

15TH ANNUAL **DISABILITY** SYMPOSIUM

UNIVERSITY *of* PENNSYLVANIA

APRIL 8, 2016

THINKING AND FEELING

MATTERS OF THE BRAIN AND HEART

PLENARIES

The Teenage and Young Adult Brain: The New Neuroscience

Frances E. Jensen, M.D.

Data is only recently emerging regarding the neurobiology of the adolescent and young adult brain, and how different their brains still are from those of the adult. As a mother, neuroscientist, and neurologist, Dr. Jensen has gathered together data from both experimental and human clinical studies that explain critical differences in the brain at these ages. The new science of the adolescent and young adult brain is applicable to parenting, teaching and counseling teenagers, as well as useful information concerning their unique strengths as well as vulnerabilities to stress, substance abuse, and mental illness. This is the first generation of teenagers for whom there is access to such information to help them navigate the challenges of our modern environment.

Directing *Autism in Love* – A Look into Making the Feature Length Documentary that Examines Adults with Autism in and their Romantic Lives

Matt Fuller

In recent years, the rate of autism spectrum disorder diagnosis has increased at an alarming rate making some question whether an epidemic is imminent. Regardless of this disorder's origin, what is seldom found are stories about what happens once children who have been diagnosed grow up; what happens after the sleepless nights, years of therapies, special schooling and exhaustive treatments? What happens when children with autism become adults with autism and want to have lives of their own?

In his directorial debut, *Autism in Love*, Matt Fuller has captured those yet unexplored experiences of adults on the autism spectrum in search of meaningful romantic connection. In this presentation, Matt will share his experiences and insights into what it took to capture this personal and critical perspective on the most important aspect of the human condition... love.

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WORKSHOPS

MORNING WORKSHOPS

Access Issues Beyond the Physical Layout of a College Campus

Kirsten Behling

When we think of access, the first thing that typically comes to mind is whether a student with a physical disability can access a campus building. But what about the other touchpoints that students may encounter in their postsecondary experience? Admission forms? Updating their meal plan card, electronic journals in the library, university websites, registrations forms, electronic textbooks and mobile apps that may be used in the classroom. Are these touch points accessible? Who is responsible for checking them for access and fixing them if they are not? This session will give guidance on how to approach common student touch points in postsecondary education.

The Adult ADHD Toolkit for College Students

Anthony L. Rostain, MD, MA

J. Russell Ramsay, Ph.D.

Attention-Deficit/Hyperactivity Disorder (ADHD) is not a problem of lack of awareness of effective coping strategies – in fact, most individuals with ADHD will say that they know exactly what they need to do but have difficulties consistently and effectively implementing these coping strategies. This is particularly true of college students with ADHD who may be able to develop plans for balancing the academic, extra-curricular, and social demands and opportunities inherent in a full college experience, but nonetheless have difficulties turning these intentions into actions. This session will focus on some of the essential coping domains for managing college life with a focus on tactics designed to increase the likelihood of the consistent implementation of effective coping strategies. It will draw from several chapters in *The Adult ADHD Tool Kit*, a book authored by the presenters that is designed to help people turn intentions into actions. Special emphasis will be placed on addressing issues like excessive use of social media and internet, underestimation of sleep need, risks of recreational drinking and substance use, and poor time management. The benefits of academic support/accommodations, psychosocial treatment, and medications will also be reviewed.

Accommodations as a Negotiated Process: What Does It Mean?

Manju Banerjee, Ph.D.

Loring Brinckerhoff, Ph.D.

Following the final regulations and the nine rules of construction put forth by the EEOC (2011), and the more recent technical guidance document from the Department of Justice (2015), accommodation determination for college students with disabilities is shifting yet again. The position that determination of whether an impairment substantially limits a major life activity should not usually require extensive scientific, medical, or statistical evidence, is particularly confusing. This session will address how accommodation determination is negotiated, who are the negotiators, and how decisions should be made in light of these changes.

Life After College: Transitions, Accommodations, and Beyond

Panel of College Alumni

Former college students from several postsecondary institutions will respond to questions about their experiences in accessing educational programs, support services, facilities, and social activities at their respective universities. Issues of access and accommodations after college and in the workplace will also be discussed. Panelists' comments about self-disclosure, interactions with supervisors and colleagues, and navigating the accommodations process in college and employment, should be of interest to the disability services community. This workshop will inform our efforts with current students in the college setting and help us to better prepare them for the world after college. Audience members will also have the chance to pose questions for the panelists.

AFTERNOON WORKSHOPS

Make Accessibility an Issue on your Campus

Kirsten Behling

How do you successfully make a university campus aware of accessibility? How do you infuse the word access into everyday conversations held by faculty and staff at all levels in a university? This session will showcase an institutional approach that disability service providers can take to set the tone and culture of a campus accessibility movement. Specific topics will include the role that disability services can play in offering content design workshops and resources on our campuses, the importance and keys in gathering faculty allies and administrative support to identify and implement more institutional initiatives and how to use the legal settlements of our peers as guideposts for our own institutions.

Changing Students' Mindset towards Constructive Criticism and Hard Work: Implications for Teachers and Service Providers

Manju Banerjee, Ph.D.

New research on predictors of students' academic success point to measures beyond cognitive abilities, executive function efficiencies, and even self-advocacy. Based on groundbreaking work by Carol Dweck (2006) on changing mindset, this session will share results from a research study with over 70 high school at-risk students and students with LD, on changing perceptions through simple, easy to implement interventions.

Veterans on Campus: Serving Those Who Served

Marshall Thomas, Ed.D.

Military and veteran students bring unique experiences and perspectives to the campus and classroom, and the number of these students in colleges and universities has been increasing. Nationwide, more than a million students used veterans' education benefits in pursuit of their educational objectives in 2015. This session will explore the impacts of military culture and how deployments to combat zones may affect student-veterans. The presenter will offer suggestions on how best to work with this growing population of students.

Assistance Animals in the Residence Halls

Steve Waller, M.S.

The role that the Department of Housing and Urban Development (HUD) plays in on campus housing has taken University housing staff and disability offices by surprise. Participants will gain a better understanding of the journey, best practices, and future direction of the increasing incidence of assistance animals in campus housing. A review of the cases to date will provide an understanding of outdated policies and practices that have resulted in legal action and lessons learned, including the recent DOJ settlement with University of Nebraska at Kearny. Best practices will be presented. The necessity of an effective partnership and strong collaboration between campus stakeholders is crucial in managing requests and providing access to students.