

DAY 1

Beginning 7:30 am

6:30 am – 8:30 am

8:30 am – 9:30 am

Ballroom

9:30 am – 9:45 am

9:45 am – 11:00 am

11:00 am – 11:15 am

11:15 am – 12:30 pm

12:30 pm – 1:30 pm

1:30 pm – 2:45 pm

Ballroom

2:45 pm – 3:00 pm

3:00 pm – 4:15 pm

4:15 pm – 5:15 pm

5:30 pm – 7:00 pm

Registration in foyer

Breakfast in Rachel's Restaurant

Welcome

Dr. Heidi Graff, George Mason University's LIFE Program

Dr. Beth Myers, Lawrence B. Taishoff Center for Inclusive Higher Education

Keynote

Sean McElwee, A&E's Born This Way

Break

Session I presentations: See page 3 for details

Break

Session II presentations: See page 4 for details

Networking Lunch in Ballroom

Leadership Awards

Leadership in Inclusive Higher Education

Dr. Martha Mock

Presented by Dr. Cindi May, College of Charleston

Leadership on the National Level

Dr. Meg Grigal and Deb Hart

Presented by Dr. Clare Papay, Think College

Keynote

Think College National Coordinating Center:

New Developments Supporting Best Practice

Dr. Meg Grigal, Think College

Debra Hart, Institute for Community Inclusion

Break

Session III presentations: See page 5 for details

Technical Assistance and Networking Roundtables: See pages 6 and 7 for details

Reception in Panasci Lounge – Schine Student Center

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



DAY 2

Beginning 8:00 am

Registration in foyer

6:30 am – 8:30 am

Breakfast in Rachel's Restaurant

8:30 am – 9:45 am

Ballroom

Welcome Address

New York State Senator David Valesky

Leadership Award

Laura Lee Self-Advocate Leadership Award

Kayla McKeon

Presented by Micah Fialka-Feldman

Keynote

Kayla McKeon, National Down Syndrome Society

9:45 am – 11:00 am

Session IV presentations: See page 8 for details

11:00 am – 11:15 am

Break

11:15 am – 12:30 pm

Session V presentations: See page 9 for details

12:30 pm – 1:45 pm

Networking Lunch in Ballroom

1:45 pm – 3:00 pm

Session VI presentations: See page 10 for details

3:00 pm – 3:15 pm

Break

3:15 pm – 4:30 pm

Ballroom

Student Perspectives Panel

**Students Share Their Experiences and
Stories About Attending College**

Moderated by Dr. Beth Myers, Taishoff Center

Open Reflections from SOTA & SLC 2018
Participants Share Take-Aways from the Conference

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



● **ADAMS** ●

Developing State Alliances to Speak as One Voice

Susana Miller-Raines
Georgia IPSE Consortium Coordinator

The first program in Georgia started in 2009. In 2011, the Center for Leadership in Disability at Georgia State University received a Think College mini grant to create an IPSE Consortium. This presentation will show the goals and activities that went on in Georgia to go from having one IPSE program with one state partner to having a consortium with 8 IPSE programs and over 10 state partners. The presenter will share the story and suggestions for other states who are looking to create an alliance.

● **HARRISON** ●

Increasing Campus Engagement for Students through the Use of Technology

Brianna Shults
Taishoff Center for Inclusive Higher Education

Sam Roux

As technology continues to advance and become increasingly sophisticated, Syracuse University's InclusiveU program has identified a variety of ways to address students' needs using various devices in the classroom, around campus and on the job. Through collaboration between staff and students we have found apps and other tools that have enriched our student's experience on campus. In this session we will discuss how students have evolved their use of technology during their time at SU and how it shapes their experiences. We will discuss some of the unique opportunities our students have fostered and created using social media. Technology has given our students a voice, allowing them to express themselves in an inclusive way across campus. Hear from both InclusiveU students and staff about how and why this approach has been beneficial in facilitating learning in all areas of a student's career. Attendees are encouraged to bring their personal devices to interact with the material being presented.

● **MARSHALL** ●

Job Search Toolkit

Rene Reese, MBA
Georgia Tech

Employment is a primary goal for students with intellectual disabilities who complete post-secondary programs. Most programs provide students with the opportunity to intern or work while enrolled and though the students gain valuable experience, employment after graduation can still be a challenge. Post-secondary programs do a good job of preparing young adults with IDD to be good employees, but a disengagement can occur upon graduation due to a lack of access to resources that can continue to support the graduate in their search to secure employment. The Job Search Toolkit presented in this workshop is a much-needed online resource that was developed from a hard-copy Job Tool Kit that I developed in SC and shared at the 2015 SOA Conference. The new Job Search Toolkit that I'd like to share is an interactive on-line resource developed for use at Georgia Tech and throughout Georgia but also useful across the states as a resource to assist students and graduates with IDD as they look to secure employment and enter the workforce.

● **COMSTOCK B** ●

Peer Mentor Recruitment, Training, and Retention - A Multidimensional Perspective

Mallory Workman
OSU Nisonger Center

Jessie Green
OSU Nisonger Center

Many transition programs, including the Transition Options in Postsecondary Settings (TOPS) program, provide peer mentors and educational coaches to support students enrolled in their colleges and universities. In this session, participants will find out more about best practices in successful recruitment and training strategies. These methods provide students with intellectual and developmental disabilities with the skills needed to navigate college and transition to more inclusive community and employment settings. Participants will hear from the perspectives of TOPS staff, current peer mentors, and TOPS students during this session to give a multidimensional perspective on the topic.

● **COMSTOCK C** ●

Having Courageous Conversations

Jean Richardson
Kirkridge Retreat and Study Center

Janice Fialka-Feldman, LMSW
Dance of Partnership

Out beyond ideas of wrongdoing
and rightdoing there is a field.
I'll meet you there.
When the soul lies down in that grass
the world is too full to talk about.
Rumi

Rumi envisions a field that providers, educators, family members and advocates would love to live in. Our field however, is filled with regulations, roles, financial limitations and societal challenges. Shifting from "wrongdoing" and "rightdoing" is the work of the "coeur," our hearts. Join us as we collectively share our wisdom about having courageous, honest and productive conversations in challenging situations.

● **COMSTOCK A** ●

OMG! What Just Happened?

Melinda Khachaturian
College Living Experience

The best learning experiences come from the most unexpected situations. Preparing for transition to adulthood is no easy task because of the uncertainty that comes with planning for the future. Step into the lives of current young adults transitioning to independence and hear their real-life stories about pursuing their dreams while navigating the twists and turns that life naturally takes. Participants can expect to hear about students navigating challenging life events and turning failures into opportunities for resiliency.

● **ADAMS** ●

Engaging key university stakeholders to ensure inclusive post-secondary educational programs

Diane Clouse
University of Cincinnati

Kate Doyle
Mount St. Joseph University

In this session attendees will learn about a model for developing and maintaining a PSE program advisory board made up of key stakeholders across the university. The presentation will identify the key stakeholders and the significance of their various roles in supporting programs that are driven by research and best practices to assure success for individuals with intellectual and development disabilities in the university community setting.

● **HARRISON** ●

The Power of Peers: Effectively Utilizing Peer Mentors to Increase Academic and Social Engagement on Campus

Cynthia Kerber Gowan Ph.D.
Debra Leach, Ed.D., BCBA

Kristin Love, Ph.D.
Chauncey Metzelaars

AFFILIATIONS: Nazareth College
St. John Fisher College
Victor Central School District
Webster Central School
Winthrop University

In this session, three post-secondary programs will share a variety of peer mentor support systems that have been developed to improve academic and social outcomes. Training materials, methods for providing ongoing support, and outcome data for both students with ID/DD and their peer mentors will be shared.

● **MARSHALL** ●

UPGRADE Your Performance: Employment Soft Skill Instruction for Young Adults with Disabilities

Kelly Clark, Ph.D.
Yang-Tan Institute on Employment and Disability
at Cornell University

Ellice Switzer, MA

This presentation will provide the results from three studies investigating the effects of UPGRADE Your Performance, an intervention comprised of multiple components of self-determination, on the acquisition of soft skills of individuals with disabilities working on school, community, and university-based job sites. This session will provide resources for implementation, implications for practice, and suggestions for future research.

● **COMSTOCK B** ●

“Ready to Learn:” Exploration of University Instructors’ Experience with Transition Postsecondary Education

Emma Burgin, Ph.D., NCC
FUTURE Program

Transition postsecondary education programs create supported environments to help students with intellectual and developmental disabilities transition from high school to gainful employment and independent living. In effort to be inclusive, transition programs often include an option for students to audit undergraduate courses. Researchers explored the experiences of audit classroom instructors hosting an audit student, conducting semi-structured interviews with nine faculty members who hosted an audit student. Thematic analysis yielded themes, which included overall experience, preparedness, suggestions for future, and uncertainty, describing the preparation for and experience of hosting an audit student as well as feedback for the program. Subsequently, programmatic changes were made to better the experience both for audit instructors and students in these programs.

● **COMSTOCK C** ●

“And the Survey Says... Best Practices for College Parent Involvement”

Barb Ziemke
PACER’s National Parent Center on Transition and Employment

PACER Center, a Think College Partner, will share results from a recent web-based Family Engagement survey of college program staff and parents of students attending TPSIDs and other college programs for students with intellectual disabilities. Current practices will be summarized and recommendations for effective college parent involvement and communication strategies will be provided. Participants will also be invited to exchange ideas and share helpful resources. As a result of participating, higher education staff will be able to better evaluate how their current policies and procedures can be improved to more effectively engage families in ways that will support student engagement and future outcomes.

● **COMSTOCK A** ●

How YOU can make a Difference in Federal and State Policy

Denise Rozell
Association of University Centers
on Disabilities

Stephanie Smith Lee
National Down
Syndrome Congress

To increase opportunities for students with intellectual disabilities (ID) to access inclusive postsecondary education, it is critical to understand current federal and state legislation and develop relationships with policymakers. The status of changes to the Higher Education Act affecting students with ID and model programs, recommendations for improvements in the reauthorization, and appropriations and will be discussed. States are also getting involved, looking for ways to fund, create pilots, expand scholarships and otherwise expand opportunities for students with ID. Learn about current federal and state legislation, and ways you can influence your policymakers and expand opportunities for inclusive post secondary education.

● **ADAMS** ●

Field Testing the Model Accreditation Standards

Cate Weir, M.Ed.
Stephanie Smith Lee
ThinkCollege

The Higher Education Opportunity Act of 2008 required Think College to convene a workgroup to develop model program standards for postsecondary programs for students with intellectual disabilities. After research, meeting with experts, and in-depth public input on draft standards, the model accreditation standards were finalized and the report sent to Congress and the Secretary of Education in the Fall of 2016. In this presentation, the presenters will provide a brief history of the development of the model standards and describe the field testing that was conducted by the National Coordinating Center with a range of postsecondary education programs. Findings and next steps resulting from the field test will be shared.

● **HARRISON** ●

**Addressing Mental Health Issues
for Individuals with Intellectual Disabilities**

Joseph Ryan Ph.D.
Clemson University

Erica Walters, EdS
Kristina Randall, M.Ed.
Nicole Benvenuto, M.Ed.

Individuals with Intellectual Disorders (ID) are at a significantly increased risk of developing a mental health disorder. Studies show that over half (55%) of individuals with ID experience a mental health condition (National Core Indicators, 2016). This session will (a) explore existing barriers between mental health professionals and individuals with ID, (b) discuss evidence-based practices to help improve mental health services for individuals with ID including the supportive decision-making model, effective communication practices, professional development, and training, and (c) identify resources for individuals with ID experiencing mental health issues.

● **MARSHALL** ●

The Growing Together Project: It's More Than Growing Vegetables

Sherri Landis
DREAM Partnership

Robert Arnhold
Slippery Rock University

The Growing Together Project is an innovative approach to address the issue of unemployment and under-employment of young adults with intellectual and other developmental disabilities (ID/DD). Growing Together has four major, long-term goals:

- Provide students with ID/DD exposure to an interactive STEM curriculum with effective instructional strategies that lead to industry certifications and gainful competitive employment.
- Provide an inclusive educational and employment preparation environment that will have a lasting positive impact on future employers and other employees to engage, hire, and promote individuals with ID/DD.
- Promote self-employment as a viable option for lifelong employment.
- Create a replicable model of the Growing Together Project curriculum that can be disseminated to other institutions of higher education and transition programs.

● **COMSTOCK B** ●

Transformative Teaching in the Including All Citizens Program

Fiona Whittington-Walsh, Ph.D.
Kwantlen Polytechnic University

Teresa Swan

The Including All Citizens Program (IACP) involves the full inclusion of students with intellectual disabilities into Faculty of Arts courses on equal basis with other students at KPU in British Columbia, Canada. IACP is one of the first fully inclusive, for-credit university certificate programs in North America. Students in IACP will receive their Faculty of Arts Certificate, an exit credential of 30 academic credits (10 courses). Without adapting the academic foundation and content of the courses, IACP uses the principles of universal design for learning (UDL) and inclusive education to deliver curriculum to a wide range of learners.

● **COMSTOCK C** ●

**From "Letting go" to "Holding on differently":
The critical role of Circles of Support**

Janice Fialka-Feldman, LMSW
Dance of Partnership

Richard Feldman
James and Grace Lee Boggs Center
for Nurturing Community Leadership

For young adults to successfully transition and strengthen their self determination, parents (caregivers) need to shift from being 'protector' to 'guide'. Families often struggle as their child with intellectual disabilities moves out of K-12 world. This workshop shifts the idea of "letting go" to "holding on differently" and discusses the critical role of creating Circles of Support and Connections in making this transition. The conversation will identify the values, strategies, and how-to's in creating Circles. Janice and Rich, parents of the disability activist, Micah, share their experiences and practical lessons learned, including their role with Micah's Circles of Support, use of the planning tool "MAPS", and skills of collaboration and communication. They explore how they apply the values of high expectations, interdependency, risk-taking, intentional relationships, and advocacy as Micah transitioned from K-12 into college and adulthood.

● **WAVERLY** ●

**This break room for quiet reflection
will be available throughout the conference**

Connect with others facing similar challenges and consult the experts. Each Technical Assistance Roundtable will begin with a brief overview from the Experts, with the rest of the time being spent answering questions and facilitating a discussion with attendees. Got your question answered? This informal activity gives you the chance to explore more than one topic, so please feel free to move from room to room as needed.

● **BALLROOM A** ●

Accreditation and Policy

Denise Rozell
AUCD

Stephanie Smith Lee
NDSC

Cate Weir
Think College

Experts on accreditation, public policy advocacy, inclusive higher education policy, and the use of vocational rehabilitation and IDEA funds for postsecondary students with intellectual disability will be presenting workshops on these topics at the conference. This technical assistance session will be an opportunity to further explore these topics and delve into the details of issues of interest to participants.

● **ADAMS** ●

ABLE (Achieving a Better Life Experience)

Ashley Helsing
NDSS

Sara Jo Soldovieri
NDSS

Anne DelPato
Office of the NYS Comptroller

In December 2014, the federal Achieving a Better Life Experience (ABLE) Act was passed. ABLE accounts allow individuals with disabilities to save and invest money without losing eligibility for certain public benefits like Medicaid or SSI.

Join this informative session to learn from the experts how you and your family can benefit from ABLE programs and how Congress and advocacy organizations are seeking ways to improve the program at both the federal and state level.

● **BALLROOM C** ●

From Research to Practice: A Strategic Planning System for Postsecondary Education Programs

W. Drew Andrews, EdD
University of Central Florida

The Florida Postsecondary Comprehensive Transition Program Act provides resources to develop and sustain postsecondary education programs for students with intellectual disabilities across the state. The Act established the Florida Center for Students with Unique Abilities and charged us to foster program development in universities, colleges, and CTE centers. We will describe how we identified evidence-based and promising practices regarding postsecondary education for students with ID and integrated that information into a strategic planning process. We will provide copies of the Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs and discuss how to use the process for program development.

● **HARRISON** ●

Using the Cognitopia Platform to promote Self-Determination, Track Goals, and Enhance Communication

Mary Bryant
Nevada Center for
Excellence in Disabilities

Jessica Keefhaver
NCED

Ryan Wennerlind
UNLV

Tom Keating, Ph.D.
Cognitopia

The two PSE programs in Nevada use the Cognitopia platform to track goals and outcomes of each student's person-centered plan. Cognitopia's Goal Guide enables students and their team to task analyze each goal and incorporate videos and photos to track progress towards completion. Goal Guide enables each student's team to communicate efficiently and to coordinate activities to achieve goals. It also provides data for program evaluation and research.

Please see the next page for additional
Technical Assistance Sessions

Connect with others facing similar challenges and consult the experts. Each Technical Assistance Roundtable will begin with a brief overview from the Experts, with the rest of the time being spent answering questions and facilitating a discussion with attendees. Got your question answered? This informal activity gives you the chance to explore more than one topic, so please feel free to move from room to room as needed.

● **COMSTOCK A** ●

What is the Definition of Success in an IPSE?

Rob LeSueur
George Mason University

Frederick Brigham

Caroline Foster
Heidi Graff, Ph.D

Understanding how the key stakeholders in an inclusive postsecondary education program define success can lead to programmatic improvements. This qualitative study will examine the perspectives of certain focus groups to include: students, parents, program mentors, program administration, alumni, and university administration that oversee the program. In the presentation, we will discuss the viewpoints on success and highlight consensus and differences among the various groups.

● **COMSTOCK B** ●

Effective Practices in College Classrooms for Students with Autism and Intellectual Disabilities

Diane Clouse
University of Cincinnati

Todd Haydon

In this session attendees will learn about a successful college program for students with Intellectual and Developmental Disabilities. Specifically, there will be a demonstration of high leverage practices to promote inclusion in a college classroom. The information provided is based upon research, practice, and student feedback

● **COMSTOCK C** ●

Sustainable, Individualized, Paid Internships with Pre-ETS Dollars

Julie Pollard, M.Ed.
Highline College

Nicole Geiger

Students who complete meaningful paid internships during college have better employment outcomes after graduation. We can make this possible by partnering with Vocational Rehabilitation to access Pre-ETS funding. Internships in students' specific career interest areas help them gather important information that helps inform their educational and career choices; they also offer opportunities to gain relevant experience that will help them land the right job as they transition from college to their career. Also, paid internships through Pre-ETS allow community businesses of all sizes to welcome interns who are passionate about their work and eager to learn.

● **MARSHALL** ●

P"ART"nership: The Art of VR/IHE Collaboration

Russell Thelin, M.S., LVRC, CRC
University of Massachusetts Boston ICI

With common misperceptions of each other between Vocational Rehabilitation and Inclusive Higher Education, and a history that has not always been conducive to building strong relationships, efforts between these two programs has not always been easy. The advent of career orientation, career retention, earnings increases, common performance measures, and skills attainment within WIOA allow for the "art" of building a mutually impactful partnership for Individuals with Intellectual Disabilities, as well as the two respective program's needs. The presentation will utilize these new WIOA's tenants, along with long standing Vocational Rehabilitation principles and legislative intent language, to show how these two programs are creating synergy by working together.

Please see the previous page for additional
Technical Assistance Sessions

● **ADAMS** ●

Academic and Career Pathway Program Development

Kimberly McKinsey-Mabry, Ed.D.
Monroe Community College

Jean McCrumb
Monroe Community College

As a participant in the first round of TPSID funding 2010- 2015, Monroe Community College (MCC) developed a participant Program Completion credential, which followed the College’s internal governance process for review and approval by the Curriculum Committee and Faculty Senate. As the program continues to move forward at the College, supported financially by participating school districts and agencies, the program is aligning with the “guided pathways model”, now clearly outlining appropriate academic and career pathways for TPSID program participants. The pathways were developed in collaboration with college faculty and academic department chairs and /school agency representatives, paying close attention to career opportunity areas, discovering students’ interests, and aligning with college course offerings. Students can currently choose from nine available pathways, and development of additional pathways is being explored.

● **MARSHALL** ●

Critical Components of Inclusive College-Based Transition Services: Strategies for implementation and evaluation

Maria Paiewonsky
ThinkCollege

Ty Hanson
Meg Grigal, Ph.D.
Debra Hart

College-based transition services for student with intellectual disability continue to grow but there is little guidance on implementation or evaluation. This session offers participants an overview of national data on college-based transition services to demonstrate growth; an evidence-based model of critical components including planning, supports, inclusive academic access and career development services; applied strategies and resources to support training and evaluation. A sequence of ongoing training activities will be presented that dual enrollment partners use to prepare staff in implementing comprehensive dual enrollment policies and practices.

● **HARRISON** ●

University Developed Apps to Support Independence in Individuals with ID

Kristina Randall, M.Ed.
ClemsonLIFE

Erica Walters, EdS
Joe Ryan, Ph.D.

Assistive Technology (AT) has demonstrated the potential to help individuals with ID overcome many limitations and provide the necessary accommodations in performing tasks independently and efficiently (Wehmeyer et al., 2004). Using custom made applications, individuals with ID made fewer errors, required fewer prompts and gained greater levels of more independence (Davies et al., 2003). Participants will explore three iOS apps designed to help individuals with Intellectual Disabilities (ID) maintain gainful employment and live independently. Results from a recent single-case design research study assessing the effectiveness of one of the apps will be shared, in addition to practical applications for all apps.

● **COMSTOCK C** ●

College and Career Ready: Transition from High School to College Student

Wanda J. Routier, Ed.D.
Concordia University Wisconsin

Carol Burns
Bethesda College

This session is about transitioning from high school to college student and the time and support students with significant disabilities need to figure it out. They need time in college to learn what it means to be a college student with responsibilities many have never had before. Transitioning is most successfully done in the college setting where students learn from peers to maneuver academic, independent living, and social pursuits.

● **COMSTOCK A** ●

Risk Management within PSE Programs

Misty Vetter Parsley, Ed.D.
Lipscomb University

Kathy Hargis, MBA

As Inclusive PSE programs are being developed at IHE, administrators often bring concerns to the table regarding safety of the students with ID/DD. Sometimes these concerns are related to lack of knowledge of the population, but having a plan for the safety and security of students using on-campus support systems can be helpful. This session will discuss the collaboration between program staff at Lipscomb University and the Risk Management Office and provide practical tips for new programs.

● **ADAMS** ●

**Creating & Sustaining Strong Partnerships:
Developing LifePrep@Naz**

Cynthia Kerber Gowan Ph.D.
Nazareth College

Kathleen Pelkey
Arc of Monroe County

Melyssa Mantell
Victor Central School District

This session will provide an overview of the unique ten-year partnership created between Nazareth and two community partners establishing the LifePrep@ Naz program, providing an inclusive college experience for individuals with intellectual disabilities and several opportunities, including engaged work-study positions, for Nazareth college students on campus. We will provide an overview of how we began and how we have continued to grow the partnership over time, strengthening program outcomes for all participants.

● **HARRISON** ●

**How One Inclusive Postsecondary Program
is Improving Soft Skills for Students Futures**

Robin Moyher, Ph.D, BCBA-D
George Mason University

This presentation will show how one PSE uses graduate students in the Counseling Department to support team building skills and social skills for students with IDD. Employers list team building, communication, and other 'soft skills' as desirable traits in future employees. Participants will be provided with examples of curriculum they can take back to their program, along with information on the importance of these skills from an employment and independent living perspective.

● **MARSHALL** ●

**Universal Design in Action:
Empirically-supported strategies for engagement**

Cindi May
College of Charleston

Universal design is an approach that considers the needs of people with disabilities from the start. Universal design can be applied in education, for example, by ensuring that textbooks are available in hard copy or online (and are compatible with web readers). It can also be applied in the workplace, for example by designing products, services, and employment opportunities that are accessible to people of diverse abilities.

This workshop is designed to teach participants how to
(a) share the principles, value, and application of universal design through interactive problem solving and
(b) engage people across campus and community in conversations about disability.

Participants in this workshop will engage in an interactive exercise that encourages the application of universal design through friendly competition, and we provide empirical evidence that this exercise promotes positive attitudes about disability.

● **COMSTOCK C** ●

**Dual Enrollment? Yes! Fostering Partnerships
with area Post-Secondary Programs**

Mary Price
Bridgewater State University

Tina Raeke
Ashley Rodrigues
Zack Chipman

The Inclusive Concurrent Enrollment Initiative (ICEI) staff members at Bridgewater State University will take you through the steps of forming partnerships with area high school post-secondary programs for the purpose of developing a fully inclusive college experience for their students that have received a certificate of completion from high school, however, are still receiving special education services. The program is specifically designed to give the students a college experience like their peers, but still maintain communication with the high school special education staff to keep them apprised as to the student progress and goals.

● **COMSTOCK A** ●

**Beyond the Ivory Tower:
How Faculty and Students Define Inclusion on Campus**

Carly Gilson
Texas A&M University

Christina Gushanas, M.Ed.

Mary Whirley M.Ed.

Inclusion across education contexts is necessary to acknowledge and inspire the full potential of individuals with IDD. In the early stages of program development, peers and faculty are integral stakeholders to promoting an inclusive campus life. We conducted an online survey and focus groups targeting 1,300 students and faculty to understand their perspectives of inclusion in campus life and their attitudes toward individuals with IDD. Our findings will inform program design related to academic coursework and promoting social inclusion. We will share how to address barriers and generate creative solutions to expand inclusive opportunities for individuals with IDD.

● **ADAMS** ●

“Jingle in the Pocket”: How Partnership Plus Can Help with IHE Program Sustainability

Russell Thelin, M.S., LVRC, CRC
University of Massachusetts Boston ICI- Think College

Inclusive Higher Education has the opportunity to gain financial reimbursement for their programs as students on SSI and SSDI gain employment through collaboration with their state Vocational Rehabilitation Agency through the Social Security Administration’s Partnership Plus program. This presentation will introduce the Partnership Plus program, the steps to become a necessary “Employment Network,” and detail financial milestone outcomes that can be program income for Inclusive Higher Education.

● **MARSHALL** ●

Analysis of IPSE Programs of Study

Kathleen Becht, Ph.D.
University of Central Florida

Florida is one of only a handful of states with a large number of inclusive postsecondary education (IPSE) programs, from universities, community/state colleges, and career and technical colleges, reaching 16 to date to form the Florida Consortium on Inclusion. A typology of IPSE programs of study and an analysis of the data collected will be presented to provide new and evolving programs information from which program strengths, limitations, and areas in need of change or enhancement can be identified.

● **HARRISON** ●

Teaching College Students With Intellectual Disabilities About Safe Relationships and Sexuality

Katie Hanley, LMSW
Oak Hill Center for Relationship & Sexuality Education

This workshop will outline best practices to teaching post-secondary students with IDD about healthy relationships, sexuality, and safe boundaries. Activities, tools, and assessments will be provided. In group discussion, we will share current issues and suggest resources to help educators reach the goal of increasing students’ critical judgment about relationships.

● **COMSTOCK C** ●

Intensive Pre-Enrollment Orientation Services

Kathrine Rigsby
Kennesaw State University

College envelops a whole new world. To prepare for this new opportunity with the excitements and challenges that accompany it, the Academy provides intensified efforts to transition the students and families for what this new experience will entail. This will include: a more interactive admissions process, a study guide to follow before college housing, a week-long trial of college in the summer before enrollment, and lastly, a 3-day orientation session with breakout sessions for students and parents. Breakout sessions will incorporate speakers from housing, counseling, police, and other vital pieces of a college campus. This model is to ease the student and family into college life to avoid future interventions.