

# PATHWAYS TO ACCESS

16TH ANNUAL **DISABILITY** SYMPOSIUM

UNIVERSITY of PENNSYLVANIA

## Program

### Plenary Sessions

#### **Dazed and Confused: Concussion on Campus**

**Jonathan Lichtenstein, M.B.A., Psy.D.**

Although the definition can be elusive and simply stated, a concussion is a traumatic brain injury. The symptom picture in concussion is diverse, with great variation from student to student. Such unpredictability can make treating concussion a true challenge. However, particular trajectories can be identified, which can be helpful not only to treating clinicians, but to all individuals in the student's world system. The interaction between injury and environment is fragile as students and those around them struggle to cope and adjust to functional changes. Physiological and cognitive symptoms, in addition to alterations in daily routine, can manifest in a dizzying constellation where emotional difficulties arise, further complicating recovery. This presentation will discuss disease specifics, with particular attention paid to the college student's experience with concussion. Practical solutions to real problems will be offered. We will focus on the management of this injury outside the clinic, as we consider ideas for intervention in the classroom, the dormitory, and beyond. A review of the extant literature on academic accommodations for college students will be presented, as well as lessons learned from high school concussion management programming that can be adapted to older adolescents and young adults.

#### **Everybody is Good at Something**

**V.R. Ferose**

In this presentation, Ferose will share his journey of discovery - from his own son being diagnosed with autism to starting the internationally recognized 'Autism at Work' program at SAP. SAP made a landmark announcement in 2013, when they committed to hiring 1% of the SAP workforce with people on the autism spectrum. He will share how the Autism at Work program makes business sense and is not just a social initiative. The Autism at Work program is now a Harvard Business Case.

Ferose's own life experience as the parent of a differently abled son has been one of extreme emotions – from disappointment to hope, from pain to joy, from love to anguish. He will also cover lessons learned from his life experiences during this presentation.

### Morning Workshops

#### **A Rethinking Self-Advocacy: Understanding the Student Perspective and Behaviors**

**Manju Banerjee, Ph.D.**

Students transitioning to college are encouraged to build their self-advocacy skills so as to be able to access accommodations and services. But, self-advocacy is a complex concept. It is too often addressed from an adult perspective. Being able to speak up about one's challenges and learning needs, is intimately intertwined with one's self-esteem, self-worth, perceptions of stigma, and emotional in-the-moment thinking. Based on experiences of students at Landmark College and other postsecondary institutions, the presenter will seek to untangle the nuances of self-advocacy, and ways to promote these skills among students with learning and attention issues.

## **B Mental Health and Professional Help-seeking Among College Students with Disabilities**

**Wendy A. Coduti, Ph.D., CRC**

This workshop will present results from a national study of 7,316 college students. Conducted by Wendy A. Coduti, Jeffrey A. Hayes, Benjamin D. Locke, and Soo Jeong Youn, this study examined whether students with disabilities differed from students without disabilities on various aspects of psychological distress. Differences between students participating in counseling and those who did not were also examined. Data was collected using the Counseling Center Assessment of Psychological Symptoms (CCAPS-62) and Standardized Data Set (SDS). The CCAPS-62 is a 62-item measure designed to assess a range of psychological symptoms common among college students. The SDS contains demographic, cultural, and mental health history questions. The SDS also asks whether students are registered with their campus' office for disability services as having a documented and diagnosed disability. This workshop will describe the study, including the methodology. Comparison results between populations on topics including anxiety, academic-related distress and suicide ideation will be shared.

## **C Universal Design for Instruction: Transforming the College Writing Curriculum**

**Brenna Swift, M.S.**

In recent years, postsecondary instructors and programs have begun incorporating the principles of universal design into teaching practices, resulting in what is now called Universal Design for Instruction. What are the challenges involved in successfully structuring courses around universal design principles, and how can disability service providers play a role in the transformation? This workshop will examine the particular challenges of implementing Universal Design for Instruction in writing-intensive courses—many of which, on the surface, seem incompatible with universal design. This workshop will also explore the ways that disability service providers can work with faculty to encourage the development of universally designed courses. After a presentation on Universal Design for Instruction, workshop participants will analyze and discuss possible changes to a sample syllabus for a reading and writing-intensive course to make it more consistent with universal design principles. They will then engage in dialogue about the role disability service providers can play in the implementation of Universal Design for Instruction in both undergraduate and graduate curricula.

## **D Executive Functioning Coaching: Mindset, Techniques, and Research Findings**

**David R. Parker, Ph.D.**

Over the past decade, ADD coaching has emerged as a new type of service on many campuses. Unlike strategy instruction or content tutoring, coaching is a wellness model that uses “powerful” questions to trigger students’ planning and reflection. Research has established coaching’s efficacy in promoting students’ executive functioning and wellness and helping them utilize other campus services more effectively. Participants will learn about coaches’ unique mindset, identify key research findings about coaching college students, and practice basic coaching techniques they can apply immediately in their work on campus or in private practice.

## **Afternoon Workshops**

## **E Ally is a verb: Be the Practitioner your Queer and Disabled Students Deserve** **Jen Dugger, M.A.**

Want to provide optimal services to your LGBTQ-identified students with disabilities but not sure where to start? In this session, we will build a basic foundation of appropriate language, relevant data, and solid resources. At the conclusion of the session, you will have an imaginary toolbox overflowing with handy tips, resources, and strategies to implement back in the office. Show your students how much you care through explicitly welcoming practices that allow them to be their full selves when they interact with your office.

## **F The Emotional Health of College Students**

**David R. Parker, Ph.D.**

While the current generation of undergraduates has higher GPAs, more AP credits, and greater extracurricular accomplishments than their predecessors, they are also demonstrating chronic patterns of emotional vulnerability once they begin their college career. How did we get here and how do we move forward? This session will explore cultural trends that have diminished students' emotional fortitude (i.e., the ability to recover from disappointing outcomes, solve life problems, and view challenges as meaningful learning experiences). We will also explore programs, courses, and online tools that campuses are using to reverse this trend by strengthening students' self-determination.

## **G Creating an Environment for Empowerment for You and Your Students**

**Ann Knettler-Smith, M.A.**

**Lance Alexis, Ed.D.**

Disability services professionals can gain a sense of empowerment through applying tenets of the profession; i.e. social model, independent living, and environmental access. These will be outlined with a focus on disability services providers becoming well-rounded educators, community builders, disability rights advocates, and higher education professionals. This understanding and application creates a climate that encourages student independence and associated self-empowerment.

## **H Access and Accessibility: What Libraries Can Do**

**Alice Tweedy McGrath, Ph.D.**

University libraries are committed to offering and storing information resources in a way that all members of the community can access them easily. This session will explore the role of libraries in offering campus services for students with disabilities by showcasing a variety of programs implemented with the goal of promoting universal accessibility: from providing assistive technology, to remediating and securely storing alternate format materials, to offering safe and comfortable workspaces, to promoting and supporting accessible course and research materials. The presenter will address the logistics of making print materials accessible: how have recent copyright rulings changed the landscape for serving patrons with print disabilities? What is the process of remediating books for use with assistive technology? Finally, how can librarians and Disability Services Professionals encourage faculty to consider the accessibility of materials as they plan their classes?