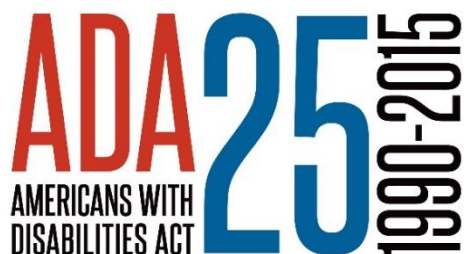




*Ark-AHEAD 2016 Spring Conference
April 13 - 15, 2016
Mt. Magazine State Park - Paris, Arkansas*

The ADA at 25: Honoring the Past, Strengthening the Present, Guiding the Future





Conference Schedule

Wednesday, April 13th

12:00 – 1:00 Registration opens

1:00 – 1:15 Welcome

1:15 – 1:45 *Disability History: A Timeline of Events*
Reed Claiborne, UALR

“Twenty-five years ago, with the passage of the Americans with Disabilities Act (ADA), our nation committed itself to the elimination of discrimination against people with disabilities.”¹ Celebrate with us as we take a look at historical events leading up to the ADA; and progress since.

¹<https://www.justice.gov/opa/blog/twenty-five-years-progress-americans-disabilities>

1:50 – 2:50 *The Intersection of Disability, Trauma and Violence and the Role of Disability Service Professionals*
Melanie Thornton, UA CURRENTS

In recent years, violence and sexual assault have been major points of discussion on college campuses nationwide. University personnel are challenged to be more proactive in developing programs to prevent sexual assault, more responsive to reports of harassment and sexual assault, and more transparent in tracking and reporting incidents of sexual assault. Disability service professionals are often called upon to consult with those planning to respond to violence but are typically left out of the planning when responding to sexual violence on campus. But what should our role be? How can disability service providers have a positive impact on these important campus efforts? How can disability service providers provide a safe space for students who have experienced trauma and violence?

The presenter will provide statistical data regarding violence and disability, provide basic information about trauma and its impact, and suggest ways that disability service providers can play a role in these important campus efforts without perpetuating inaccurate stereotypes about mental illness and disability. Other topics that will be addressed are: being trauma informed, working with students with PTSD, and responding to the request for trigger warnings as accommodations.



2:50 – 3:05 Break

3:05 – 5:10 *Exploring our Power and Privilege*
Sharon Downs, UALR

In this workshop we will explore dynamics of power and privilege and how they inform our thinking as well as our interactions with consumers.

We will approach this topic with a reflective posture, as we must recognize that we too can be part of the problem—inadvertently contributing to dynamics that maintain the status quo. Participants will reflect on their personal power and privilege and connect that to professional practice.

We will then move on to explore how these dynamics impact contemporary and professional concepts of disability. Borrowing from disability studies and disability history, we will look at how disability is currently framed in society. We will explore conscious and unconscious biases about disability and how these ideas may shape our personal and professional ideas.

After reflecting on the impact of bias on disability services, we will focus specifically on disability-related microaggressions, an emerging area of scholarship with important implications for our work. We will review the literature and work collectively to unpack examples of microaggressions and the role we play in either perpetuating or dismantling these experiences.

Finally, we will discuss our roles as allies and advocates, and the fine line between advocating and contributing to oppression. We will end with participants developing and discussing specific action items.

TBA Dinner

After dinner Fun & Games & Networking

Thursday, April 14th (morning)

8:00 – 9:00 *Change the Script, Change the Game:*
Communicating Present and Future Needs for Winning Results
Katy Washington, UA

“Doing more with less” has been the recent catch phrase and trend in Student Affairs. Never is that more evident as in Disability Services offices. As service demands continue to increase, the fiscal and staff resources with DS offices have remained stagnant. But how long can DS offices sustain this trend and be expected to provide the same or higher level of services?



How can we, as Disability Services Professionals (DSPs), inform our administrators of our challenges and needs in an effective way that yields results (i.e., speak a common language)? And if we are unable to secure additional resources, what can we do to continue to meet the service demand while maintaining a work-life balance and continuing to make the case to administrators for additional resources?

This presentation will look at the perceived role of Disability Services from an institutional perspective and how that can negatively affect the ability of DS offices to successfully obtain increases in resources from their respective institutions. The presenter will then engage the audience in a discussion of individual experiences, both successes and failures, with attempts to increase their budgets and personnel. Finally, the presenter will discuss the approach being used for her current attempt to increase departmental fiscal and human resources.

9:05 –
10:35

Understanding 'Military' in an Educational Setting
Charlotte Strickland & David Williams, UCA

Presenters will address the importance of understanding and serving this important student population on our campuses. Items to be covered include: inclusive language, the diversity of the group, transitional issues and needs, and practical ways to assist this population through our positions and professionalism. Time will be provided at the conclusion of the program for discussion as well as questions and answers.

10:35 – 10:50 Break

10:50 – 11:50 *Well, Imagine That!*
Heidi Scher, UA

Accommodations aren't about disability, but rather about removing barriers. By looking at the task and barrier imposed, rather than the student with a disability, we can begin to break out of the pre-fab, one-size-fits-all model of accommodations and assistive technology. When viewed from a broader perspective, almost anything might be useful as an accommodation if it can help reduce or eliminate a barrier. Sometimes, we just need to have a bit of imagination!

Let's discuss some of our out-of-the-box situations when an accommodation (whether technology or not) was used in a manner we might not have thought possible. Be prepared to share!

12:00 – 12:50 Lunch



1:00 – 2:35 *Animals on Campus panel discussion*

Laura James, UA

Reed Claiborne, UALR

Crystal Hill, UCA

Liz Means, ATU

A cat, a dog, a rabbit, a rat, a CHICKEN?! More and more, colleges are sharing space with service and therapy animals. Hear from colleagues about their experiences implementing residential animal policies. Be prepared to share your best questions so we can all learn from each other! The more questions, the better!

2:35 – 2:50 Break

2:50 – 4:20 *A Rock and a Hard Place - Ethical Situations in Disability Services*

Heidi Scher, UA

4:25 – 5:25 *Taking CAR for a Spin and So Much More!*

Candace Philpott, UA

There are an amazing set of text-to-speech applications available! Central Access Reader (CAR), Central Access Toolbar (CAT), and CAR Checker, developed by Central Washington University, are completely free, open source, and designed especially for students with print-related disabilities and for service providers converting materials.

CAR has been a game changer for the students at the University of Arkansas who use text to speech as well as the text conversion specialists in the Center for Educational Access.

Let me show you how our Alternative Formats Conversion Lab, and our students, are using these tools. Using CAT, CAR, and Microsoft Word, we can convert math and science textbooks so students can actually listen to the content read out loud with the text highlighting as it reads. Students can use CAR to easily make mp3's of their own course materials and study guides. These same students are learning about tools and conversion skills that they will be able to take with them into their professional careers.

Additionally, I will share some the other assistive technology options that are often suggested to students based upon their personal devices and needs.

5:25 – 6:30 **Relaxing & connecting**



6:30 **Dinner**

7:00 *Mt Magazine Part Interpreter Presentation - Don Simmons*

Friday, April 15th

8:15 – 8:30 Presentation introductions

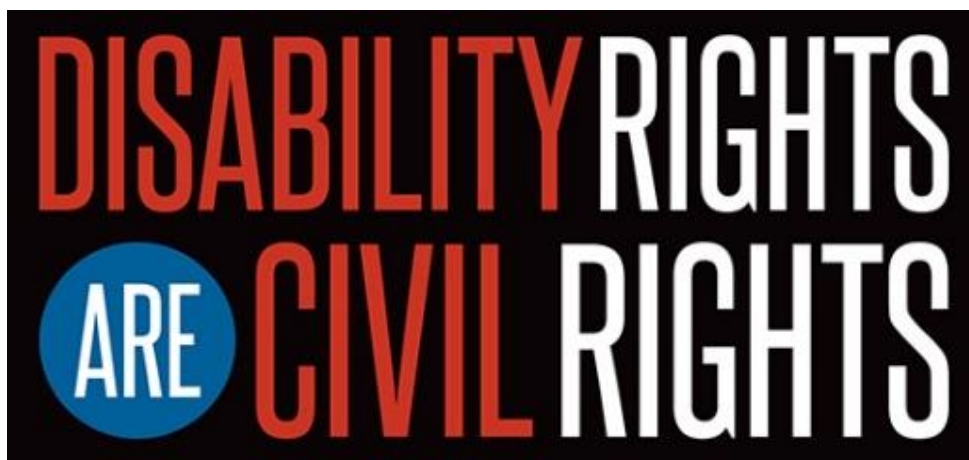
8:30 – 12:00 *Helping Faculty Understand Sheldon’s Spot: “Coaching” Autism Spectrum Disorders, and the Need for Support in Higher Education, Through The Big Bang Theory Lens*

Michelle Rigler, Ed.D.

Jennifer Murchison, M.A.

Amy Rutherford, M.A.

12:00 – 1:30 **Luncheon & General Business Meeting**





Thursday's Invited Presentation ***Understanding 'Military' in an Educational Setting***

The importance of understanding and serving this important student population on our campuses will be addressed during this session. Numerous topics, including: inclusive language, the diversity of the group, transitional issues and needs, and practical ways to assist this population through our positions and professionalism will be discussed. Time will be provided at the conclusion of the program for discussion as well as questions and answers.

Meet the Presenters ***Charlotte Strickland and David Williams***



Charlotte Strickland, a native of Little Rock, Arkansas, earned a Business degree from the University of Central Arkansas and a Master's degree in Higher Education from the University of South Carolina. For thirty years Charlotte has worked in Higher Education coordinating Orientation, Ethics and Leadership academic courses, Greek training and Leadership training seminars. In 2002 Charlotte founded her own company, Strickly Speaking. In addition to college campuses, her audiences include churches, civic groups, state/federal agencies, and corporations. Charlotte currently serves as UCA's Professional Development and Training Coordinator. She provides campus-wide training on subjects such as Diversity, Customer Service, Workplace Harassment and Supervisory Skills. In addition to the ongoing training seminars, she annually teaches a Diversity course for the College of Natural Sciences and Mathematics.

Charlotte and her husband, Mark, reside in Conway, Arkansas. They have three children – Reed, Connor, and Alyssa. Charlotte enjoys walking her dog Obadiah, hiking, shopping flea markets, and spending time with her family. She is active in her church and several UCA student organizations.



David Williams was born and raised in Kansas City, Kansas, then after high school enlisted in the United States Marine Corps serving 13 years. His various jobs and duty stations took him around the world. His primary occupation in the Marines was as a Heavy Weapons operator 0331 (.50 cal) with the 3rd Battalion 9th Marine. This is where he considers his Marine Corps career began and now more than 30 years later, he would still lay down his life for the 108 Marines with whom he served. Of the conflicts that occurred while David served, the major one was Operation Desert Shield/Storm.

After completing his tour in the Marine Corps, David relocated to Arkansas and joined the civilian workforce. After struggles with the work environment, David learned about the VA Vocational Rehabilitation Program chapter 31 in 2008. This program allowed him to enroll in the University of Central Arkansas where he graduated with a Bachelors of Business Administration in Business Management degree and minor in Psychology. He was then was hired at UCA as the new Veteran Service Coordinator for Military Benefits. David loves his job and the opportunity to continue to serve those who have walked in his shoes and help the dependents of those that gave the ultimate sacrifice!

A member of the American Legion and the Marine Corps League, David has been married for 27 years and has three children. One of his favorite quotes is, "Be who you are every day, no matter what happens".





Friday's Closing Plenary

Helping Faculty Understand Sheldon's Spot: "Couching" Autism Spectrum Disorders, and the Need for Support in Higher Education, Through "The Big Bang Theory" Lens

Students with Autism Spectrum Disorders (ASD) are among the largest growing population in Higher Education. Understanding the disorder and being able to communicate about it effectively to faculty, staff, and other university personnel is essential. Clarity about ASD, both the strengths and limitations, also ensures that university personnel and DS providers support and serve students in a manner that respects the individual student within the context of their specific needs. Further, by increasing the understanding of ASD, we change how individuals in the student's environment communicate, interact, and supports them and how this interaction affects the student's relationship with their faculty and peers.

This presentation invites the audience to view ASD through the lens of Dr. Sheldon Cooper. The presentation begins with a thorough review of the DSM-V criteria and explains the new criteria, rating of severity, and how this translates into qualification for services from DS providers. Media clips of the BBT are interwoven in a manner that is educational, respectful, and reflective of behaviors one might encounter with a student on the spectrum. A conversation about the discourse around ASD on campus and mechanisms for ensuring that discussions about students with ASD remain inclusive, positive, and reflective follows with special focus on ensuring campus wide commitment to diversity and individual student support. A discussion about the functional impact for a college student with ASD closely follows with clips carefully chosen to reflect actual struggles for students with ASD. Finally, creative and strategic accommodations are discussed within the context of real-life examples, and their respective solutions.

DSM-V

Recent changes in the DSM have many disability practitioners baffled about 1) qualification for services, 2) functional limitations, 3) appropriate and effective accommodations. Additionally, the increasing number of students with ASD have DS offices scrambling to serve a very diverse and unique group of students using novel and creative accommodations.

Faculty Communication

Faculty often misread students with ASD and become frustrated, even insulted, by their behavior. When attempting to get the "buy in" from faculty, DS providers must be prepared to explain ASD in a succinct and thoughtful manner. Sheldon Cooper is a loveable and popular television character watched by millions of TV viewers. His experiences are on-point and using this character as a comparison usually helps faculty better understand and appreciate the idiosyncratic behaviors of an individual with ASD. The audience will receive specific information and assistance in using TBBT as a training tool for faculty.

Beyond Accommodation

Given the distinct individual needs of students with ASD, coupled with their need for non-traditional accommodations DS providers need to think outside the box. The panelists will discuss non-traditional accommodations and support for students with ASD that are easily implemented on any college campus.



Meet the Presenters

Michelle Rigler, Ed.D.
Jennifer Murchison, M.A.
Amy Rutherford, M.A.

Michelle Rigler is currently the Director for Disability Resource Center at the University of Tennessee at Chattanooga. She created and directs the MoSAIC program, a comprehensive program for students on the Autism Spectrum. Dr. Rigler work in the field of special education and disability services began at Western Michigan University as the Community Integration Director. When she isn't working the front lines of disability services, Dr. Rigler is also teaching classes on disability culture, accessibility, and social strategies for students on the Autism Spectrum. When her Denver Broncos were in their off-season, Dr. Rigler co-authored *Independence, Social and Study Strategies for College Students with Autism Spectrum Disorders: A BASICS College Curriculum*, published by Jessica Kingsley Publishers. She is also a featured author and has co-authored journal articles for *Journal of Student Affairs Research and Practice*, as well as the *International Journal of Disability, Development and Education*.



Dr. Rigler's programmatic development skills are well-known and she has been invited to present at numerous national conferences including: AHEAD, TACUHO, ACPA, NASPA, the Pacific Rim International Conference on Disabilities, the Crossroads Conference, the South East Women's Studies Association, and TN-AHEAD. Dr. Rigler conducts workshops through Covenant College Professional Development and the Paperclip Webinar series. She has also hosted independent workshops in Nashville, TN.

Dr. Rigler's expertise is evidenced in her multiple board positions including TN-AHEAD, ACPA and NASPA. She is also the newly appointed Education Chair for TNAHEAD, a member of AHEAD's committee on Public Policy, and co-chair of the Special Interest Group (SIG) on Autism Spectrum Disorders. Dr. Rigler is a member of AHEAD, TN-AHEAD, ACPA, and NASPA.



Jennifer Murchison is currently in her ninth year as the Assistant Director, LD/ADHD/ASD Coordinator with Disability Resources for Students at the University of Memphis in Tennessee. Prior to her time at Memphis, Ms. Murchison served for five years as the Senior Staff Assistant at Student Disability Services at the University of Mississippi. Ms. Murchison assists students in one-on-one academic coaching meetings, helping them make strong transitions from high school or community college to a large research university. Ms. Murchison works closely with faculty, students, and parents to educate and teach about the differences her students experience compared to other students.



Ms. Murchison leads students through Orientations to learn about policies, rights and responsibilities on the college level. She also leads workshops each spring and fall for parents and students who are considering post-secondary studies. Ms. Murchison is a seasoned presenter, having presented as part of a team panel about students with ASD at the AHEAD Conference and pre-conference two years running.

Ms. Murchison served in numerous positions on the TN-AHEAD Board, including President. She is also a current member of AHEAD and serves as a Board Member for a non-profit in Memphis, SyncEd. SyncEd is being established to help at-risk teens with behavioral issues who do not qualify for K-12 alternative school.

Amy Rutherford is the Assistant Director of the Mosaic Program at The University of Tennessee at Chattanooga. In a last minute decision she opted to leave her home town and start her college journey at the University of Tennessee at Chattanooga in 2007, which was a very beneficial decision for her life direction. Ms. Rutherford obtained her Bachelor's Degree in Psychology, her Master's Degree in Mental Health Counseling, and is currently pursuing LPC Licensure and ABA Certification. Along with Michelle Rigler and Leslie Harms, she helped to create the building blocks for the program now called Mosaic. She has been working with and learning from individuals on the Autism Spectrum ever since.



In partnership with colleagues, Ms. Rutherford frequently conducts workshops regarding the development of supportive learning environments for individuals with ASD. These workshops take place both in colleges and universities, as well as consulting with supervisors in businesses to help develop the most beneficial professional niche for individuals with ASD.

Along with her colleagues, Ms. Rutherford is a published author. Her works include: *Independence, Social, and Study Strategies for College Students with Autism Spectrum Disorder: The Basics College Curriculum* (Jessica Kingsley Publishers, December 2014), and the forthcoming *Developing Identity, Strengths, and Self-Perception for Young Adults with Autism Spectrum Disorder: The Basics College Curriculum* (Jessica Kingsley Publishers, June 2015). She is also contracted for two additional books, which complete a four-year curriculum for students with ASD in higher education. Amy specializes in consulting with Higher Education institutions regarding ASD focused program development and staff trainings. She also focuses on conduct and behavioral issue that often create difficulties for students with ASD on college campuses. Finally, Amy works with businesses to develop supported internships and job shadowing opportunities.