

# DAY 1

Beginning 7:30 am

6:30 am – 8:30 am

8:30 am – 10:00 am

**Ballroom**

10:00 am – 10:15 am

10:15 am -11:15 am

11:15 am -11:30 am

11:30 am – 12:30 pm

12:30 pm – 1:30 pm

1:30 pm – 2:00 pm

**Ballroom**

2:00 pm -2:15 pm

2:15 pm – 3:15 pm

3:15 pm – 3:30 pm

3:30 pm – 4:30 pm

4:30 pm – 5:00 pm

**Ballroom**

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**

**Dan Habib**, University of New Hampshire Institute on Disability

**Micah Fialka-Feldman**, Lawrence B. Taishoff Center for Inclusive Higher Education

Break

Session I presentations: See page 3 for details

Break

Session II presentations: See page 4 for details

Networking Lunch in Rachel's Restaurant

**Keynote**

**Captain Robert Taishoff**

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

**Leadership Awards**

**Leadership on the National Level**

**Dr. Michael Behrmann**

Presented by Dr. Heidi Graff, George Mason University

**Leadership in IHE**

**Dr. Kelly Kelley**

Presented by Dr. Seb Prohn, Virginia Commonwealth University's Center on Transition Innovations

Break

Session III presentations: See page 5 for details

Break

Session IV presentations: See page 6 for details

**Accreditation: The Report to Congress and Next Steps**

**Stephanie Smith Lee**, Chair, Think College Accreditation Workgroup

**Cate Weir**, Think College

Introduction by Denise Rozell, Association of University Centers on Disabilities

Reception in Panasci Lounge – Schine Student Center

For more information on presenters, honorees, and our committees,  
please visit our website: [www.sotaconference.com](http://www.sotaconference.com)



## DAY 2

Beginning 7:30 am

6:30 am – 8:30 am

8:30 am – 9:45 am

**Ballroom**

9:45 am – 10:00 am

10:00 am -11:00 am

11:00 am -11:15 am

11:15 am – 12:15 pm

12:15 pm – 1:15 pm

1:15 pm – 1:45pm

**Ballroom**

1:45 pm -2:00 pm

2:00 pm – 3:00 pm

3:00 pm – 3:15 pm

3:15 pm – 4:15 pm

4:15 pm – 4:45 pm

**Ballroom**

Registration in foyer

Breakfast in Rachel's Restaurant

**Leadership Awards  
Self-Advocate Leadership  
Kenneth Kelty**

Presented by Dr. Linda Mason, George Mason University

**Keynote**  
**Put Yourself on the Map: Collaborating with students with IDD  
to define and discuss their college experiences**  
**Maria Paiewonsky**, Institute for Community Inclusion  
**Ty Hanson**, Institute for Community Inclusion  
Introduction by Kenneth Kelty

Break

Session I presentations: See page 7 for details

Break

Session II presentations: See page 8 for details

Networking Lunch in Rachel's Restaurant

**Keynote**  
**Think College National Coordinating Center:  
New Developments Supporting Best Practice**  
**Dr. Meg Grigal**, Think College  
**Debra Hart**, Institute for Community Inclusion  
Introduction by Cate Weir, Think College

Break

Session III presentations: See page 9 for details

Break

Session IV presentations: See page 10 for details

**Closing Remarks**  
**Led by Executive Committee Members**

For more information on presenters, honorees, and our committees,  
please visit our website: [www.sotaconference.com](http://www.sotaconference.com)



● **ADAMS** ●

**Addressing Sexual and Non-Sexual Mistakes Before They Lead to Serious Consequences**

Robin Moyher, Ph.D., BCBA-D      Katie Hanley, LMSW      Erica R. Kaldenberg, Ph.D.  
George Mason University

As students transition to a college campus and ultimately adulthood, questions, assumptions, and confusing situations are simply a fact of life. Without the education, guidance, and immersion in social norms that typically developing youth receive as a matter of course, youth are vulnerable to making mistakes (both sexual in nature and non-sexual), some of which could be against the law. Young people have a right to know how to avoid mistakes that could result in serious discipline or even criminal charges. This presentation will examine some of the common situations that arise, and look at a workbook entitled Say No! To Sex Abuse and Sexual Mistakes as a basis for providing education, guidance, and support for youth.

● **COMSTOCK A** ●

**Enabling vs. Empowering – Applying Asset Based Community Development Principles to Student Engagement**

Marnie Harris  
Georgia Tech

Deficit-based approaches have been used too long to develop disempowering programs to support students with intellectual and developmental disabilities. Rather than supporting individuals to independence, systems are built to create dependency and ultimately disempower the individuals they are designed to serve. Developed helplessness is especially evident in postsecondary communities, where support systems, or mentor programs, are built to make up for the deficits of individuals rather than to build upon their strengths.

At EXCEL, we work to incorporate concepts from a community development model known as ABCD, or Asset Based Community Development, to identify and mobilize the strengths of students rather than support based on deficits. Learn how ABCD principles have transformed the EXCEL Mentor Program by revitalizing student and mentor training to support social inclusion, student involvement, and self-determination.

● **COMSTOCK C** ●

**From Apathy to Advocacy: How CWU’s Innovative “Accessibility Studies” Program Inspires Change**

Sandi Gruberg      Naomi Petersen  
Central Washington University

The first academic program of its kind in the United States, Central Washington University’s innovative Accessibility Studies Program (ASP) promotes inclusion, dignity, and respect for people with disabilities by examining stigma and the disability experience to create awareness and empathy, which drives behavior, policies, and high impact practices. In this small-group panel, the ASP’s originator explains the purpose, program development, and online structure of the 15-credit certificate. One ASP student, the mother of a young adult with intellectual disabilities, shares her transformative experience in the first course, particularly how her own advocacy was cultivated through course readings, assignments, and discussions.

● **HARRISON** ●

**Proven Strategies for Program and Fiscal Sustainability**

Sue Moraska, M.Ed.  
Houston Community College

Houston Community College-VAST Academy will share its successful strategies to secure multiple sources of funding and administrative support, how to build and maintain diverse and innovative partnerships, which have resulted in successful capacity building and program expansion over its 25 year history. Participants will learn ways to develop and maintain critical partnerships on and off campus, how to build relationships with the business community through internships, workshops, activities and events that engage students and promote student success. These strategies will be helpful to new as well as start-up programs as they seek to gain continued administrative support and sustained funding.

● **REGENCY BALLROOM** ●

**Panel - Collaborative Practices between Vocational Rehabilitation and Higher Education: A National and State Perspective**

Lauri Tuten	Sean Roy
Ibrahim Elsayy, Ph.D.	Meg Grigal
Susan S Kizer Ed.S.	Russ Thelin

**AFFILIATIONS:** Georgia Vocational Rehabilitation Agency  
Kennesaw State University  
TransCen, Inc.  
Institute for Community Inclusion

Postsecondary education and its correlation with obtaining more favorable employment outcomes has never been more important. Current literature is lacking regarding the role of the Vocational Rehabilitation (VR) program in promoting postsecondary education for students with ID. This session will highlight a national and state perspective on inclusive higher education and VR partnerships. A Think College case study that examines the role of VR in inclusive higher education and its implications on practice will be discussed. Staff from the Academy for Inclusive Learning and Social Growth (AILSG) at Kennesaw State University will then share how a partnership with the Georgia Vocational Rehabilitation Agency (GVRA) has created an abundance of opportunities for students, impacting admissions, academics, mentoring, housing supports, and student participation in symposiums. Finally, resources from the Rehabilitation Research and Training Center (RRTC) on VR and Youth Outcomes will be shared.

● **ADAMS** ●

**How can faculty, peer mentors and peers best support independence and confidence of students with intellectual disabilities through the arts in a college setting**

Sue Carpenter, Ph.D.  
Kingsborough Community College

Stella Woodroffe, Ph.D.  
Toni Abreu  
Autumn Hester

In the context of City University of New York’s federal grant: Transitions for Post-secondary education for students with Intellectual disabilities (TPSID), this presentation will describe and explore the relationship of faculty, peers and peer mentors with students with ID through arts education. Opportunities for inclusion and Universal Design will be discussed as will the role of the arts and ‘who is helping whom?’ Examples of good practice in a teacher education program within a community college will be described.

● **HARRISON** ●

**Embracing Change: Motivational Interviewing to Help Students Overcome Resistance and Achieve Goals**

Kayla Currier Kipping, MRC  
Utah State University

Sue Reeves, MRC, CRC

Change is hard. Ambivalence to change is common. Resistance to change, while often considered pathological, is simply human nature. For many college students, navigating the changes required for success in a new environment is overwhelming. For students with intellectual disabilities, who otherwise may be very motivated to attend college, this situation can create an inability to move forward. By recognizing stages of change (Prochaska & DiClemente, 1982) and employing the foundational skills, and the spirit, of motivational interviewing (Miller & Rollnick, 2013), mentors are empowered to help the students with whom they work to break through resistance to change and to achieve their academic, independent living, vocational and social goals.

● **COMSTOCK C** ●

**Panel - Immersion TA: An Innovative Approach to Sharing Essentials for a Successful PSE**

Deborah Zuver  
David L. Westling, Ed.D.

Kelly Kelley, Ph.D.  
Wolfgang Plaute

**AFFILIATIONS:** University of North Carolina  
Western Carolina University  
Pädagogische Hochschule Salzburg Stefan Zweig

Information alone is insufficient when PSE planning teams need technical assistance. Western Carolina University’s University Participant Program created a hands-on immersion approach to TA. An intensive two-day visit provided experiences with all aspects of the program: administrators, faculty, staff, students in turn led classroom, worksite, dorm visits. Visitors explored specifics of a PSE that embodies the values and spirit of a successful program. The panel provides insight about this innovative TA process, offering perspectives from UP and from visiting teams from Austria and North Carolina. The panel describes how “immersion” TA can effectively help launch a PSE planning process.

● **COMSTOCK A** ●

**Sustaining Inclusive PSE through Creativity and Quality Data**

Eric Folk  
University of Hawai’i

Marla Arquero, MSW, LCSW  
Edlyne Sanchez  
Ed McNulty, PSP

The Postsecondary Supports Project (PSP) is a twice-funded TPSID Project based at the University of Hawai’i that prioritizes authenticity, inclusion, and high expectations for learning and performance for all participants. This presentation will detail the project’s successful expansion through interagency agreements with the Hawai’i DVR and DDD and offer a demonstration of a customized cloud-based data collection, analysis, and reporting system. The PSP system tracks student progress toward academic, personal, and project goals as well as support provision topics prioritized by referring agencies. Join us to learn how a good data system can help your project improve its internal evaluation, training, reporting functions, and prospects for sustainability.

● **REGENCY BALLROOM** ●

**An Update on Federal and State Policy and How YOU Can Make a Difference**

Denise Rozell  
Association of University Centers  
on Disabilities

Tom Sannicandro  
Institute for Community  
Inclusion, UMass Boston

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 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.

● Academic

● Campus Life

● Innovations

● Program Development & Evaluation

● Promoting Policy & Systemic Change

● Independent Living

● Employment

● Research & Evaluation

● Transition to College

● Family & Community Support

● Invited Speakers

● **COMSTOCK A** ●

**Meaningful Credentials: What are Students Earning Upon Graduation?**

Clare Papay  
Think College

Cate Weir

In higher education, credentials are awarded to demonstrate that individuals have achieved the completion of a program of studies or mastery of a set of competencies. Currently, there is no standard approach to offering meaningful credentials to students who are attending college through a program for students with intellectual disability (ID). In this session, we present data on the extent to which colleges and universities are offering credentials to students with ID and the types available. We share a Credential Action Planning Tool that can be used to develop meaningful credentials for students with ID.

● **ADAMS** ●

**Perspectives on Friendship of Students with Intellectual and Developmental Disabilities in IPSE**

Stephanie Spruit  
Vanderbilt University

Being part of a community is more than simply living within its geographical limits, it involves becoming integrated into its social fabric. IPSE programs have the unique opportunity to prepare students for social involvement in the community given that they are situated within college campuses. During college, there are seemingly endless social opportunities where students make long-lasting friendships. In this session, the results of a qualitative study on the perspectives on friendship of students with intellectual and developmental disabilities who have participated in IPSE will be presented. Based on the results, facilitators and barriers to friendships will be discussed.

● **COMSTOCK C** ●

**Advocacy Unlimited: Teaching Leaders for the Next Generation of Disability Activism**

Carole Gothelf, Ed.D.  
AHRC NYC

Kristin Thatcher

Matthew Estep

Self-Advocacy has historically meant people I/DD speaking up for themselves. In the words of an early self-advocate, "You have to make thunder. You have to speak for your rights". Come participate in a workshop that is focused on both aspects of effective self-advocacy: as individuals voicing their own concerns and as a social justice project that brings the concerns of people with I/DD and other disabilities into dialogue with the universal struggle against injustice. Advocacy Unlimited: The Path to Empowerment is designed to teach the principals of advocacy and activism to students with and without disabilities, family and community members. Participants will leave the workshop better equipped to incorporate authentic self-advocacy education into college programs.

● **HARRISON** ●

**Ensuring Inclusion: Creating Evaluations that Inform Practice**

Ross Whiting, Ph.D.  
Temple University

After 11 years in inclusive postsecondary education, the Institute on Disabilities recently expanded their program from a two- to four-year experience that is more inclusive and offers students the opportunity to earn a Temple University sanctioned credential. The new Leadership and Career Studies program includes a new curricular structure, targeted person-centered planning and advising structures, enhanced mentor and tutor training, and individualized student supports. This session will review the evaluations for new structures, model the design of an individual assessment, and provide a procedural template to design evaluations that improve program policies and practice.

● **REGENCY BALLROOM** ●

**More Than a Job Developer: CRCs Bring Expertise to TPSID Teams**

Sue Reeves, MRC, CRC  
Utah State University

Katrina G. Dubree, M.Ed., CRC

Vocational rehabilitation counselors, job coaches, and job developers have varied education backgrounds. Certified Rehabilitation Counselors (CRCs) are master's level practitioners who have successfully completed a rigorous examination, adhere to a code of ethics and update their knowledge base through continuing education requirements. They bring to their roles a unique skill set that encompasses disability, job development and placement, counseling, and more. In this presentation, two CRCs who are current TPSID staffers discuss the benefits of a CRC's multi-faceted perspective for interdisciplinary teams tasked with providing post-secondary education options for young adults with intellectual disabilities.

● **ADAMS** ●

**Monitoring the Progress of Academic Related Skills**

Stephanie Foster  
California State University, Fresno

Gary Hagy

Wayfinders at Fresno State offers an inclusive academic experience at the university-level. Our students attend courses of their own choosing and participate with other typical college students. Progress can be difficult to define in the academic setting, which can make support decisions ambiguous. Our goal was to develop a system to collect data in real-time that accurately reflects demonstrable progress in academia-related skills. Since developing and utilizing these methods we have been able to clearly identify areas where our students require the most amount of support. We will revisit what skills we have targeted that indicated the largest amount of academic success and describe how we developed our measurement tools. We will then discuss how we used the data collection devices with those tools. Last, we will showcase highlights from our data collection and how we have adjusted the services provided to students.

● **COMSTOCK A** ●

**Through the Looking Glass: Reflecting/Projecting Inclusive Living Options in College**

Debbie Bain  
University of Delaware

Rebecca Jewell

Numerous programs for students with intellectual disabilities exist in postsecondary educational settings. Through partnerships based on trust, fueled by shared principles, successful outcomes supporting the full participation of students with disabilities into all facets of the college experience result. Unfortunately, true inclusive practices in residence life is often the missing link. As professionals driving the direction of these programs, we are in a unique position to inform, to challenge institutional decision-makers to reconfigure programs that welcome all students. Critical is the engagement of students who seek to be included. Their voice, their participation takes inclusivity to a new level.

● **COMSTOCK C** ●

**Panel - Benefits, Challenges, and Reflections of Study Abroad Experiences**

Ibrahim Elsayw  
Kelly Kelley, Ph.D.

Michael Aldrich

David L. Westling, Ed.D.  
Seb Prohn, Ph.D.

**AFFILIATIONS:** Kennesaw State University  
Western Carolina University  
Virginia Commonwealth University

The development of postsecondary education (PSE) programs for individuals with intellectual disability (ID) opens opportunities for inclusive study abroad experiences for students with and without ID. Promoting policy and systemic change expands opportunities and research with study abroad learning. This presentation will share first hand experiences based on two study abroad trips to Austria, England, and Ireland. Information will be presented about initial planning, recruiting and selecting participants, course content and instructional procedures, organizations and agencies visited, providing travel support for students with ID, lessons learned, challenges, reflections and videos developed by student travelers, future research, and implications for practice.

● **COMSTOCK A** ●

**"University Buy-In": Integration of a Fully Inclusive Program for Students with Intellectual Disabilities**

Mary Price  
Bridgewater State University

Tina Roeke, M.Ed.  
Christina Tichacek  
Zachary Chipman

Our team from Bridgewater State University's Inclusive Concurrent Enrollment Initiative Program (ICEI) will guide the audience through the process of developing a plan to gain University "buy-in" for ICEI, which has been at our University for six years. We will talk about our relationships with partner school districts and university personnel to implement a successful fully inclusive college experience for students with intellectual disabilities. Our ICEI staff will also discuss the process taken to implement a fully inclusive residence life program. Bridgewater State University is the first four-year institute of public higher education in the state of Massachusetts to develop a fully inclusive day and residence life program for students with ID. We will share our experience bringing the program from planning to implementation and finally to acceptance. Topics for discussion will be: barriers broken, family engagement, district partner buy-in, university personnel approval, and establishing a dynamic Partnership Committee to ensure success.

● **REGENCY BALLROOM** ●

**What Families Need to Know & Do to Support their Child's Transition to Adulthood**

Janice Fialka  
Dance of Partnership

Richard Feldman  
James and Grace Lee Boggs Center to Nurture  
Community Leadership

For young adults to successfully transition and grow in their self determination, parents (caregivers) need to shift in their role from the early years of 'protector' to 'guide'. This workshop will address the necessary values, strategies, and practices that support this transition from K-12 years to post high school, including PSE. Janice and Rich, parents of the disability activist, Micah, share their experiences and practical lessons learned, including the importance of "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 into college and adulthood. Following a brief look at the background and conceptual framework for this case study, we will share our critical examination of the evolution of the partnership, the research and policy goals and activities, and evidence of sustainable change because of the partnership.

● Academic

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● **COMSTOCK C** ●

**Vermont's Post-Secondary Education Expansion & Collaboration**

Bryan Dague, Ed.D  
University of Vermont

Jennie Masterson  
Betsy Choquette  
Jarrod James

Chris Kennedy  
Mark Prior

Vermont's involvement with Post-Secondary Education (PSE) for individuals with intellectual and developmental disabilities (ID/DD) began in 1992 with the Enhance program at Trinity College. Since then, numerous transition and PSE programs have developed and evolved including the Howard Center SUCCEED program, Project Search, the University of Vermont federal Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) funding, and College Steps. These programs have become successful and sustainable with assistance from State Developmental Disabilities Services Division and the Division of Vocational Rehabilitation. The state has worked closely with these programs to replicate quality services and develop funding mechanisms utilizing Medicaid Waiver and state funds to ensure PSE and transition options for more students. This session will give an overview of how Vermont has invested and continues to support and enhance transition and PSE options throughout Vermont.

● **ADAMS** ●

**Factors that Contribute to Successful Community Living Post Graduation**

Kelly Kelley, Ph.D.  
Western Carolina University

David Westling, Ed.D.  
Matthew Hessburg

Gretchen Reece

While postsecondary programs for young adults with intellectual disability are becoming more common, many have not had an opportunity to analyze associated long-term factors that foster positive outcomes related to inclusive community living. This presentation will share community living survey results conducted with families of recent graduates of postsecondary education programs across 12 states. The session will highlight key aspects for creating and sustaining positive outcomes for independent and inclusive community living based on the survey findings. First-hand experiences and lessons learned from program graduates and family members now living in inclusive community settings will also be shared.

● **COMSTOCK A** ●

**Community Collaboration: Developing Employment Skills of Post-Secondary Students With I/DD While Fulfilling the Needs of Local Partners**

Diane Clouse  
University of Cincinnati

Christina R. Carnahan  
Jan Goings

This session highlights the benefits of using a collaborative, partnership approach to equitably involve community members, organizational representatives, and researchers to build employment opportunities for students ID/DD enrolled in a post-secondary educational program while providing a high quality, diverse workforce to organizations. Following a brief look at the background and conceptual framework for this case study, we will share our critical examination of the evolution of the partnership, the research and policy goals and activities, and evidence of sustainable change because of the partnership.

● **HARRISON** ●

**The Stories that You Tell and Their Effect on Disability Bias**

Cindi May  
College of Charleston

Sierra Debrow

Programs that support students with intellectual disabilities often share success stories and use social media to raise awareness and promote their program. These stories are shared widely – with prospective students and families, peer mentors, faculty, administrators, and even policy makers and elected officials. How does the content of these stories, and the way they are told, affect perceptions and attitudes about disability? Could these stories inadvertently exacerbate disability bias? Our research evaluated the impact of different kinds of stories on people's attitudes about intellectual disability. In this presentation we will share our findings and discuss implications for the stories you will want to tell.

● **REGENCY BALLROOM** ●

**Communication Tools for the Inclusive Higher Education Community**

Rebecca Lazo  
Think College

The field of inclusive higher education is growing daily. More students with intellectual disability are going to college, which requires more faculty, staff, students, families, and high school teachers to be connected and learn together about what is possible. Think College is the go-to resource in the field, coordinating the latest news and resources for the community. Using social media, targeted topical groups, webinars, and more, you can connect with others, ask questions, and share resources. Come to our presentation and you'll find out all the ways to stay in touch!

● **COMSTOCK C** ●

**The Development of a Milestone Payment Partnership between VR and VCU ACE-IT**

Seb Prohn, Ph.D.

Jaclyn Camden, M.Ed.

Virginia Commonwealth University

Vocational Rehabilitation (VR) helps individuals with disabilities prepare for, secure, and retain employment. Postsecondary education programs for individuals with intellectual and developmental disabilities, like VR, lead to better employment outcomes such as better wages, more economic self-sufficiency and greater job complexity. Common efforts towards competitive employment outcomes led to a partnership between VCU ACE-IT and Virginia's VR. This presentation details the development and implementation of a milestone payment plan through which VR financially supported students' college participation. Each milestone is comprised of a services and activities provided by ACE-IT to support college access through a prism of career development.

● **COMSTOCK A** ●

**Promoting Independence for Individuals with Intellectual Disabilities Through Assistive Technology**

Joseph Ryan, Ph.D.

Kristina Randal

Joey Costa

Clemson University

Assistive Technology (AT) has demonstrated the potential to support employment and vocational skills. Clemson LIFE (Learning is for Everyone) has been developing several smart phone apps to enhance mobility and independent living for individuals with ID. The Navigation App helps individuals navigate their community. The Food Shopping App helps plan weekly meals and generate a shopping list, while the Task Analysis app helps students perform tasks independently either at work or home. This hands-on session will provide an opportunity for parents, teachers and administrators to experience how these AT apps can facilitate mobility and independence for individuals with ID.

● **ADAMS** ●

**Customized Employment for Transition-Age Students: An Action Research Project**

Carole Carlson

Institute for Community Inclusion

While engaging in action research, Think College Transition Project educators are both learning and utilizing best practices of customized employment for transition students, including employer engagement. Through case study, this presentation will review how educators applied the CE process with transition-age students to discover their interests, skills, and abilities and translated those to paid positions based on employer needs. The presenter will highlight specific tools that have been helpful to other practitioners and allow them the opportunity to practice using these tools. Additionally, time will be set aside for questions and answers about the use of the tools.

● **HARRISON** ●

**Evaluating our work: Do I have the right data?**

Teresa Grossi, Ph.D.

Indiana University

Paula Sotnik

Do you ever have so much data that you just don't know what to do with it? Do you ever worry you don't have enough data? Whether it be at the program or practice level, collecting the right data to answer the right questions are key to any evaluative process. This interactive session will provide tips for developing evaluation questions, using program data to ensure fidelity of the program components, identifying methods and sources to collect the data, and identifying internal and external uses for the data. Come share your uses of evaluation data at the program and practice level.

● **REGENCY BALLROOM** ●

**PSE Programs in Europe – A Case Study and Current Developments**

Wolfgang Plaute

Pädagogische Hochschule Salzburg

Stefan Zweig

David L. Westling, Ed.D.

Kelly Kelley, Ph.D.

This presentation will discuss the process of developing and implementing a PSE program for young adults with ID in Salzburg, Austria; and the status of other PSE programs in Europe. The Salzburg program, developed and implemented in the 2017 – 18 academic year at Pädagogische Hochschule Salzburg Stefan Zweig, will initially serve 2 individuals. The status of other programs in Europe will be reported based on two surveys: one to identify existing programs, and the second to document key features of the program. The presentation will compare and contrast the development of PSE programs in Europe and the U.S.

● Academic

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● **COMSTOCK C** ●

**Medicaid Waivers, IDD and Post Secondary Education Opportunities**

Mark Walden, Psy.D.  
ao Strategies

Medicaid was established by the federal government to provide coverage specifically designed to meet the needs of low income individuals, who have disproportionate medical needs and health challenges. Individual states provide a percentage of the federal allotment of Medicaid funds to address the specific needs of a state’s vulnerable population which is a large percentage of those individuals with Intellectual and Developmental Disabilities (IDD). Current research being conducted by this author for Think College has identified common themes of service and tuition payment opportunities in Universities, Colleges and Community Colleges. States included in this study include New York, California, Arizona, Texas, Pennsylvania, North Carolina, Florida, Vermont and New Jersey. Additional states are currently being researched at the time of this writing.

● **ADAMS** ●

**Supported Decision-Making: Ensuring the right of persons with intellectual and developmental disabilities to make their own decisions**

Hon. Kristin Booth Glen      Gina Riley, Ph.D.      Joan Cornachio, MS Ed  
The City University of New York

In 2016, Hunter College/CUNY, New York State Association of Community and Residential Agencies (NYSACRA), Disability Rights New York (DRNY) and Arc of Westchester began a project funded by the New York State Developmental Disabilities Council (DDPC) to promote supported decision-making in New York State. Supported decision-making is based on the understanding that all people have the right to make life decisions with appropriate support. This presentation by members of the SDMNY project team will give an overview of the principles and goals of supported decision-making as an alternative to guardianship for persons with intellectual and developmental disabilities (I/DD). Participants will come away from the presentation with 1) a better understanding of how guardianship laws affect people with I/DD’s rights; 2) knowledge of how educators can incorporate SDM into their transition planning for students with I/DD; 3) strategies for raising awareness among students, parents and educators on the benefits of SDM as a less restrictive alternative to guardianship.

● **COMSTOCK A** ●

**Student and Education Coach Agreement:  
A Tool for Goal Attainment Towards Independence**

Lyndsey Nunes, Ph.D., BCBA      Carole Carlson  
Westfield State University

Through the Think College Transition Model Project, Institute for Community Inclusion staff and Inclusive Concurrent Enrollment Initiative staff have created a unique action research project to study how use of the Student and Education Coach Agreement can enhance goal attainment around increasing independence for program students. This workshop will demonstrate use of the SECA with students and highlight examples of potential action plans towards goal attainment. Participants will be given an opportunity to practice using the SECA and accompanying tools using examples from their own program.

● **HARRISON** ●

**Conversations that matter: How to talk effectively with policy makers and legislators**

Martha Mock      Mary Judge      Denise Rozell  
University of Rochester

Come learn strategies to engage with your state and federal elected officials. In addition to learning how to work collaboratively with your government relations office, find out how to help educate your state agency officials, and create opportunities for growth in college options in your state. Come learn how to effectively educate federal officials and state agency representatives about the benefits and outcomes of inclusive higher education. In addition you will receive useful templates and strategies to utilize and adapt for your own use.

● **REGENCY BALLROOM** ●

**Creating and Sustaining a Successful Post-Secondary Education Program with NO Funding**

Joshua Baker      Mary Bryant  
University of Nevada, Las Vegas      K. Ryan Wennerlind  
Brigitte Sison  
Riley Fitzgerald

Think College has reported a 500% increase in post-secondary education programs for students with intellectual developmental disability in the past 15 years. There are many more colleges and universities across the United States that are planning to start these programs. The purpose of this presentation is to provide a step-by-step framework to assist those interested in beginning their own program without funding. The presenters will discuss their detailed framework within the following categories: a) philosophical foundations, b) setting up the program, c) getting the program off the ground, d) continuous evaluation, and e) recommendations for the future.

● **COMSTOCK C** ●

**IHE and Intercollegiate Collaboration**

Mike Voron  
Westchester Community College

Bud Buckhout

When faced with overwhelmingly murky bureaucracy and the over-regulation of higher education, it is common for programs to operate in isolated silos. One way to combat this myopic operating mechanism is to collaborate with local, regional and national programs. Over the past four years, as the Lab School (Westchester, NY) worked to get off the ground, fellow program coordinators Mike Voron (Lab School) and Bud Buckhout (Syracuse) have formed a professional and personal relationship that has helped to improve both programs.

● **ADAMS** ●

**Providing Transition Tools for Post-College Life**

Kaitlyn Martin  
Vanderbilt University

Although research involving the transition out of inclusive post-secondary education programs is limited, a common finding among practitioners is that graduates often have a difficult time adjusting to post-college life due to decreased supports and increased responsibilities. This presentation, which is based on the experiences of an inclusive post-secondary education program, reflects upon ways to improve outcomes for graduates' post-college life by maintaining an active alumni association and incorporating the use of an individualized, self-driven guide to aid in the transition. Participants will see examples of activities included in a newly developed transition tool and learn how they can prepare similar products.

● **COMSTOCK A** ●

**The 3 R's of Transition: Responsibility, Regulation and Relationships**

Shaloni Winston  
Transitions

Regulation, responsibility and relationships are critical for a teen or young adult to develop to be successful in their journey to independence. This session will cover how to effectively support young adults with intellectual and learning differences and how to use evidence-based strategies in real world settings to create success in college, employment and independent living. We will discuss strategies to improve self-regulation including self-management, problem solving and handling change; will review teaching responsibility through self-advocacy, making choices and goal setting, as well as growing relational skills to socialize and relate positively to peers and employers.

● **HARRISON** ●

**Difficult Conversations: Effective Communication with students, parents, educators, colleagues and administrators in postsecondary education**

Jan Goings  
University of Cincinnati

Diane Clouse

As inclusive post-secondary educational options increase for adults with ID, so do challenges that lead to difficult conversations. They occur with a multitude of stakeholders including students, parents, educators, colleagues, and administrators. This session provides an overview of engaging in and managing communication around various difficult topics in PSE for individuals with ID. Difficult conversations include any issues that may be uncomfortable to discuss. Using vignettes we will examine ways to engage in difficult conversations effectively as well as when and how to cut off conversations when appropriate. Topics include: preparing for transition; addressing challenging behaviors; accepting career realities; supporting self-determination; establishing parent boundaries; and advocating for true inclusion on the college campus.