Featured Presentation: Maximize your Collaborative Efforts by Being Intentional with Your Office Brand

Featured Presentation – 1.5 hours

Adam Meyer

This program will address the content area of Professional Development. Participants will exam the purpose of their department and how to align the “brand” of their program with the messages they send. The program will assist participants in identifying the overt and covert messages they may send through language used in webpages, forms, policies, procedures etc. Participants will be able to identify how well their messages communicate the values and functions of the program and may help or hinder success.

Session 1A: Great Access and Accommodations for Students Begins When You Accommodate Yourself

Adam Meyer

This program will address the content area of professional development. Participants will exam the importance and challenges of maintaining self-care and work-life balance in order to be able to assist others. Participants will learn specific strategies to manage and reduce stress as well as maintaining a positive professional outlook.

Specific educational or training objectives of the overall program:

* Participants will learn about the importance of taking care of oneself
* Participants will gain strategies for how to minimize and cope with work stress
* Participants will explore personal passions for working and how to keep this passion in mind on a daily basis

1B: The Transition Pitfall: The Role of DS Providers in Building a Bridge

Carey Busch, Assistant Dean for Student Accessibility, Ohio University

Chris Linscott, Accessibility Coordinator, Ohio University

To often students with disabilities transitioning to postsecondary education get caught in the gap of two systems: secondary education governed largely by IDEA and higher education where the ADA and Section 504 are key. This program will review evidence-based predictors for the successful transition from high school to postsecondary and propose ways in which institutions of higher education can build bridges with our secondary partners to promote student transition within the bounds of our professional expectations.

This program would be beneficial to (check all that apply):

\_\_X\_\_ New Disability Services Professionals (less than 2 years experience)

\_\_X\_\_ Continuing Disability Services Professionals (2+ years experience)

\_\_X\_\_ Disability Services Directors

\_\_X\_\_ Single person offices

\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1C: Animals Allowed

Amy Quillin, Director – Student Accessibility Services, Kent State University

Resulting from a now settled student complaint, Kent State University has institute an assistance animal policy that now permits certain animals to reside with students in their residence halls as an approved accommodation. A brief history of the complaint, the ensuing legal drama, and the policy details will be provided.

\_\_X\_\_\_ New Disability Services Professionals (less than 2 years experience)

\_\_X\_\_ Continuing Disability Services Professionals (2+ years experience)

\_\_X\_\_\_ Disability Services Directors

\_\_X\_\_\_ Single person offices

\_\_\_\_\_ Other:

Session 2A: Inspiration Porn, Please Stop. Disability Services’ Role in Promoting the Social Model of Disability.

Dan Darkow, Assistant Resident Director, Miami University

Inspiration porn is an ever growing phenomena where various forms of media sensationalize people with disabilities. In our work within disability services what is our place in promoting the social model of disability when our work primarily revolves around the medical model? Come join in a discussion in our work in stinting the growth of inspiration porn through the work we do.

(If selected to present, this narrative would be adapted.)

This program would be beneficial to (check all that apply):

X New Disability Services Professionals (less than 2 years experience)

X Continuing Disability Services Professionals (2+ years experience)

\_\_\_\_\_ Disability Services Directors

\_\_\_\_\_ Single person offices

\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2B: Spreading Universal Design:  Strategies for Building an Inclusive Learning Experiences Across Campus.

Tammy Waldron, The Christ College of Nursing and Health Sciences

This program will address the professional development of CRCs. Participants will develop an understanding of Universal Design for Learning and effect strategies for advocating for the implementation of UDL in higher education to create a more inclusive environment for students with disabilities.

Specific educational or training objectives of the overall program:

* Develop a basic understanding of what UDL is and how it is applicable in higher education
* Identify strategies for encouraging UDL on campus
* Develop ideas for how to train faculty on UDL

This program would be beneficial to (check all that apply):

\_\_X\_\_\_ New Disability Services Professionals (less than 2 years experience)

\_\_X\_\_ Continuing Disability Services Professionals (2+ years experience)

\_\_\_X\_\_ Disability Services Directors

\_\_X\_\_\_ Single person offices

2C: It Takes a Village: Success Stories for Collaborative Partnerships

Adam Crawford, Counselor, Disability Services, The Ohio State University

Stephanie Volbrecht, Counselor, Disability Services, The Ohio State University

Courtney McCrary, Counselor, Disability Services, The Ohio State University

Caity McCandless, Assistant Director, Disability Services, The Ohio State University

Creating partnerships is an important step in ensuring equal opportunity for students with disabilities. Presenters will share their success stories for collaborating with campus and community partners on the following topics: STEM, career development, test anxiety, student veterans, residence life, sexual assault, student athletes, and substance abuse recovery.

This program would be beneficial to (check all that apply):

\_\_X\_\_ New Disability Services Professionals (less than 2 years experience)

\_X\_\_ Continuing Disability Services Professionals (2+ years experience)

\_X\_\_ Disability Services Directors

\_\_X\_\_ Single person offices

\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3A: Closed Captioning: Your guide to technology & accessibility

Shannon Cowling, Deaf and Hard of Hearing Services Coordinator, Kent State University

Figuring out how to set up a captioning workflow can be time-consuming and expensive. The presenter will examine the costs of in-house captioning vs. outsourcing and provide extensive resources to suite your institutional needs. Bring your laptops and learn how to make your online video and audio files accessible!

This program would be beneficial to (check all that apply):

New Disability Services Professionals (less than 2 years experience)

Continuing Disability Services Professionals (2+ years experience)

Disability Services Directors

Single person offices

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3B: Playing Great in the Sandbox

Emily Ribnik, Clinical Mental Health Counselor, Kent State University – Stark

Amanda Weyant, Coordinator of Academic Services, Kent State University – Stark

Accessibility and counseling services must relate collaboratively. However, students and staff can become confused and frustrated, especially if a student gets services form both. This presentation takes a closer look at appropriate boundaries, increasing communication and collaboration, and how to proactively navigate student needs between these two offices.

This program would be beneficial to (check all that apply):

New Disability Services Professionals (less than 2 years experience)

Continuing Disability Services Professionals (2+ years experience)

Disability Services Directors

Single person offices

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3C: Coordinating Services to Assist in Retention Efforts

Jennifer Radt Sr. Director of Student Affairs & Services UC Clermont

Julie Eagen & Lesley Dorhout

In an effort to assist with increasing student retention, Disability Services at the University of Cincinnati Clermont College has partnered with other student support areas on campus. Presenters will provide an overview of a cross-college departmental collaboration effort that was designed to improve service delivery to at-risk students. 20% of students at UC Clermont can be categorized as at-risk as a result of academic under-preparedness. The Disability Services Office, Testing Services, and the College Success Program teamed up to provide a cohesive model of support to better serve students from the point of placement test, through their first semester, and beyond. Presenters will share the model and discuss best practices. A discussion of resources and problems encountered will also take place. Time will be provided for questions and answers, as well as group collaboration.

This program would be beneficial to (check all that apply):

\_\_X\_\_\_ New Disability Services Professionals (less than 2 years experience)

\_\_X\_\_ Continuing Disability Services Professionals (2+ years experience)

\_\_\_\_\_ Disability Services Directors

\_\_X\_\_\_ Single person offices

\_\_X\_\_\_ Other: Community Colleges/2-Year Campuses