as well as serving as the Department’s middle/secondary transition specialist. Marianne serves on a number of committees and councils including the Virginia Intercommunity Transition Council, the Community Integration Team, the National Community of Practice on Transition, co-facilitates the Office of Special Education Program’s National Community on Exiting, Part B, and serves on the Executive Board of the Virginia Association for Career and Technical Education (VACTE). Additionally, she was appointed by Governors Warner and Kaine to serve on the State Rehabilitation Council.



**Tomas Murphy, Trinity College, Dublin**

Tomas Murphy is currently a student ambassador for the Certificate in Contemporary Living (CCL) programme. He has previously presented at the 11th NNDR Research Conference in May 2011, Reykjavik, Iceland and the Global PhD and Researchers Colloquium on Disability Law and Policy Centre for Disability Law and Policy, NUI Galway in April 2010. Tomas has supported other Irish universities to roll-out the CCL Programme and is also a co-researcher on two inclusive research projects at the NIID. Tomas will graduate from the CCL in November 2011.



**John Myrick, CrossingPoints**

John Myrick, Special Education teacher, has been with CrossingPoints for the last five years, serving two years as a graduate assistant and the last three years as Clinical Instructor. CrossingPoints is a transition program serving adolescents ages 18-21 focusing on employment training, social skills instruction and some functional academics. I received my BA in 2006 majoring in Political Science from the University of Alabama, my MA in 2008 in Collaborative Special education also from UA I am currently in my third year of the EdD program specializing in Collaborative Special Education attending the University of Alabama.

Presenters:	John Myrick
Title:	Bluetooth and Observation for Social Skills (BOSS)
Time:	Day 2, 9:15-10:15
Place:	Room 5
Abstract:	Social skills instruction for adolescents age 18-21 with cognitive impairments is the focus of many transition programs. Project BOSS will investigate the effectiveness and feasibility of developing social skills in this population using Bluetooth telephony and video self-modeling as technology resources. Peer feedback will serve as an additional treatment to build lasting social skills.



**Molly O’Keeffe, MA, Trinity College, Dublin**

Molly O’Keeffe is Education Officer at the National Institute for Intellectual Disability (NIID), Trinity College, Dublin where she coordinates the two-year Certificate in Contemporary Living (CCL). This programme is offered to adults with intellectual disabilities and is aimed at promoting full citizenship for these students through the development of learning, employment and social networks.

Molly has a background in theatre production and has previously worked with marginalised groups and in the area of special education. Since joining the NIID Molly has been a key figure in the development of the CCL programme and initiatives. These include a work-life programme promoting employment opportunities for CCL graduates and students, and inclusive expressive arts projects based in the community. Molly has also been involved in various inclusive research projects at the NIID.

Presenters:	Molly O’Keeffe, Tomas Murphy
Title:	Sharing a Model of Inclusive Third-Level Education in Ireland
Time:	Day 1, 2:30-3:30
Place:	Junior Ballroom
Abstract:	The National Institute for Intellectual Disability (NIID) based at Trinity College Dublin (TCD) has developed a Certificate in Contemporary Living (CCL) for people with intellectual disabilities since 2004. This paper for the State of the Art conference highlights strategies used for inclusion in this third-level setting, as well as the methods and materials used for its implementation. This presentation also addresses the systemic change within Ireland around education for people with intellectual disabilities and explores the NIID’s efforts to build a national coalition of educational institutions, families, professionals and businesses advocating for national third-level education opportunities for this marginalised group.

**Sarah Pinsky, American Association of Colleges for Teacher Education  
Executive Committee**

Sarah Pinsky is a Program Associate at the American Association of Colleges for Teacher Education (AACTE), where she works to coordinate and support state chapters of the organization, advocacy efforts on behalf of educator preparation programs, and partnerships between AACTE and other institutions. Prior to AACTE, Sarah worked for the Alliance for Excellent Education, a non-profit organization dedicated to ensuring all high school graduates are college- and career-ready. She holds both a Master’s in Public Policy and a B.A. in government and economics from the University of Virginia.



**Olivia Raynor, Ph.D., UCLA**

Olivia Raynor, Ph.D. Adjunct Professor, UCLA Dept. of Psychiatry and Biobehavioral Sciences and Director of the Tarjan Center UCEDD. She is the technical assistance and policy consultant to the California Community College Chancellor’s Office, leads the California Consortium for Postsecondary Education for Students with Developmental Disabilities and California State Interagency Workgroup for Postsecondary Education, and is a member of the national Consortium for Postsecondary Education for Individuals with

Developmental Disabilities.

<b>Presenters:</b>	Dr. Olivia Raynor, Eric Latham, Patricia Murphy
<b>Title:</b>	From Policy to Practice, California’s Systems Change Work for Students with ID
<b>Time:</b>	Day 1, 11:00-12:00
<b>Place:</b>	Room 1
<b>Abstract:</b>	This presentation will address state and local systems issues, policies and practices that impact access to postsecondary education by youth with ID. We will highlight lessons learned from California’s State Agency Postsecondary Education Workgroup and showcase a successful local collaboration between Pathway at UCLA Extension and Creative Support, an adult service agency.



**Laverdia Taylor Roach, President’s Committee for People with Intellectual Disabilities**

Laverdia Taylor Roach manages and directs the President’s Committee for People with Intellectual Disabilities (PCPID) within the Administration for Children and Families (ACF), United States Department of Health and Human Services. The Committee, established and continued by Executive Order, has the responsibility to provide advice and assistance to the President of the United States and the Secretary of Health and Human

Services, through the Commissioner of the Administration on Developmental Disabilities, on a broad range of topics related to intellectual disabilities.

Having served in the Administrations of eight Presidents, Ms. Roach’s career as a professional public servant spans over 40 years during which she helped author regulations for the Americans with Developmental Disabilities Act, worked as Senior Developmental Disabilities Program Specialist and Acting Director of the University-Affiliated Facilities Branch of the Office of Developmental Disabilities, and served during administration transitions as Acting Executive Director of the Committee.

Mrs. Roach serves as policy advisor to the Commissioner of Administration on Developmental Disabilities, Assistant Secretary for Children and Families, and the Secretary of HHS in matters relating to the field of intellectual and related disabilities and citizens diagnosed with these disabilities. She is responsible for management, direction, and oversight of the day-to-day operations of the President’s Committee, assuming the

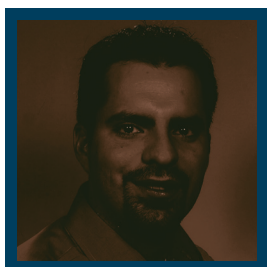
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leadership role for supervision of staff and administrative functions; and planning, implementing, monitoring, and evaluating special initiatives, including the preparation of the Committee's mandated Annual Report to the President. She represents the Committee in constituency group and interagency collaborative activities, on ad hoc committees, and at special meetings in the private and public sector with a stated purpose to improve the quality of life that is experienced by citizens with intellectual disabilities. A seasoned public speaker, she is often sought out by constituency group leaders and civic and community organizations to make presentations addressing key issues that impact the lives of people with intellectual disabilities.

Prior to her government experience, Ms. Roach worked as Assistant Professor in the Department of Special Education at Southern University and A& M College in Baton Rouge, Louisiana where she taught courses in Speech Pathology, Audiology, General Speech, and Psychology.

Mrs. Roach is the recipient of numerous honors and awards, and holds membership in many national and local professional and civic organizations. She received a Bachelor of Science degree from Southern University and A&M College and a Master of Arts degree from Bradley University in Peoria, Illinois. She pursued post-graduate studies at Syracuse University and the University of California at Los Angeles, under the tutelage of renowned leaders in the field, including Burton Blatt and George Tarjan.



**Troy Romero, PhD., University of Nebraska**

Troy Romero received his Ph.D. from the University of Nebraska at Lincoln in Industrial/Organizational Psychology. He is currently an Assistant Professor of Psychology in the Goodrich Scholarship Program in the College of Public Affairs and Community Service at the University of Nebraska at Omaha. Dr. Romero's research interests include ethnic and academic identity (particularly as it relates to performance in higher education), social skill development as it relates to autism spectrum disorders, organizational fairness, and leadership.



**Hildreth Rose, GST BOCES**

Hildreth has been in education since 1979. In her professional capacity she served as a special educator in high school setting for students with emotional disturbance as well as literacy instruction to developmentally challenged adults. For the past 19 years Hildreth has provided professional development through the former SETRC network in the Western and Mid-West region of New York State. She is currently the Regional Transition Specialist for the Mid- South JMT. Hildreth has been instrumental in writing and procuring numerous grants and is currently serving on the steering committee Transition Support Group of the Greater Southern Tier BOCES region as well as NY state chapter secretary for Division of Career Development and Transition (DCDT) whose mission is to promote and improve the quality and access to career/ vocational and transition services for persons with disability.



**Lynnae Ruttledge, Rehabilitation Services Administration Commissioner, Department of Education  
Keynote Speaker**

Lynnae M. Ruttledge is a Presidential appointee and serves as the Commissioner for the Rehabilitation Services Administration with the U.S. Department of Education in Washington DC. In this role, she leads the public vocational rehabilitation program that serves more than 1 million individuals with significant disabilities annually, partnering with more than 200,000 businesses across the country in meeting their workforce needs. Ms. Ruttledge has been a strong supporter of Business Leadership Networks in the Pacific Northwest and the USBLN now at the national level. As a person born with a disability, she received assistance from the vocational rehabilitation program and graduated from Northern Michigan University with a Bachelor of Science degree in Education.

## **Susie Rutkowski, Project SEARCH**

Susie is the Co-Director and Co-Founder for Project SEARCH and a recognized leader in providing technical assistance to public and private schools across the US in implementing transition and career readiness services associated with Project SEARCH's model. She has been employed by Great Oaks Institute of Technology and Career Development in Cincinnati, Ohio since 1985. Susie began her tenure there as the Job Placement Coordinator for students with disabilities and advanced to the District Manager of Disability Education for Great Oaks Career Campuses. While holding that position for 12 years, she created employment programs and services for youth and adults with a variety of barriers to employment.

In her position with Project SEARCH, Susie has provided assistance to schools, businesses, community partners, multiple states, the United Kingdom, Australia, Italy, and Portugal. She has also co-authored many articles and given numerous presentations at regional, state, and national conferences related to Transition from School to Work for youth with disabilities, Special Education Statistics, Successful Collaborations with Businesses, Employment in Healthcare for People with Disabilities, and Project SEARCH Program Replication and Dissemination.



## **Joe Ryan, Ph.D., Clemson University**

Dr. Joe Ryan is an Associate Professor of special education at Clemson University. He received his Ph.D. in special education from the University of Nebraska, and has taught students with special needs in grades K through 12 across a variety of educational settings, including resource and self-contained classrooms, special day schools, and a residential treatment center. He remains active in the field by publishing, consulting and speaking at national and international professional conferences. He is the founder and Director of

Clemson LIFE, a post secondary transition program for students with cognitive disabilities. He is also the founder and Director of several Clemson therapeutic recreation programs in baseball and soccer for youth with disabilities.

**Presenters:** Dr. Joseph Ryan, James C. Collins

**Title:** Importance of Exercise for Individuals with Intellectual Disabilities

**Time:** Day 2, 10:30-11:30

**Place:** Room 3

### **Abstract**

Individuals with intellectual disabilities (ID) have an increased risk of obesity compared to the general population. Research has also shown individuals with ID are significantly less likely to engage in physical activity than their nondisabled peers. This study investigated the impact of self-selected group exercise classes (i.e. yoga) on the amount of exercise behavior and perception of physical exertion when compared to non-directed exercise sessions among two young adults with ID in a post-secondary education setting. Results indicated that percentage of exercise behavior and perceived exertion levels during group exercise sharply increased with large effect sizes when compared to non-directed exercise sessions. Enjoyment of exercise sessions are also compared and discussed.



## **Ricki Sabia, NDSS**

Ricki Sabia is a graduate of Georgetown University and the University of Maryland School of Law. She is the Associate Director of the National Down Syndrome Society Policy Center, the chair of the National UDL Task Force and a member of the Maryland UDL Task Force. In addition, she participates on numerous advisory boards for U.S. Department of Education projects.

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Presenters:	Ricki Sabia, Dr. David R. Wizer
Title:	Improving Access to College Courses through Universal Design of Learning
Time:	Day 2, 10:30-11:30
Place:	Room 1
Abstract:	This presentation on Universal Design for Learning will help Postsecondary Education Programs ensure academic access to college classes for the widest range of learners, including students with intellectual disabilities



**Jenni Sandler, Highline Community College**

Jenni Sandler is Program Director for the ACHIEVE program and Access/Disability Support Services at Highline Community College in Washington State. She has a Master’s Degree in Adult Education and is the Principal Investigator on Highline’s TPSID grant.

Presenters:	Jenni Sandler, Julie Jine
Title:	Community Partnerships for Campus Success
Time:	Day 1, 1:15-2:15
Place:	Room 1
Abstract:	Highline Community College has successfully developed partnerships on and off campus that leverage funding and resources in order to help students with intellectual disabilities meet educational and employment goals. Participants will leave this presentation with an understanding of the key players and how to create meaningful partnerships.



**Amy K. Schuler, The College of New Jersey**

Amy K Schuler is currently the career specialist and an academic instructor for the Career and Community Studies program (CCS). She received her BS in Communication from Boston University and her MAT in Special Education from The College of New Jersey.

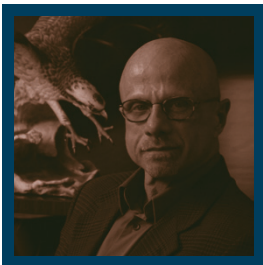
In her role as career specialist she develops, plans and oversees on campus practicums and off campus internships for CCS students.

Prior to this position Amy had extensive experience in marketing, philanthropy and event planning in both the private and public sector.



**Eliza Schaaf  
Keynote Panelist**

Eliza Schaaf, 21, is a young woman with Down syndrome who lives in Ashland, OR and who has been fully included throughout her public school education. She loves to learn, enjoys reading, public speaking, art, writing and friends! Her dream after graduating from Ashland High School with her brother in 2010 was to attend college at Southern Oregon University in her home town. Her experience did not go as planned, but many new opportunities have presented themselves and the dream for college remains.



### **Thomas S. Serwatka, Ph.D. University of North Florida**

Thomas (Tom) Serwatka currently serves as vice president and chief of staff at the University of North Florida. Since joining the university as a faculty member, he has held administrative positions as program director of Exceptional Student Education, associate dean of the College of Education and Human Services, and dean of the Graduate School and associate vice president for Academic Affairs.

In his current role, Tom has been instrumental in bringing the On Campus Transition program to UNF's campus and had administrative oversight for the program. As a faculty member, Tom has written and presented extensively on educational assessment, issues of social justice, and the education of deaf students. His works include three monographs and over thirty book chapters, juried articles and published proceedings. He has presented at twenty-five national and international conferences, as well as numerous state conferences and meetings. His most recent work, *Queer Questions, Clear Answers: The Contemporary Debates on Sexual Orientation*, was published by Praeger Press in May 2010. A graduate of Baldwin Wallace College, Tom earned his master and doctoral degrees at Kent State University.



### **Evette Simmons-Reed, Ohio State University**

Evette Simmons-Reed is a Transition Manager for the Nisonger Center at Ohio State University. Prior to her current position at OSU, she was a vocational coordinator and career teacher at the Ohio State School for the blind. Evette has been certified in Special Education in Developmental Handicaps and has earned her Ohio Professional teaching certification in Special Education in Vision. She is very active in community service and professional leadership, and in 2007 earned the Teacher of the Year Award, Division of

Career Development and Transition.



### **Les Sternberg, Ph.D., University of South Carolina**

Les Sternberg is currently Special Advisor to the Provost and is assuming responsibility for establishing the USC Coordinating Office for Community Engagement and Service. Immediately prior to this assignment, Les was Dean of the College of Education and Professor in the Department of Educational Studies at the University of South Carolina (2000 to 2011). He served as Dean of the College of Education and Human Development at Bowling Green State University for six years, and as Associate Dean for Academic Affairs in the College of Education at Iowa State University for three years. Les graduated

magna cum laude with a degree in psychology (1968), completed a Master's Degree in special education (1970), and received a doctorate in educational psychology (1973), all from the University of Connecticut. He has also had various professorial and administrative appointments at a number of other universities including Northern Illinois University, Lamar University, the University of Texas at Dallas, and Florida Atlantic University. Dr. Sternberg's major teaching and research interests involve services for children with severe to profound disabilities. His predominant areas of expertise involve behavior management, alternative instructional designs, and communication facilitation for children who have never been able to communicate in any fashion. He has authored or co-authored more than 10 textbooks and curricular programs, and has impacted the professional community through publication of more than 50 journal articles and chapters in books. He has been a frequent speaker at professional meetings and has made well over 100 formal presentations for national associations and learned societies.



**Sue Swenson, Deputy Assistant Secretary for the Office on Special Education and Rehabilitative Services, Department of Education**

**Keynote Speaker**

Sue Swenson is Deputy Assistant Secretary for the Office on Special Education and Rehabilitative Services. Sue previously served as CEO of The Arc, as Executive Director of the Kennedy Foundation and as US Commissioner for Developmental Disabilities in the Clinton Administration. Sue was educated in interdisciplinary humanities at the University of Chicago and holds an MBA from the University of Minnesota. She is the mother of an adult man who has complex disabilities, and who now lives with two roommates and around the-clock supports in a hyper-accessible house in Maryland. The next challenge is to add more technology to reduce the “footprint” of staff.



**Captain Robert and Laurie Taishoff, Syracuse University**

Captain Robert P. Taishoff, JAGC, USN (ret) is President of the Taishoff Family Foundation and serves on Syracuse University’s Board of Trustees as well as the Board of Directors for the National Down Syndrome Society. His military awards include The Legion of Merit, five Meritorious Service Medals, a Joint Commendation Medal, three Navy Commendation Medals, a Navy Achievement Medal, the Armed Forces Expeditionary Medal, Meritorious Unit Commendation, and the Sea Service Deployment Ribbon.

Rob graduated from Syracuse University in 1986 and received a law degree from Widener Law School in 1989. He completed an LL.M with highest honors at George Washington University School of Law in 2002.

Laurie is a Trustee on the Taishoff Family Foundation and serves as Vice-President on the National Alumni Association Board at Syracuse University. She graduated in 1984 from Syracuse University’s Newhouse School of Public Communications with a degree in Broadcast Journalism. She worked as a news reporter, anchor and editor in the Syracuse, NY and Wilmington, DE markets.

Rob and Laurie have three children including their daughter Jackie (10) who has Down syndrome.



**Carolyn Tellalian, LCSW, Wayfinders**

Carolyn Tellalian, LCSW is the mother of Marisa who is 23 yrs old and who has Down Syndrome. Since Marisa was born, she co-found Parenting Network in Visalia, California, a grass roots parent support group, now a County Family Resource Center; initiated an Inclusive Preschool Program at our YMCA; was the first to sign up a kindergartner in a regular education class in Tulare County; served on the Community Advisory Board for Special Education in Fresno, California; in 2007 organized a conference focusing on “Post-Secondary Education Options at the local Regional Center for parents living in the Central Valley;” introduced independent pre-skills assessment tools to her daughter’s Adult Transition Program for IEP goals; and now along with Michelle Smith, PT, is the co-founder of the Wayfinders Program at Fresno State, which admitted its first students this August 2011.

Presenters:	Carolyn Tellalian, Alice E. Witt
Title:	Wayfinders: Changing the Future for our Kids
Time:	Day 1, 2:30-3:30pm
Place:	Room 1
Abstract:	Presentation covers how 2 moms of young adults with Down Syndrome mobilized the community to create a Post-Secondary Inclusive Independent Living, Academic, & Educational experience in California thru grassroots efforts. Will show how students will transition in and out of the program and explain components of the program design.



**Colleen Thoma, Ph.D., VCU School of Education  
Keynote Speaker**

Dr. Thoma is a professor of Special Education and Disability Policy in the School of Education at Virginia Commonwealth University. She has conducted research on student self-determination for over sixteen years, particularly in facilitating student self-determination in the transition IEP process. In addition to her work on self-determination, she has expertise in teacher preparation, transition assessment, transition to postsecondary education for students with ID, and universal design for learning applied to transition planning, or UDT. She is a recipient of the Mary E. Switzer distinguished fellowship (NIDRR) for 2011-2012 and will be conducting research on the supports and services for students with ID in the 18-21 age range (both school and postsecondary school-based). She is a member of the Board of Directors for the Council for Exceptional Children (CEC) and a past President of the Division of Career Development and Transition (DCDT). She earned her PhD in Curriculum and Instruction/Special Education from Indiana University and has been a member of the faculty at VCU for nine years.



**Tom L. Thompson, William R. Harper College**

Tom Thompson is the former Director of Disability Services and the ADA Coordinator at Harper College (1980 – 2010) and is currently a part time Grants Specialist in the College’s Educational Foundation/Development office. Tom has also been active on campus in numerous roles including: serving on three accreditation committees, chairing a Crusade of Mercy fund raising campaign for three years, teaching as an adjunct faculty member and helping to create several scholarship programs for students. He has written and managed grants totaling over \$6,000,000 and raised \$750,000 in private/corporate funding.

Tom holds a MA degree in Rehabilitation Counseling and a BA degree in Psychology and Philosophy. Besides working at Harper College he has twice served on the Board of the Association on Higher Education and Disability (AHEAD), was a founding member of the Illinois-Iowa AHEAD chapter and has presented at numerous conferences on program development, budgeting and program assessment. He has particular interests and specialization in working with students who are deaf/hard of hearing, in program review methods and in mentoring new professionals. He has taught as an adjunct faculty member in Allied Health for Northern Illinois University and in Northeastern Illinois University’s Rehabilitation Counseling graduate program. He has been a consultant to higher education institutions on issues on ADA compliance, accessibility, grants management and program evaluation. He is also heading a current Task Force on Students with Intellectual Disabilities in Postsecondary Education for the Association on Higher Education and Disability (AHEAD).



**Mary Van Haneghan, People Inc.**

Ms. Mary Van Haneghan has years of experience in the field of human services. Ms. Van Haneghan designed, developed, established and currently oversees various college-based transitions programs in New York State. These postsecondary education options are for young adults with developmental disabilities and receive Day Habilitation funding. Ms. Van Haneghan recently completed a qualitative study on the graduates of these programs to document the benefits of postsecondary education.

<b>Presenters:</b>	Ms. Mary Van Haneghan
<b>Title:</b>	Day Habilitation Funding for College Based Transition Programs and A Qualitative Study
<b>Time:</b>	Day 1, 11:00-12:00
<b>Place:</b>	Room 5
<b>Abstract:</b>	This presentation will review how college based transition programs can be developed and funded through Day Habilitation. This presentation will review the structure of six existing college based transition programs at private and public schools. This presentation will discuss how a program can be developed to work within various college environments as well as meet day habilitation regulations. This presentation will also discuss the results of a qualitative study on the benefits of post-secondary education for young adults with developmental disabilities.



**Margo Vreeburg Izzo, Ph.D., The Ohio State University**

Dr. Vreeburg Izzo is Professor, Program Director for the Special Education and Transition area, and Associate Director at the Nisonger Center, a University Center of Excellence on Disabilities at the Ohio State University. With over 33 years' experience in the special education field, Dr. Vreeburg Izzo has extensive experience with transition to careers and colleges for students with either high or low incidence disabilities. Currently, Dr. Vreeburg Izzo is the Principal Investigator of three federally funded education grants designed to improve the academic and transition outcomes of students with disabilities at both the

secondary and postsecondary levels.

Presenters:	Dr. Margo Vreeburg Izzo, Evette Simmons-Reed, Dr. Patricia Devlin, Susie Rutkowski
Title:	Developing Ohio's Statewide Model to Increase Academic and Employment Opportunities
Time:	Day 2, 2:30-3:30
Place:	Room 1
Abstract:	Postsecondary settings provide numerous opportunities for students with IDD to increase their academic, employment and self-determination skills. Through internships and college classes, students gain the skills needed to join the workforce. See how one state is adapting the Project SEARCH model to improve employment outcomes for students.



**Paul Wehman, Ph.D, Virginia Commonwealth University**

Dr. Wehman is Professor of Physical Medicine with joint appointments in the Departments of Rehabilitation Counseling and also Special Education and Disability Policy at Virginia Commonwealth University. He serves as Chairman of the Division of Rehabilitation Research in the Department of Physical Medicine and Rehabilitation. Dr. Wehman has his Ph.D. in Behavioral Disabilities from University of Wisconsin-Madison. As one of the original founders of supported employment, he has worked closely with business and

industry since 1980 and has published over 200 articles and authored or edited more than 40 books primarily in transition, severe disabilities, autism, traumatic brain injury and employment for persons with disabilities. He has been the Principle Investigator on 41 million dollars of grants during his career. He is a recipient of the Kennedy Foundation Award in Mental Retardation in 1990 and President's Committee on Employment for Persons with Disabilities in 1992. Dr. Wehman was recognized as one of the 50 most influential special educators of the millennium by the *Remedial and Special Education* journal in December, 2000. He is also Editor-in-Chief of the *Journal of Vocational Rehabilitation*.



**Michael L. Wehmeyer, Ph.D., University of Kansas  
Keynote Speaker**

Michael L. Wehmeyer, Ph.D. is Professor of Special Education; Director, Kansas University Center on Developmental Disabilities; and Associate Director, Beach Center on Disability, all at the University of Kansas. Dr. Wehmeyer is engaged in teacher personnel preparation in and has directed federally funded projects totaling in excess of \$25 million conducting research and model development pertaining to the education and support of youth and adults with intellectual and developmental disabilities. He is the author of 270 peer-

reviewed journal articles or book chapters and has authored or edited 28 books on disability and education related issues, including issues pertaining to self-determination, transition, access to the general education curriculum for students with severe disabilities, and technology use by people with cognitive disabilities. He is Past-President of the Board of Directors for and a Fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD); a past president of the Council for Exceptional Children's Division on Career Development and Transition; a Fellow of the American Psychological Association, Intellectual and Developmental Disabilities Division (Div. 33), and former Editor-in-Chief of the journal *Remedial and Special Education*.

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He is a co-author of the AAIDD Supports Intensity Scale, and a co-author the 2010 AAIDD Intellectual Disability Terminology, Classification, and Systems of Supports manual. In 1999 Dr. Wehmeyer was the inaugural recipient of the Distinguished Early Career Research Award from the Council for Exceptional Children's Division for Research, and he has received research awards from CEC's Division on Autism and Developmental Disabilities and Division on Career Development and Transition, Region V of the AAIDD, and the Kansas Federation of CEC and, in 2004, from the University of Kansas School of Education, as well as receiving the 2003 AAIDD National Education award. Dr. Wehmeyer is a frequent speaker, including internationally, and holds undergraduate and Masters degrees in special education from the University of Tulsa and a Masters degree in experimental psychology from the University of Sussex in Brighton, England, where he was a Rotary International Fellow. He earned his Ph.D. in Human Development and Communication Sciences from the University of Texas at Dallas.



**Matthew Weiler, Kingsborough Community College and the College of Staten Island**

Matthew Weiler is the Director of the Melissa Reggio Higher Education Programs at Kingsborough Community College and the College of Staten Island. Mr. Weiler has a long history with AHRC New York City in both administrative and direct service positions. He has been developing the infrastructure for community based supports for young people with developmental disabilities in New York City.

Presenters:	Matthew Weiler, Katerina Chatzistyli
Title:	Destination Employment: Prototyping a college experience that gets us there
Time:	Day 2, 10:30-11:30
Place:	Room 2
Abstract:	College offers the opportunity to spearhead employment, social networking and post-secondary learning; three important variables for successful transitioning into adult life. This presentation will demonstrate a prototype that ensures successful employment upon graduation: PCP, career exploration, job shadowing, volunteering, internships, apprenticeships and job development.



**Cate Weir, M.Ed., Think College**

Cate Weir, M.Ed. is the project coordinator for the NIDRR funded *Center on Postsecondary Education Options for Students with Intellectual Disabilities*, the ADD funded *Consortium on Postsecondary Education for Individuals with Developmental Disabilities* and the Office of Postsecondary Education funded *National Coordinating Center for Transition and Postsecondary Education Model Demonstration Projects* at the Institute for Community Inclusion at the University of Massachusetts Boston. Previously, she served as project coordinator for the OSEP funded *Postsecondary Education: A Choice for Everyone* and the OPE funded *Equity and Excellence in Higher Education* at the Institute on Disability at the University of NH. She has also worked as a disability support coordinator and faculty member for the NH Community College System and in many capacities with adults with developmental disabilities in community settings. Cate's expertise includes the provision of individual supports for postsecondary education for people with intellectual or developmental disabilities, universal design for learning, and person-centered planning.



**Kelly Wendel, M. Ed., Vanderbilt University**

Kelly Wendel has been with the Kennedy Center since 2004. Prior to joining Next Steps, Kelly worked as an educational consultant with Vanderbilt Kennedy Center's Treatment and Research Institute for Autism Spectrum Disorders (TRIAD). As a consultant, she provided educational and behavioral training for teachers, administrators, and parents throughout the state of Tennessee and served as Director of TRIAD Social Skills Camp.

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As program coordinator for Next Steps at Vanderbilt, Kelly manages and coordinates the peer mentors, drafts the individualized schedules for each student and helps identify Vanderbilt courses that match the student's interest. Kelly provides educational and behavioral support to the students in the program and co-teaches a Career Technology class to better prepare students for employment.



**Jane E. West, Ph.D., American Association of Colleges for Teacher Education  
Executive Committee Member**

Dr. Jane West joined AACTE in February 2006 where she directs the department of policy, programs and professional issues. West brings over 30 years of education and public policy experience to the organization as a former teacher, education administrator, PTA officer, researcher, and university faculty member.

West served as senior policy analyst for the Presidential Commission on the HIV Epidemic under President Ronald Reagan and was staff director of the Senate Subcommittee on Disability Policy under the leadership of Senator Lowell P. Weicker, Jr. of Connecticut. In that capacity she shepherded the reauthorization of several laws, including the Individuals with Disabilities Education Act, the Vocational Rehabilitation Act, and the Developmental Disabilities Act. She has published several articles on education policy issues and edited two books. She served on the faculties of the University of San Francisco and Johns Hopkins University.

Since joining AACTE, West has led the organization's effort to build a unified voice for educator preparation during the reauthorization of the Higher Education Act and NCLB policy deliberations. She orchestrates AACTE's annual "Day on the Hill", has initiated numerous advocacy activities with AACTE state chapters and leads the effort to increase federal funding for educator preparation. Dr. West received her BA from the University of California at Santa Barbara, her MA from Columbia University and her Ph.D. from the University of Maryland.



**Carol Wheeler, George Mason LIFE parent**

Mom to Max and step-mom to Nicole (who recently made Carol and her husband Tom delighted grandparents), Ms. Wheeler has worked in a range of volunteer activities since her retirement. A longtime resident of the District of Columbia, she has co-chaired the Washington Interfaith Network, heads a 'Friends' support group for a local elementary school, and serves as Co-Chair of the Honorary Board of N Street Village, a provider of comprehensive services to homeless women in DC. She is Board Chair of the South Africa-Washington Internship Program (SAWIP) and earlier, founded and served as

Board Chair of the Washington-Ireland Program for Service and Leadership. Both organizations aim to identify, inspire and support emerging young leaders who help to bring reconciliation and prosperity to their post-conflict communities. Previously she founded and coordinated the DC chapter of Project Children, which has worked with thousands of young people from areas in Northern Ireland most affected by the Troubles. Before retiring, she was a consultant to America's Public Television Stations, Vice President for Government Affairs at the National Association of Broadcasters, Liaison for Women in the Carter White House, and Executive Director of the Women's Campaign Fund. She was recently appointed by President Obama to serve as a citizen member of the President's Committee for People with Intellectual Disabilities.



**Max Wheeler, George Mason LIFE student**

Max Wheeler is a 24 year-old student in his third year with the LIFE program at George Mason University who is living away from home for the first time in his life. (He resides in a townhouse close to campus with 3 other LIFE students and an RA.) In 2009, he received a Certificate of Completion from Phillips Programs in Annandale, VA, a school for special needs students, which he had attended since transferring from Ivymount (another special needs school located in Rockville, MD) when he was 11. Diagnosed with Williams Syndrome as a pre-schooler, Max has had an active life that has always involved many extra-curricular activities. He loves to travel and counts Ireland, Dubai, England, South Africa and India among his favorite places. He has had jobs or internships on Capitol Hill, on a ferry boat, at a garden center, as a catering assistant, in the GMU police and fire departments and (for a very special two weeks) in a deli in Belfast, Northern Ireland. He has many interests, including emergency services, Native Americans, international cultures and religions, and the US Secret Service. Max was born in Paraguay and came to live in Washington, DC when he was adopted by his family at 5 months of age.



**Madeleine Will,  
Director of the National Policy Center of the National Down Syndrome Society**

Madeleine Will has been an advocate for persons with disabilities for three decades. She has led efforts to establish services nationally for infants and toddlers with disabilities and their families. In addition, she has worked to promote the concept of inclusion general education classrooms for students with disabilities and to create transition and supported employment programs.

In 2004, Ms. Will was named Director of the National Policy Center of the National Down Syndrome Society. The National Down Syndrome Society, a disability organization made up of 190 affiliates across the country, seeks to improve the quality of life for persons with Down syndrome through efforts in education, research and advocacy.

Her professional experience includes being appointed Assistant Secretary of the Office of Special Education and Rehabilitation Services (OSERS) in the U.S. Department of Education (DOE) for six years. During this time she managed three principal components of the DOE (Office of Special Education, the Rehabilitative Services Administration, and the National Institute on Disability and Rehabilitation Research).

From 2002 to 2006, Mrs. Will was Chairperson of the President's Committee for People with Intellectual Disabilities (PCPID). The (PCPID) is a Federal Advisory Committee whose members are appointed by the President of the United States.

From 1989-1997, Ms. Will worked as director of Childlink International, a nonprofit focused on developing community-based services and supports to people with disabilities in Czech Republic, Slovakia, Hungary, Russia, Bulgaria.

In 2004, Mrs. Will received the Presidential Award for Moral and Policy Leadership from the American Association for Mental Retardation. She has received many other professional honors and special awards, including: The ARC "IDEA Hero Award"; Smith College Medal (1989); Temple University Outstanding Educator Award (1987); Federal Management Award (1986); U.S. Department of Education Secretary's Special Citation (1984). Mrs. Will is the parent of three children. Her son, Jonathan, has Down syndrome.

**Alice E. Witt, LCSW, Wayfinders at California State University**

Alice is the Executive Director of the Wayfinders Inclusive Post Secondary Education Program on the campus of CSU Fresno. She serves as their TPSID grant Project's Principal Investigator. Alice worked for ten years at Children's Hospital Central California in Patient and Family Services as a medical social worker and as the department Supervisor. Her hospital experience while broad, focused on the Emergency Department and Child Advocacy. Her twenty-five year career includes work in music therapy, social work, and special education. She has raised five children and gains inspiration from her brother who has an intellectual disability.



**Katherine Wittig, Virginia Commonwealth University**

Katherine Wittig is an instructor with the VCU RRTC and has more than 25 years' experience with the secondary transition process for youth with disabilities. As a Post-High Specialist, Kathe works with students, families, school divisions, colleges and universities, adult agencies and employers to enhance successful outcomes for students with disabilities. Kathe recently coauthored *Transition IEPs* with Paul Wehman (PRO-ED, 2009), and has authored or coauthored several book chapters and newsletter or journal

articles regarding the transition process.



**David R. Wizer, Ph.D., Towson University**

David Wizer is a professor and chair of the Department of Educational Technology & Literacy at Towson University. His area of study is instructional technology where his prime responsibilities are to teach graduate courses and to work with doctoral students in education. He is an advocate for faculty development in uses of technology to improve student learning and universal design for learning. His research interests include: distance education, technology integration in schools, and faculty development with technology.



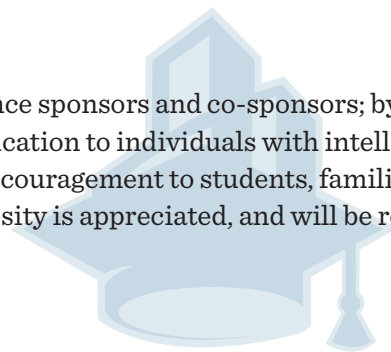
**Dana Yarbrough, Virginia Commonwealth University**

Dana Yarbrough is the mother of a 17 year old daughter, Brooke, who has significant physical, intellectual and sensory disabilities. Dana serves as the program leader for family and individual support and involvement projects at the Partnership for People with Disabilities, Virginia's University Center for Excellence in Developmental Disabilities located at Virginia Commonwealth University.

Dana received a certificate in Special Education Transition Specialist from George Washington University and holds a Bachelor's Degree in Criminal Justice, and a Master's Degree in Non-Profit Leadership.

Many thanks to this year's conference sponsors and co-sponsors; by contributing, they have promoted opportunities for post-secondary education to individuals with intellectual disabilities. Their support has expanded the field and offered encouragement to students, families, educators and policy makers.

Their generosity is appreciated, and will be remembered.



### **The Helen A. Kellar Institute for Human disAbilities (KIHD)**

The Kellar Institute for Human DisAbilities (KIHD) is an interdisciplinary campus-based organization that focuses on the mission statement, “improving the lives and productivity of persons with disabilities.” KIHD combines the resources of George Mason University (GMU) with local, state, regional, national, public, and private sector agencies and organizations to develop products, services, and programs for persons with disabilities.



### **National Down Syndrome Society**

The mission of the National Down Syndrome Society is to be the national advocate for the value, acceptance and inclusion of people with Down syndrome. The National Down Syndrome Society envisions a world in which all people with Down syndrome have the opportunity to enhance their quality of life, realize their life aspirations, and become valued members of welcoming communities.



### **The Mason LIFE Program**

The Mason LIFE Program is an innovative post-secondary program for young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. The mission of the Mason LIFE Program is a dual purpose. The first is to provide a supportive academic environment for our students with intellectual and developmental disabilities. The second is to supply an apprenticeship for George Mason University students. The Mason LIFE Program presents our George Mason students opportunities such as: instructor, resident advisor, internship, practicum, licensure, independent study, field work, mentor, Best Buddy, and volunteer to gain important experiences and knowledge to work successfully with students with intellectual and developmental disabilities.



### **The National Institute on Disability and Rehabilitation Research**

The National Institute on Disability and Rehabilitation Research (NIDRR) provides leadership and support for a comprehensive program of research related to the rehabilitation of individuals with disabilities. All of our programmatic efforts are aimed at improving the lives of individuals with disabilities from birth through adulthood. The mission of NIDRR is to generate new knowledge and promote its effective use to improve the abilities of people with disabilities to perform activities of their choice in the community, and also to expand society's capacity to provide full opportunities and accommodations for its citizens with disabilities. Toward this end, NIDRR conducts comprehensive and coordinated programs of research and related activities to maximize the full inclusion, social integration, employment and independent living of individuals of all ages with disabilities. NIDRR's focus includes research in areas such as employment; health and function; technology for access and function; independent living and community integration; and other associated disability research areas.



### **Association of University Centers on Disabilities**

AUCD envisions a future in which everyone, including people living with developmental and other disabilities, are fully integrated, participating members of their communities. We envision a future in which culturally appropriate supports that lead to independence, productivity, and a satisfying quality of life are universally available across the life span. AUCD’s mission is to advance policy and practice for and with people with developmental and other disabilities, their families, and their communities by supporting our members in research, education, and service activities that achieve our vision. AUCD values the participation of people with disabilities, family members, and a culturally diverse membership in its governance and programs. The AUCD Network promotes self-determination, family-centered care, and cultural competence in disability services and supports throughout the life span.



### **Administration on Developmental Disabilities**

The Administration on Developmental Disabilities ensures that individuals with developmental disabilities and their families participate in the design of and have access to culturally-competent needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.



### **American Association of Colleges**

The American Association of Colleges for Teacher Education is a national alliance of educator preparation programs dedicated to the highest quality professional development of teachers and school leaders in order to enhance PK-12 student learning. The 800 institutions holding AACTE membership represent public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, Puerto Rico, and Guam. AACTE’s reach and influence fuel its mission of serving learners by providing all school personnel with superior training and continuing education.



### **ThinkCollege!**

**Think College** is an initiative of the Institute for Community Inclusion (ICI) at the University of Massachusetts, Boston. ICI has been a leader in the area of postsecondary education for people with intellectual and other developmental disabilities for over ten years. Think College’s vast network of partners includes a wide array of institutes of higher education, and professional advocacy organizations as well as student and family stakeholders from across the country. The Think College website serves as a national portal for resources, research, and multimedia online learning opportunities. Think College has provided technical assistance and training on the provision of inclusive postsecondary education in 40 states. ICI currently has three federal grants designed to conduct research, provide training and technical assistance, and disseminate information to families and students related to postsecondary education for individuals with intellectual and other developmental disabilities.

Additionally, scholarship donations for self-advocates were provided by

**Dr. Dawn and Edy Carlson:**

“We wish to make this contribution of \$1,000 to George Mason University’s LIFE Program to support the outstanding services this program provides to our community, and to recognize our employees at Edy’s Chicken and Steak and our friends in the Fairfax County Police Department who care for the education, employment, and community integration of persons with intellectual disabilities.”

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## KEYNOTE SPEAKERS AND PANELISTS

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David Bergeron, Acting Deputy Assistant Secretary for Policy, Planning and Innovation, Office of Postsecondary Education

Thea Rae Ervin, Vanderbilt University

Micah Feldman, Oakland University

Wendy S. Harbour, Executive Director of the Taishoff Center for Inclusive Higher Education at Syracuse University

Congressman Gregg Harper,  
US House of Representatives

K. Charlie Lakin, Ph.D., Director of National Institute on Disability and Rehabilitation Research (NIDRR), U.S. Department of Education

Lauren Soljanyk Lee, George Mason University

Sharon Lewis, Commissioner of the Administration on Developmental Disabilities

David M. Mank, Ph.D., Director, Indiana Institute on Disability and Community at Indiana University

Tomas Murphy, Trinity College, Dublin

Lynnae Rutledge, Rehabilitation Services Administration Commissioner, Department of Education

Eliza Schaaf, Ashland, OR

Sue Swenson, Deputy Assistant Secretary for the Office on Special Education and Rehabilitative Services, Department of Education

Captain Robert and Laurie Taishoff, founders, Taishoff Center for Inclusive Higher Education at the Syracuse University School of Education.

Colleen Thoma, Ph.D., VCU School of Education

Michael L. Wehmeyer, Ph.D., University of Kansas

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## EXECUTIVE PLANNING COMMITTEE MEMBERS

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Michael Behrman, Ed.D., Director of George Mason University's Helen A. Kellar Institute for Human Disabilities (KIHD)

Dawn Carlson, PhD, National Institute on Disability and Rehabilitation Research

Heidi Graff, Ph.D., Director of George Mason University's Learning into Future Environments (LIFE) Program

Mary Harrill-McClellan, Director for Policy, Programs, and Professional Issues at the American Association of Colleges for Teacher Education

Debra Hart, Director of Education and Transition at the Institute for Community Inclusion, University of Massachusetts, Boston

George S. Jesien, PhD, Executive Director of AUCD

Rachel Korpan Lee, Logistics Coordinator for the 2011 State of the Art Conference at George Mason University

Stephanie Smith Lee, Senior Policy Advisor for the National Down Syndrome Society's Policy Center

Sarah Pinsky, Program Associate at the American Association of Colleges for Teacher Education

Jane E. West, Ph.D., Senior Vice President of Policy, Programs, and Professional Issues at the American Association of Colleges for Teacher Education

## **Many thanks to our review committees:**

### **Fiscal Resources for Post-Secondary Students with Intellectual Disabilities:**

Dr. Judy Shanley

Jordan Knab (University of South Florida)

Stephanie Smith Lee (NDSS)

### **Leadership and Sustainability:**

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Dr. Margo Vreeburg Izzo (The Ohio State University)

Dr. Alisa Lowry (Louisiana State University)

Patricia Cloppert (Parent, The Ohio State University)

### **Promoting Systemic Change:**

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Gail Farris (parent, College of Charleston)

Dr. Richard Ferrente (University of South Carolina)

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### **Transition to College:**

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Dr. Mary McEathron (University of Minnesota)

Liz Fussel (University of Tennessee)

Edie Cusak (College of Charleston)

### **Research:**

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Dr. George Jesien (AUCD)

### **Academic:**

Dr. Sharon Sanders (Clemson University)

Saralynn Vollmer (Parent, Clemson)

Cate Weir (Think College)

### **Social:**

Dr. Sue Onaitis (Mercer County Community College)

Martha Guinan

(Parent, Mercer County Community College)

Dr. Heidi Graff (George Mason University)

### **Independent Living:**

Jeff Ross (Taft College)

Julie Bradford (Parent, Taft College)

Debra Hart (University of Massachusetts)

Dr. Michael Wehmeyer (University of Kansas)

### **Employment:**

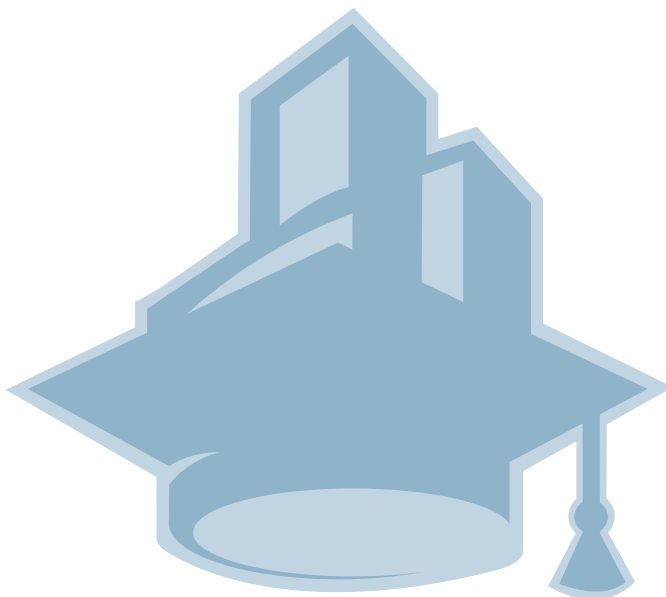
Dana Yarbrough (Virginia Commonwealth University)

Dawn Machonis

(Parent, Virginia Commonwealth University)

Jen Labbe (George Mason University)

Gita Hemphill (Parent, George Mason University)



# 2011 CONFERENCE EVALUATION FORM

To help improve the conference, please complete the conference evaluation, and return it to the box at the registration table. The form can also be found online at [www.sscsid.org](http://www.sscsid.org). Thank you in advance.

## Demographics

**My sector of work/interest can be best described as (check all that apply):**

• Academia/University	• Parent/family
• Program representative	• Self-advocate
• Government agency	• Professional Association
• Policy maker	• Other:

## Keynote Plenary Sessions

What was the most useful and informative Keynote session(s) that you attended?

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Which leaders in the field would you recommend as future Keynote speakers?

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## Thursday November 3<sup>rd</sup> Sessions

**How useful and informative were the sessions that you attended?**

Please write in a brief title or description of the presentation you attended:	Very	Some-what	Not Very	Not at all	N/A
Session I: 9:45-10:45am					
Session II: 11:00am-12:00pm					
Session III: 1:15-2:15pm					
Session IV: 2:30-3:30pm					



## Friday November 4th Sessions

### How useful and informative were the sessions that you attended?

Please write in a brief title or description of the presentation you attended:	Very	Some-what	Not Very	Not at all	N/A
Session I: 9:15-10:15am					
Session II: 10:30-11:30am					
Session III: 1:00-2:15pm					
Session IV: 2:30-3:30pm					

## Overall Conference

Please respond to these statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The content of this conference was relevant to me personally/professionally.				
I value the networking opportunities at this conference.				
If this conference is held again, I will recommend it to a colleague and/or attend myself.				
Registering and preparing for this conference was an easy process.				

## Conference Presenter

Please respond to these statements:

As a Conference Presenter:	Strongly Agree	Agree	Disagree	Strongly Disagree
I received adequate advance information about my role and responsibilities				
I felt prepared for my presentation and the conference				
My technical needs were adequately addressed				
I valued the opportunity to present my work at this conference				

### What recommendations do you have to improve next year's conference?

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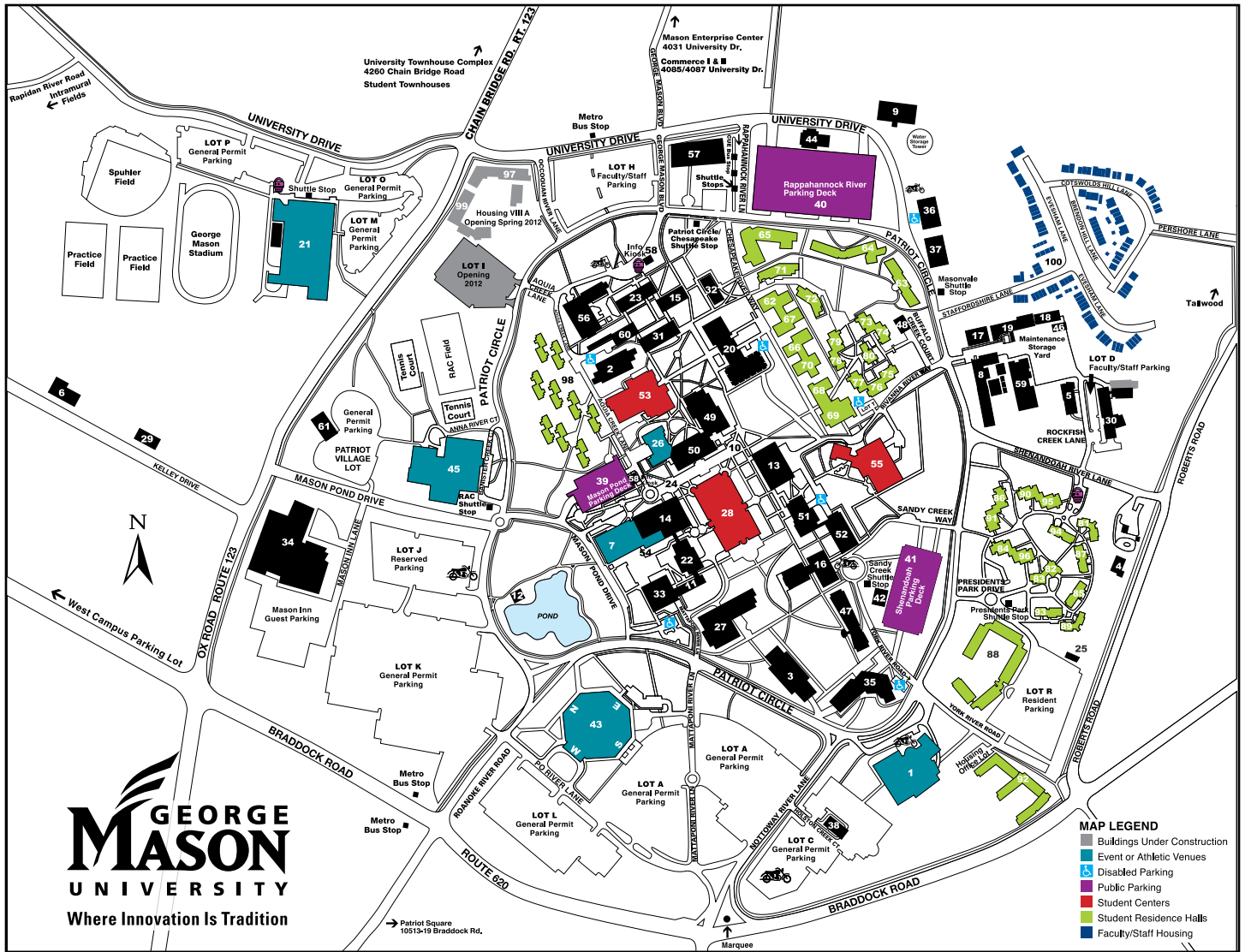












**FAIRFAX CAMPUS MAP KEY | 4400 University Drive, Fairfax, VA 22030 | 703-993-1000 | www.gmu.edu**

- |   |  |   |                                   |
|---|--|---|-----------------------------------|
| 1 Aquatic and Fitness Center                      | 29 Kelley II                                       | 55 The Hub                                  | 79 Grayson                        |
| 2 Aquia Building                                  | 30 Krasnow Institute                               | 56 Thompson Hall                            | 80 Hanover                        |
| 3 Art and Design Building                         | 31 Krug Hall                                       | 57 University Hall                          | <b>Shenandoah Neighborhood</b>    |
| 4 Buchanan House                                  | 32 Lecture Hall                                    | 58 Visitor Information                      | 81 Adams                          |
| 5 Carow Hall                                      | 33 Mason Hall                                      | 59 Warehouse                                | 82 Eisenhower                     |
| 6 Carty House                                     | 34 Mason Inn Conference Center and Hotel           | 60 West Building                            | 83 Eisenhower Extension           |
| 7 Center for the Arts/Concert Hall                | 35 Nguyen Engineering Building                     | 61 West PE Module                           | 84 Harrison                       |
| 8 Central Heating and Cooling Plant               | 36 Northeast Module                                | <b>Residential</b>                          | 85 Jackson                        |
| 9 Child Development Center                        | 37 Northeast Module II                             | <b>STUDENT HOUSING</b>                      | 86 Jefferson                      |
| 10 Clock  | 38 Nottoway Annex                                  | <b>Rappahannock Neighborhood</b>            | 87 Kennedy                        |
| 11 College Hall                                   | 39 Parking Deck, Mason Pond                        | 62 Blue Ridge                               | 88 Liberty Square                 |
| 12 Cross Cottage                                  | 40 Parking Deck, Rappahannock River                | 63 Eastern Shore                            | 89 Lincoln                        |
| 13 David King Hall                                | 41 Parking Deck, Shenandoah (formerly Sandy Creek) | 64 Hampton Roads and Pilot House            | 90 Madison                        |
| 14 de Laski Performing Arts Building              | 42 Parking Services                                | 65 Northern Neck (Spring 2012)              | 91 Monroe                         |
| 15 East Building                                  | 43 Patriot Center                                  | 66 Piedmont                                 | 92 Potomac Heights/Housing Office |
| 16 Enterprise Hall                                | 44 Police and Safety Hdqrt.                        | 67 Sandbridge                               | 93 Roosevelt                      |
| 17 Facilities Administration                      | 45 Recreation and Athletic Complex (RAC)           | 68 Skyline Fitness Center                   | 94 Truman                         |
| 18 Facilities Mgmt. Archives                      | 46 Recycling Center                                | 69 Southside Dining                         | 95 Washington                     |
| 19 Facilities Management, Customer Service Center | 47 Research Hall                                   | 70 Tidewater                                | 96 Wilson                         |
| 20 Fenwick Library                                | 48 Rivanna Module                                  | 71 Commonwealth                             | <b>Aquia Neighborhood</b>         |
| 21 Field House and Module                         | 49 Robinson Hall A                                 | 72 Dominion                                 | 65 Northern Neck (Fall 2011)      |
| 22 Fine Arts Building                             | 50 Robinson Hall B                                 | <b>The Commons (renovation Spring 2012)</b> | 97 Rogers (opening Spring 2012)   |
| 23 Finley Building                                | 51 Science and Tech I                              | 73 Amherst                                  | 98 Student Apartments             |
| 24 George Mason Statue                            | 52 Science and Tech II                             | 74 Brunswick                                | 99 Whitetop (opening Spring 2012) |
| 25 Greenhouse                                     | 53 Student Union Building I                        | 75 Carroll                                  | <b>FACULTY/STAFF HOUSING</b>      |
| 26 Harris Theatre                                 | 54 TheaterSpace/Black Box                          | 76 Dickenson                                | 100 Masonvale                     |
| 27 Innovation Hall                                |  | 77 Essex                                    |                                   |
| 28 Johnson Center                                 |  | 78 Franklin                                 |                                   |

# CONFERENCE CENTER FLOOR PLAN

The Mason Inn Conference Center & Hotel offers 20,000 square feet of flexible meeting space that meets the demanding criteria of International Association of Conference Centers (IACC). The hotel's partnership with George Mason University extends our space offerings to an additional fifty-five meeting rooms ranging in size from 168 square feet to 10,192 square feet.





The State of the Art Conference is going to publish an electronic, peer-reviewed monograph of papers generated by the conference and is inviting all presenters to submit their work for review by January 5, 2012 to [torkorpant@gmu.edu](mailto:torkorpant@gmu.edu). Guidelines for review will be posted on our website. Along with the electronic monograph the conference is going to publish videos of selected presentations.

