

# Pacific Rim International Conference on Disability & Diversity



The Pacific Rim International Conference on Disability & Diversity (Pac Rim) is the premier international gathering on disability. Pac Rim 2021 marked the first ever virtual Pac Rim conference. The [Center on Disability Studies](#) (CDS), College of Education, University of Hawai'i at Mānoa has hosted Pac Rim since 1988.

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[Pac Rim 2021 Conference](#)

Day 1: Tuesday, March 1, 202: By Start Time

Indigenous Students and White Teachers: A Hard but Essential Talk (1A)

Building an Inclusive Campus Model Upon a Universal Design Framework (1B)

Have you walked in my shoes?: Immigrant Families of Deaf Students of Color and their Transcultural Identities in a Monocultural Educational Framework (1C)

Inviting Inclusive Family Engagement (1D)

Dragonfly: Sign Language to Voice System (1E)

Working Together: Staying Engaged During the Pandemic Journey (2B)

The Role of Teachers who are Deaf and Hard of Hearing in the Field of Deaf/Hard of Hearing Education (2C)

Re-framing the Role and Function of Meltdowns for People with Autism: A Case for Innovative Self-regulation (2D)

No More Keeping Quiet: Revisiting Masculinity and Mental Health (2E)

Keynote with Judy Brewer

Creating Accessible Pathways to the Heart: Researchers as Indigenous "Story-Catchers": A Decolonized Approach to Studying Relationships and Disability (3A)

Using Artificial Intelligence to Augment Learning in Students with Cognitive Disabilities (3B)

Using Language (Signed or Spoken) in Social Contexts: Pragmatic Strengths and Vulnerabilities among Deaf Children (3C)

What Students are Being Excluded from Online Learning? (3D)

Understanding Disabilities and the Intersection of Race in Society/Community (3E)

Inter-school Collaboration for Promoting Equal Educational Opportunities for Students with Disability: A Case Study from Hong Kong (4A)

Extreme Makeover Home Classroom Edition: The Occupational Therapist's DIY Guide to Optimizing Children's Engagement in Distance Learning...On a Budget! (4B)

Healthcare Providers' and Deaf Patients' Perceptions on Video Remote Interpreting (4C)

A New Perspective on Employment (4D)

[Effects of Social-Emotional Skills Training Through Computer-Assisted Instruction for Young Adults with Intellectual Disability \(4E\)](#)

[Adapting to College: Applying a Self Determination Support Model Across the University of Hawai'i Community College System \(5A\)](#)

[Lessons Learned from Parent Workshops to Improve Parental Attitudes Towards and Involvement with STEM \(5B\)](#)

[Overview of Career Transition for Young Adults with Autism Spectrum Disorder in University: Impact of Career Self-efficacy \(5C\)](#)

[Literature Review on the Relationship Between Employment and Autonomy of Individuals with Mental Illness \(5D\)](#)

[Effective Facilitation Styles to Moderate Online Discussions of Social Issues \(6A\)](#)

[Bullying Victimization of Learners with Disabilities: Basis for the Development of An Anti-Bullying Survival Kit \(6B\)](#)

[Beyond Participation: Understanding Multicultural Multilingual Family-School Partnerships in Hawai'i \(6C\)](#)

[Persons with Disabilities' Low Status Issues in Japan's Labor Market \(6D\)](#)

[I am Just a Parent, What Can I Do? \(6E\)](#)

Day 2: Tuesday, March 2, 2021: By Start Time

[Critical Intersection: Disability and Food Insecurity in Institutions of Higher Education \(7A\)](#)

[Improving Postsecondary Education Outcomes for Students with I/DD and TBI: A Description of Two Studies conducted by VCU and KSU \(7B\)](#)

[Art Connects to Wellbeing \(7C\)](#)

[You Can Do Employment Too! \(7D\)](#)

[Web Accessibility Legal Update \(7E\)](#)

[Accessible Content Core Skills: Building More Accessible Learning and Working Environments at York Region District School Board \(8A\)](#)

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[Audio Description for 3-Dimensional \(3D\) Virtual Worlds \(8C\)](#)

[Confronting Complacency: Advancing Equitable Employment for All \(8D\)](#)

[Clarify WCAG and Creating a Culture of Web Accessibility \(8E\)](#)

[Practical First Steps for Achieving Web Accessibility and Voiding Liability \(9A\)](#)

[Barriers to Successful Transition for Students with Blindness and Visual Impairment \(9B\)](#)

[Roads to Learning and Earning: Raising Expectations for Students with Intellectual Disability \(9C\)](#)

[Supported Self-Employment for Consumers with Psychiatric Disabilities: A Talk Story Session \(9D\)](#)

[How to Create a Culturally Responsive and Inclusive Classroom with the ASLM \(9E\)](#)

[Superfest Disability Film Festival](#)

[Modeling a Bicultural Partnership is the Only Way \(10A\)](#)

[Adaptive Recreation as a Means to Improve Quality of Life of Individuals with Intellectual and Developmental Disabilities \(10B\)](#)

[Positive Touch Access for Young Learners who are Deaf-Blind Positive Touch Access: Invitation to Touch Leads to Self-Actualization \(10C\)](#)

[A Journey Towards Equity in Family Engagement \(10D\)](#)

[Socially Connected in a Virtual World – Supporting People with Disabilities to Stay Well During a Pandemic \(10E\)](#)

[Strategies for Creating Inclusive and Engaging Online Classrooms using GAFE \(11A\)](#)

[Experiences of Fatigue with Deaf and Hard of Hearing Students \(11B\)](#)

[Bridging the Communication Chasm between Deaf Patients and Masked Medical Professionals \(11C\)](#)

[Ways to Assess Home-School Partnerships \(11D\)](#)

[Incorporating Movement into Learning Experiences to Enhance Learning and Social-emotional Development of Children with Disabilities \(11E\)](#)

[Audio Description as an Aesthetic Innovation \(12A\)](#)

[Moving Online: Transforming an Algebra Enrichment Program for Online Instruction and the Impacts on Student Learning Experiences and Outcomes \(12B\)](#)

[Changing Careers During COVID-19: The Window of Opportunity for Remote Work \(12C\)](#)

[Negotiating Place, Establishing Identity: A Qualitative Analysis of the Shaping of Educational Experiences by Disabled Children and Their Caregivers \(12E\)](#)

[Closing Keynote: A Conversation with Haben Girma, the Deafblind Woman Who Conquered Harvard Law](#)

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[Going Beyond the Classroom: Service-learning to Apply STEM Skills in the Community](#)

[The Potential of Indigenous-led Tourism for Socio-Ecological Justice, Activism and Disability Awareness](#)

[Education, Teaching and Classroom Practices](#)

[Leadership of Inclusive Special Education](#)

[Learning Crisis \(1\): School Closure and Learning Crisis of Special Education by COVID-19](#)

[Deaf Community](#)

[A Toolkit for Becoming an Exceptional Ally for the Deaf Community](#)

[Navigating the Accessibility in A Mixed Methods Study](#)

[Family and Community Engagement](#)

[Special Needs and Social Distancing](#)

[Flourishing, Well-being, and Social-Emotional Learning](#)

[What Does "Accessible" Mean in Sensitive Interviews? – Method Choices of People with Physical Disabilities](#)

[The Potential of Restorative Justice Practices to Foster Healing and Trust in Inclusive Settings](#)

[The Quest to Being Recognized as a Valued Person: First-person Account of Ecological Approach to Inaccessibility of Arts and Cultural Activities](#)

[Neurodivergent Identity: Disabled or Different?](#)

[Diversity and Intersectionality Through the Disability Lens](#)

## Online Learning and Technology

[Learning Crisis \(3\): Vocational Education for Students with Disabilities : From the Campaign of Essential Workers to the Concept of Essential Functions](#)

[The Virtual Shift: Early Childhood Intervention Therapies for Pakistani Children with Down Syndrome During COVID-19](#)

## Transition, Inclusive Postsecondary Education, and Self Determination

[Development of a Guideline on Fostering Inclusive Practices at Universities in Hong Kong](#)

[Self-Advocacy Starts Young](#)

## Creativity and the Arts

[Dancing Disability Culture: Online and In-Person](#)

## Employment

[Impact of COVID-19 Crisis on Job Seekers with Intellectual and Developmental Disabilities \(IDD\) and Employment Consultants](#)

[Reached the Oppressed, Reformed Structure, Valued Disability and Age in Covid-19 Pandemic in Indonesia](#)

[Employment Support Professionals and the Skills Required to Support Employment](#)

## Pac Rim 2021 Sponsors

## Pac Rim 2021 Overview

Our theme of Pac Rim 2021 is INNOVATE with nine topics. The unique timing and context of our conference creates both a need and an opportunity to highlight the following: inclusion, equity, and social justice, as well as COVID-19. COVID-19 has changed so many dimensions of our daily lives. Recent socio-political events have crystallized equity and social justice as among the most salient topics of these challenging times. Though often excluded, people with disabilities and their allies continue to strive to participate in and influence conversations around the global pandemic and social justice. We further encourage presentations designed to spark constructive solution-oriented conversations for innovation that advocate for equitable, just, and actionable structural change.

Challenging times may also offer remarkable opportunities. Work with us to create and deliver an inclusive conference that supports a collective recognition of both the fundamental challenges we face, and the unprecedented opportunities we have to build a brighter, stronger, more resilient future, one in which people with disabilities are naturally included as valued contributing partners in shared problem solving.

We hope you enjoy this compilation of our 36th annual conference!

Mahalo,



**Dr. Kiriko Takahashi**, Conference Chair



**Dr. Hye-Jin Park**, Conference Chair



# Pac Rim 2021 Topics

## Indigenous Knowledge, Perspectives, and Approaches

**Chair:** Lisa Uyehara, JD; **Co-Chair:** Jerrik Feliciano

### Overview

The Indigenous Knowledge, Perspectives, and Approaches focus area for the 2021 Pacific Rim Conference will address issues and contribute to increasing knowledge on the importance of diversity, inclusivity, community, place-based and culture-based education, and traditional indigenous knowledge. In light of the recent Kū Kia'i Mauna Kapu Aloha Movement, the Dakota Access Pipeline Protest, global warming, and other environmental issues – indigenous perspectives on caring for land and nature are extremely relevant to humanity. We invite topics on native knowledge of understanding the world, the care for land and water, issues that affect Indigenous students, issues that affect Indigenous communities, education practices, indigenous medicine, strategies to support indigenous communities, strategies to support Indigenous students, disability challenges within Indigenous communities, and legal issues that affect Indigenous peoples.

*Indigenous  
Knowledge,  
Perspectives, &  
Approaches*

### Guiding Questions

- How can the voice of Indigenous peoples be raised?
- How can we close the gap between Indigenous knowledge and western academics?
- What are the differences and overlap between Indigenous medicine work and western medicine?
- What do Indigenous peoples and communities have to teach others about the value and methods of preserving natural resources?
- What legal strategies might work to assist Indigenous peoples increase their voice and shape statutory laws in the U.S. court system?

## Education, Teaching and Classroom Practices

**Chair:** Dr. Holly Manaseri; **Co-Chair:** Dr. Robyn Rice

### Overview

The Education, Teaching and Classroom Practices focus area for the 2021 Pacific Rim Conference will address successes and challenges of current teaching practices as we have shifted our practices from traditional face-to-face instruction to online and blended models. We invite topics that address key elements of educational pedagogy during this shift and the implications for vulnerable and marginalized students. We also invite topics addressing the current needs utilizing creative/innovative teaching methods, environmental considerations and assistive technologies.

*Education,  
Teaching and  
Classroom  
Practices*

### Guiding Questions

- How do we create an inclusive educational practice in an online classroom? How do we ensure equity?
- What best practices and tools are available to translate face-to-face instruction into an online or hybrid model for our range of diverse learners?
- How do we reach and engage all learners in an online environment and how do we measure engagement?
- What instructional and attitudinal shifts do educators need to make in order to reach all learners in the new classroom environment?

## Deaf Community

**Chair:** Jennifer Tarnay; **Co-Chair:** Rosalind Kia

### Overview

The Deaf Community topic area for the 2021 Pacific Rim Conference will concentrate on interests and issues, of and for, the deaf, hard of hearing, or deaf-blind communities. Recognizing the diversity of these communities, this gathering is an opportunity for educators, researchers, service providers, community members, allies, and other stakeholders from a wide range of backgrounds to come together to share experiences, research, and pedagogical practices pursuing diversity, equity, and inclusion in the area of Deaf community. We invite topics on advocacy, American Sign Language, communication access, education, employment and entrepreneurship, language and culture, independent living, legal rights and issues, interpreting, inclusion and intersectionality, and family support.



*Deaf  
Community*

### Guiding Questions

- What are the most important interests and issues in the deaf, hard of hearing, or deaf-blind communities and how can we best work to address them?
- What are some cutting edge and/or innovative experiences, research, and pedagogical practices pursuing diversity, equity, and inclusion in the area of Deaf community?
- What are the roles of educators, researchers, service providers, community members, allies, and other stakeholders from a wide range of backgrounds in these conversations?

## Family and Community Engagement

**Chair:** Camille Dang; **Co-Chair:** Dr. Caryl Hitchcock

### Overview

Family and community engagement in schools is more important now than ever. How can educators, researchers, and leaders support and inspire families and student's learning and development as they navigate these turbulent times? How can we support educators (and families) to navigate in this new world of virtual online learning? How can we provide an equitable education to the most vulnerable groups in our communities? We welcome presentations that support and strengthen the three spheres of influence that contribute to student success: Family, School, and Community.



### *Family and Community Engagement*

### Guiding Questions

For Families: (1) What are the best ways to support social emotional learning and parenting during a pandemic? (2) What partnerships can be formed in order to provide creative internet access solutions and helpful technology? (3) What strategies can be used to connect families' funds of knowledge to student learning goals?

For Educators: (1) What are the best ways to identify and support educator's needs for professional development as they navigate this new world? (2) What are the best practices for communicating with families in the new learning landscape? (3) How important is it to teach using culturally and linguistically respectful/responsive materials?

For Community-Based Organizations: (1) What is the best use of out-of-school time to continue learning? (2) How can we develop programs that nurture new skills that are not part of the traditional academic curriculum? (3) How can we establish and sustain effective parent-leader networks in our communities?

## Flourishing, Well-being, and Social-Emotional Learning

**Chair:** Dr. Leslie Okoji; **Co-Chair:** Marla Arquero

### Overview

The Flourishing, Well-being, and Social-Emotional Learning focus area of the 2021 Pacific Rim Conference will concentrate on issues that address the overall well-being and health of youth and adults across academic, community, and home settings. In light of recent events in our nation and across the world, we welcome topics that include the following objectives: (1) Foster compassion, empathy, and respect in the classroom, school climate, and community; (2) Build skills and share knowledge about youth and adult mental and physical health and well-being; (3) Bridge research and practice in social, emotional, behavioral, learning, and academic and well-being outcomes; (4) Create a safe space for youth, families, community members, and educators to participate in discourse and healthy dialogue; (5) Address the socio/economic disparity of resources and services to vulnerable youth and adults.

*Flourishing,  
Well-being, and  
Social-  
Emotional  
Learning*

### Guiding Questions

- In what ways can we collectively build Social-Emotional Learning (SEL) skills and knowledge?
- How are we incorporating well-being in our daily lives in times of crisis?
- In what ways are schools, communities, and families preparing for and responding to the well-being and physical and mental health of youth and adults during a crisis and beyond?
- How are we addressing the socio/economic gaps in providing services and supports to vulnerable youth and adults?

## Online Learning and Technology

**Chair:** Dr. Thomas Conway; **Co-Chair:** Dr. Peter Leong

### Overview

The Online Learning and Technology strand for the 2021 Pacific Rim Conference will address the issue of making online learning technology inclusive through Section 508 and ADA compliance, and Universal Design. As students become more dependent on technology and online learning, the need for sustainable solutions and strategies become increasingly important. Topics will include legal, legislative, practical application, and future issues for presentation to educators, administrators, instructional designers, web developers, and those interested in a more equitable world for people with disabilities.



*Online  
Learning and  
Technology*

### Guiding Questions

- What are the best practices for inclusive online learning?
- How can online content be made accessible?
- Who are the audiences and what information do they need to make online learning inclusive?
- Where are the resources for making accessibility and online learning a sustainable reality?
- Why are accessibility and online learning important for future educational opportunities and realities in the pandemic world?

## Transition, Inclusive Postsecondary Education, and Self Determination

**Chair:** Eric Folk; **Co-Chair:** Dr. Cindi May

### Overview

The goals of improving inclusion and life outcomes for people with intellectual and developmental disabilities in education, employment, and community participation contexts has been a primary focus of countless funding initiatives and research efforts. The Transition, Inclusive Postsecondary Education, and Self Determination focus area for the 2021 Pacific Rim Conference welcomes proposals that address the theme of Transition; especially as related to self determination, postsecondary education, and employment for persons with disabilities or other support needs.

*Transition,  
Inclusive  
Postsecondary  
Education, and  
Self Determination*

### Guiding Questions

- What is and isn't working in employment preparation for persons with disabilities?
- What is the emerging evidence concerning the efficacy of iPSE efforts to impact life outcomes for persons with ID/DD?
- To what degree do students with ID/DD and their families believe that iPSE programs are actually inclusive?
- To what degree do iPSE programs meet the national standards for inclusivity?
- Has secondary inclusion, education, and preparation for students with ID/DD changed as a result of the increased prevalence and capacity of iPSE programs?
- What is the evidence regarding the best ways to prepare students for iPSE?
- How have adult support agencies and community rehabilitation providers reacted and or adapted to the increased prevalence of iPSE offerings?

## Creativity and the Arts

**Chair:** Annie Moriyasu; **Co-Chair:** Dr. Raphael Raphael

### Overview

The Creativity and the Arts focus for the 2021 Pacific Rim Conference will address issues of creativity, art, artmaking and disability. Topics can include, but are not limited to, artist performance, or visual artmaking, artmaking as a means of building community within the wider culture, educational aspect of the use of art for students with special needs, inclusive art classrooms, the business of art by disabled artists, issues of representation in all the arts including film and television.



*Creativity and  
the Arts*

### Guiding Questions

- How does one “crip the arts”? Is it the artist or the subject?
- How does one build an inclusive art program in the age of Covid-19? In the public school system?
- Who are the audiences for disabled artists and performers and how does one build that audience?
- Where are the resources for making inclusive and accessible artmaking a financially viable and sustainable reality?



# Employment

**Chair:** Dr. Bob Stodden; **Co-Chair:** Lesley Fukushima

## Overview

Employment for persons with disabilities is important as a contributing member of the society and for their quality of life. There are many untapped talents that can enhance our workforce. However, we must work together to create opportunities and include and empower people with disabilities to gain access to meaningful employment. While many barriers have been identified, which impact the participation and success of persons with disabilities in integrated employment, it is also widely understood that community-based, integrated employment is a critical outcome for persons with disabilities to participate and enjoy a quality of life similar to others. Of particular interest are proposals seeking to clarify what Integrated Employment means to persons with disabilities and to potential employers, and/or which provide quality data in support of models, strategies, and programs which support persons with disabilities to participate and succeed as integrated employees. We are also seeking proposals which describe the impact of public health disasters upon the employability of persons with disabilities.

## *Employment*

## Guiding Questions

- What is and isn't working in employment preparation for and retention of persons with disabilities in the workplace?
- What are the recognized characteristics of a successful integrated employment framework for persons with disabilities?
- What are some of the typical employment preparation pathways accessed by persons with disabilities?
- What are examples of positive ways Workforce Development groups have included persons with disabilities into their plans and into their programs?
- What efforts have been made for integrated employment at the community level and at the policy level?

# Pac Rim 2021 Session Types

## Paper Session

Papers should include evidence of innovative and/or sound research/practice. These sessions are appropriate for sharing research, program evaluations, and other evidence-based projects. Accepted paper sessions will also have the added benefit of submitting their papers to be published in the Pac Rim conference proceedings.

## Talk Story

In Hawai'i, "Talk Story" is local slang for sharing information through conversation. Talk Story sessions are modelled around this, where discussion and participation are key to the experience. Presenters should think of themselves as facilitators of conversation and connecting participants, first providing a brief overview of the topic and closing with a summary of main ideas that came up throughout the session.

## Skill Share

Have a specific skill or knowledge that you would like to share with your peers? Skill Share presentations provide tangible skills and information that can be easily used by session participants after they attend these sessions. They can include hands-on or screen share demonstrations, guided practice, or a combination of other teaching formats that best convey your information.

## Poster

Posters will be electronic visual displays of information from papers or best practices. In addition to seasoned practitioners, we encourage higher education students and early career professionals to apply for a poster session.

# Innovation Celebration Day

The Innovation Celebration Day includes the following topics: (1) International Forum; (2) Hawai'i Local Style; (3) Community Projects in Hawai'i; (4) Revisiting the SPIN 2020 Conference with the Experts; (5) Your Resilient Well-being; (6) Disability on Screen.

## Opening Plenary: Dean Nathan Murata

Dean Nathan Murata of the University of Hawai'i at Mānoa College of Education will open our Pac Rim Innovation Celebration Day!

**Time: 7:30 AM - 7:45 AM**

### DEAN NATHAN MURATA, PHD

*College of Education at the University of Hawai'i at Mānoa - Dean and Professor*

University of Hawai'i at Mānoa College of Education

Nathan M. Murata is Professor and Dean of the College of Education at the University of Hawai'i at Mānoa. He completed his BEd, MEd and special education certificate from the University of Hawaii at Manoa, with a PhD from The Ohio State University. He taught in both private and public schools, served as Athletic Director and Adapted Physical Educator. Dr. Murata taught at the University of Toledo prior to returning to Manoa. At UH Manoa, he was a recipient of multiple OSERS federal training grants from 2001-2017 whereby he was able to provide a Master of Science degree in Adapted Physical Education. Currently he is conducting research on mTBI, sports and recreational concussions for school-aged students, educating students on neurotrauma injuries, and returning to school after a concussion. His passion continues to be with students with disabilities in sport and recreation where he initiated Friday Night Prime Time, an interscholastic sanctioned basketball program for students with and without disabilities from 12 local public high schools.

## International Forum

## **Part I: International Perspectives on Policies for Individuals with Disabilities, Facilitated by Dr. Patricia Morrissey**

**Session: Ways for Dignified Survival of People with Disability**

**Time: 8:00 AM – 8:50 AM**

**Presenter:** Dr. Yevgeniy Tetyukhin (Kazakhstan)

A discussion about disability advocacy in Kazakhstan and his experience as a visiting scholar to the Center on Disability Studies and as an individual with disabilities.

### DR. YEVGENIY TETYUKHIN

*North Kazakhstan State University - Linguistics Professor*

Dr. Yevgeniy Tetyukhin, born in 1942, a polio since 1945, a teacher of English for more than 50 years, a Linguistics Professor in North Kazakhstan State University, PhD in Text Linguistics, international wheelchair athlete and a two-time paralympian. Lecturer on social issues and a public speaker, defender of the rights of people with disability in Kazakhstan. Crazy driver, a fisherman and a loving parent and a grandparent.

**Session: The Role of UNCRPD Special Rapporteur and the UNCRPD Updates**

**Time: 9:00 AM – 9:50 AM**

**Presenter:** Mr. Gerard Quinn (UNCRPD Special Rapporteur)

The UN Convention on the Rights of Persons with Disabilities was adopted on December 13, 2006. Since over 180 countries have ratified the CRPD. Dr. Quinn will discuss some updates pertaining to the UNCRPD, and discuss how he will conduct his research as the Special Rapporteur during this COVID-19 time. He has a special interest with intersectionality of disability and aging as well as intersectionality of disability and climate change. He will also share some thoughts on UNCRPD and ADA.

### MR. GERALD QUINN

*UN Special Rapporteur on the Rights of Persons with Disabilities*

He had had a long career in public service and academia. He sat on a pioneering Government Commission in Ireland on disability rights in the early 1990s. He was a member of the Irish Human Rights Commission for two terms and directed its work on disability issues. He was director of research at the Irish Government's Law Reform Commission for a period and also worked in the European Commission (Brussels) on its disability policies. He was First Vice President of the European Committee of Social Rights (a treaty body in Europe on social rights) and has sat on various advisory bodies such as the EU Fundamental Rights Agency in Vienna and the Open Society Foundation.

He was the founding director of the Centre for Disability Law and Policy at the National University of Ireland. He is currently an affiliated research chair at the Raoul Wallenberg Institute (University of Lund in Sweden) and at Leeds University (UK). He directed many large research projects including the 2002 UN OHCHR Study that helped initiate the drafting of the UN CRPD. He led Rehabilitation International during part of the CRPD treaty negotiations. He has held visiting research positions & chairs at UNSW (Sydney), NALSAR (Hyderabad, India), Harvard Law School, Deakin University (Melbourne), Haifa University (Israel) and Wuhan University (China).

He is a graduate of the National University of Ireland, the Kings Inns (Barrister-at-law) and Harvard Law School (LL.M., S.J.D.). His current research focuses on the intersection of age and disability. He is married with three daughters – the first of whom has a disability. He resides on the west coast of Ireland.

**Session: Progress and a Pandemic: Advancing Civil Rights of People with Disabilities Amid Challenges of Equity and Access**

**Time: 10:00 AM – 10:50 AM**

**Presenter:** Mr. John Tschida (Executive Director, AUCD) [[Slides](#)]

Mr. Tschida will provide a US perspective on disability issues, specifically surrounding the progress that the U.S. has made in the past 30 years with the implementation of the ADA. His discussion will shed light on some of the highlights as well as shortfalls of the U.S. policies on disability, and how the new administration will shift the way the government supports individuals with disabilities. Mr. Tschida will also address the U.S. COVID-19

response, during which several civil rights statutes and policies were both employed and ignored.

## MR. JOHN TSCHIDA

*Executive Director of the Association of University Centers on Disabilities (AUCD)*

John Tschida, MPP, is the executive director of the Association of University Centers on Disabilities (AUCD). He has spent more than 20 years using data and research to drive policy change and service development for individuals with disabilities. Before joining AUCD in February of 2017 as associate executive director, he was appointed as director of the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) at the U.S. Department of Health & Human Services. NIDILRR is the federal government's premier applied research agency impacting individuals with disabilities.

Prior to joining NIDILRR in 2014, he served as director of public policy and innovation at Allina Health in Minnesota, where he helped integrate medical and community-based services for people with disabilities. At the Courage Center, Minnesota's leading nonprofit provider of rehabilitation services, Mr. Tschida was vice president of public affairs and research. There, he built and directed a public policy and research team that focused on defining and achieving better outcomes for people with disabilities. He also led a statewide, cross-disability legislative coalition of more than 100 provider and advocacy organizations.

Earlier in his career, Tschida served as a research fellow at the National Rehabilitation Hospital Center for Health and Disability Research, in Washington, D.C. He was also assistant director of the Minnesota House of Representatives Public Information Office. Mr. Tschida has served on a number of public and private boards designing policy or governance solutions to further the independence of people with disabilities and he has written numerous articles on disability and public policy for national and local publications. Mr. Tschida, who has lived with a spinal cord injury since 1993, has a master's degree in public policy and a health services research certificate from Georgetown University, and a bachelor of arts from Macalester College.

## **Part II: International Perspectives of Disability in Far East Asia: Past, Present and Future; Discussion facilitated by Dr. Robert Stodden**

This Discussion Session will include the perspectives of noted persons from different countries in Asia each to explore the past, present and future status of persons with disabilities in their communities. Each presenter will share briefly about new and innovative practices and policies which have shown promise in working with the disability community in their country.

### **Session: How Has South Korea Responded to the Learning of Students with Disabilities Amid COVID-19?**

**Time: 11:00 AM – 11:25 AM**

**Presenters:** Dr. Su-Je Cho; Ms. Kijung Ryu (Korea)

Dr. Cho and M. Ryu will discuss the education experiences of students with disabilities including the resources and support available for their learning in Korea. Further, they will share their insights into the various efforts South Korea has made to provide the best educational experience possible for students with disabilities.

#### **DR. SU-JE CHO**

*Fordham University Graduate School of Education - Professor and Chair of the Division of Curriculum and Teaching*

Dr. Su-Je Cho is Professor and Chair of the Division of Curriculum and Teaching in the Fordham University Graduate School of Education. Her research focuses on training families and professionals in assessment and interventions for students with challenging behaviors and understanding the impact of cultural and linguistic differences on the adaptation of Asian families and children living in the United States. Dr. Cho is currently directing several research projects, one of which was funded by the Office of Special Education Programs in the U.S. Department of Education.

KIJUNG RYU

*Contemporary Learning and Interdisciplinary Research program in the Graduate School of Education at Fordham University - Doctoral Student*

Kijung Ryu, is a doctoral student in the Contemporary Learning and Interdisciplinary Research program in the Graduate School of Education at Fordham University. Her research interests include culturally and linguistically diverse children with disabilities and interventions for children with challenging behaviors.

**Session: Engineering Equitable Ecosystems: COVID-19 and the Creation of an Inclusive Future**

**Time: 11:30 AM – 11:55 AM**

**Presenter:** Mr. Mark Bookman [[Slides](#)]

The spread of COVID-19 across Japan has exacerbated accessibility issues born out of the nation's past, creating difficulties for disabled people in the present and anxieties about the future. In this presentation, Mr. Bookman will consider some of the historical contingencies and geopolitical circumstances that have fueled a precarious pipeline to risk and institutionalization for many disabled individuals.

MR. MARK BOOKMAN

*University of Pennsylvania - PhD Candidate*

Mark Bookman is Ph.D. Candidate in East Asian Languages and Civilizations at the University of Pennsylvania and Visiting Researcher at the University of Tokyo Research Center for Advanced Science and Technology. His research looks at the history of disability policy and connected social movements in Japanese and transnational contexts over the last 150 years. Outside of the academy, Mark also works as an accessibility consultant. He has collaborated with government agencies and corporate entities in Japan, the United States, and Canada on projects related to inclusive education, equitable transportation, environmental design, and disaster risk management for diverse populations of disabled people.



## **Session: Promising Advancements in the New Policy: Understanding the 2020 National Guidelines**

**Time: 12:00 PM – 12:25 PM**

**Presenter:** Dr. June L. Chen

Dr. June L. Chen is an associate professor and the deputy director of the Department of Special Education at East China Normal University (ECNU). With her experience being in the U.S. as a fellow and a LEND trainee, she will share the current practices on career education, transition programs and employment readiness of students with disabilities in China and the impact of current COVID019 situation.

### **DR. JUNE L. CHEN**

*East China Normal University - Associate Professor; Deputy Director*

Dr. June L. Chen is an associate professor and the deputy director of the Department of Special Education at East China Normal University (ECNU). She was selected for Shanghai Pujiang Program by Shanghai Municipal Science and Technology Commission. Dr. Chen earned her doctorate in Special Education from ECNU. She was a visiting scholar at Georgetown University Center for Child and Human Development. There she participated the LEND training. She worked at Michigan State University as a Hegarty Fellow for two years. She was also a postdoc researcher at the Irish Centre for Autism and Neurodevelopmental Research (ICAN) National University of Ireland Galway. Her primary research focusses on career education, transition program and employment readiness for students with neurodevelopmental disabilities. Her second line of research focuses on family and public influence on social inclusion for people with disabilities. Dr. Chen has published over 40 refereed journal articles and book chapters. She is a principal investigator of several research projects and works closely with local communities and schools.

## **Hawaii Relay Conference Captioning (RCC)**

**Time: 8:00 AM - 8:30 AM**

**Presenter:** Lisaann Tom

**Topic:** Community Projects in Hawai'i

Relay Conference Captioning (RCC) is a free service available for Hawai'i residents or kama'aina who are deaf or hard of hearing. Individuals can actively participate in multi-party teleconference calls or web conferences by reading live captions through a web browser on an internet-connected computer or mobile device. You have the option of either speaking or typing to communicate with the other attendees.

### LISAANN TOM

*Customer Relations Manager, Relay Hawaii*

LisaAnn Tom has been with Relay Hawaii as a Customer Relationship Manager for 14 years based out of Honolulu, Hawaii. She promotes awareness for relay services to empower the Deaf, Hard-of-Hearing, DeafBlind, or those with speech differences. LisaAnn will make recommendations on which products or services are a good fit for their communication needs and ensure that they improve their quality of life.

## **Creating Lei Together: Making the Connection between Native Hawaiian Culture and Mathematics**

**Time: 8:00 AM - 8:50 AM**

**Presenters:** Dr. Yoko Kitami, Samantha Wee, Valerie Crabbe [[Slides](#)]

**Topic:** Hawai'i: Local Style

Math is in our daily life! Do you want to learn how to make lei with knowledge about relation with mathematics? The Ka Pilina No'eau /BEAM parent workshops teach mathematics concepts through Hawaiian and local culture to help parents become more confident in supporting children's math learning at home. One of our strategies is to help parents and their children see the math around them, like in cultural practices like lei making. In Hawai'i, a lei or flower garland is gifted from one to another to show love, appreciation, or congratulate someone. Through hands-on and culturally relevant activities,

parents explore how to incorporate Hawaiian culture into mathematics and play with their families in ways that address math skills.

In this session, we will provide an overview of the KPN/BEAM parent workshop, introduce certain types and styles of lei, the history of lei, and their math relations. The types of lei we will demonstrate how to make will be a ribbon and yarn lei. This session is open to everyone and is a great way to learn about Hawaiian culture. Join us to learn about and enjoy Hawaii!

Objectives:

- Explore various types of lei and history of lei
- Learn how to make a ribbon or yarn lei
- Explore how mathematics can be incorporated into lei making activity.

Calls to Action: After this session, we will have time to think about our culture, what kind of people we want to express our gratitude to, and what kind of people we value. Participants will also have time to think about how to express their gratitude them. They will also have time to think about the connection between math and culture and how math is closely related to our daily lives.

### DR. YOKO KITAMI

*Center on Disability Studies, University of Hawai'i at Mānoa - Junior Specialist*

Yoko Kitami, Ph.D. is a Junior specialist at the Center on Disability Studies (CDS), University of Hawaii at Manoa. She is involved in various community and education projects at CDS. She has been serving as a parent coordinator to support mentors, parents and their children. Her current studies are focused on social and emotional learning skills for Japanese middle school students. Her interests include supporting students at risk, especially students with disabilities as well as ESL students and mental health counseling for international students.

### MRS. SAMANTHA WEE

*Center on Disability Studies, University of Hawai'i at Mānoa - Junior Specialist/Project Coordinator*

Samantha Wee, M.Ed., is a Junior Specialist at the Center on Disability Studies at the University of Hawai'i where she is a Project Coordinator for after school STEMS programs for elementary school students. Her interests are assisting students with disabilities with their post-secondary educational goals, as well as making STEM curriculum more culturally relevant and engaging for all learners.

## MS. VALERIE CRABBE

*ALU LIKE - Director*

Val has been with the Ho`ala Hou department of ALU LIKE, Inc. for 20 years, working with Native Hawaiian youth statewide, and serving as director for the past ten years. She has assisted in developing and implementing culturally relevant and pedagogy that incorporates Hawaiian ways of teaching and learning in the fields of science and health, `ohana engagement activities, substance abuse prevention, and the Americorp Senior Foster Grandparent Program.

## **Start a New Journey: Utilize Polyvagal Theory**

**Time: 8:30 AM - 9:45 AM**

**Presenter:** Dr. Susan Mrazek [[Slides](#); [Handout](#)]

**Topic:** Your Resilient Well-being

Have you ever gotten chicken skin for “no reason?” Felt like someone was just “off?” While our societies and communities have dramatically changed over the centuries, our human bodies and brains have not. Like our animal ancestors before us, we use our senses to gather information about our surroundings and evaluate whether an environment or a person feels safe or unsafe- and we make these determinations in seconds. Polyvagal Theory (PVT) which was originally researched by Dr. Stephen Porges (2009) explains the biological responses that occur in our bodies and brains in response to stress or perceived danger. Understanding these responses, as well as how we can communicate safety and connection to others determines a lot about our relational lives. This session will explore the basic tenets of PVT and the autonomic ladder and will allow you to practice some

connecting and co-regulation techniques that will help in shifting your personal stress responses.

Objectives:

- Participants will: Understand the basics of Polyvagal Theory and the importance of the vagus nerve in reading environmental and relational cues.
- Participants will: Understand the three states of the autonomic nervous system and how those states relate to participants' own stress responses.
- Participants will: Learn and practice ways to give and receive cues of safety and co-regulation in order to change relationship dynamics.

Calls to Action:

- Tell 2 other people in your life about polyvagal theory and/or the vagus nerve.
- Intentionally notice your travel up and down the ladder for one hour, one morning, one day.
- Reflect on a difficult person/relationship in your life. How is your response or their response a polyvagal one? What could you do to work on getting to the calm and connected zone?

## DR. SUSAN MRAZEK

*Caregiver Connections- Illinois - Infant/Early Childhood Mental Health Consultant*

Susan is an infant and early childhood mental health consultant for the State of Illinois and currently lives and works in the western suburbs of Chicago. Her role is to partner with child care providers and parents of children under age 5 in better understanding child social emotional development and to support and encourage adults around young children to prioritize care for themselves. From 2003-2015 she lived in Honolulu, and graduated with her PhD in Psychology from the University of Hawai'i at Mānoa. While a graduate student at UH, she worked with Dr. Rombaoa Tanaka on a federal grant project called Hawai'i Preschool Positive Engagement Project (HPPEP). She absolutely loves her work, is passionate about brain development, babies, toddlers and preschoolers, and has great admiration for everyone committed to the early childhood field.

## The Feeling Through Experience: Academy Award Nominated (90 minute, 3-part screening event)

**Time: 8:30 AM - 10:15 AM**

**Presenter:** Doug Roland [YouTube: [https://youtu.be/nx\\_4TwSnmcU](https://youtu.be/nx_4TwSnmcU)]

**Topic:** Disability on Screen

This is a special screening of Doug Roland's Academy Award nominated film *Feeling Through* that was produced by Marlee Matlin. The film is the first to feature a DeafBlind actor as a lead. It will be followed by panel discussion:

PART 1: *Feeling Through* – (18 minutes) A coming of age film about unlikely connection between a teen in need and a DeafBlind man. First film ever to feature a DeafBlind actor as lead.

PART 2: *Connecting the Dots* – (24 minutes) A documentary following the journey of making *Feeling Through* and the search for the DeafBlind man who inspired it.

PART 3: *Engaging the Community* – (45 minutes) An integral part of *The Feeling Through Experience* is bringing the DeafBlind community and other communities together in one space to discuss the films' various themes as well as topics related to the DeafBlind community. This portion of the event includes a panel discussion and Q&A with:

- Creator – Doug Roland
- DeafBlind Actor – Robert Tarango
- Members of the local DeafBlind community

### DOUG ROLAND

#### *Filmmaker*

Doug is a filmmaker with a passion for telling stories about individuals and communities overlooked and underrepresented. Doug's award-winning film *Feeling Through* (made in partnership with Helen Keller Services) marks the first time ever a DeafBlind actor has starred in a film.

## Ho'okipa: Hawai'i Style Cultural Training

**Time: 9:00 AM - 11:00 AM**

**Presenters:** Kainoa Horcajo; Mālia Sanders

**Topic:** Hawai'i: Local Style

This introductory 2 hour class will foster a sense of belonging, encourage personal initiative, and build a collective knowledge of the history of place. This class will equip the staff with the tools to ensure that visitors' needs are met with a high level of satisfaction and that their experience is healing and exemplary. The following concepts will be covered through the class exercises and activities.

Aloha: A foundational value and the core of ho'okipa

Understanding Ho'okipa: Going beyond just saying Aloha

Kuleana: A privilege and responsibility

Introduction to 'Ōlelo Hawai'i

### KAINOA HORCAJO

*Alaka'i and Cultural Trainer, Native Hawaiian Hospitality Association, Honolulu, Hawai'i*

Kainoa Horcajo is an emerging leader in the field of cultural tourism, specializing in the application of Native Hawaiian values, principles and practices to a holistic visitor experience. Born and raised on the island of Maui, Kainoa is a perpetual student of the Hawaiian culture, studying under the guidance of highly respected kūpuna (elders) in varied disciplines such as traditional celestial calendars, martial arts, herbal and energetic healing and more.

Currently Kainoa is the Cultural Ambassador of the Grand Wailea Resort Maui at Wailea, seeking to create an authentic Hawaiian sense of place while instilling culturally-grounded values throughout the workplace. As a sought-after trainer in Hawaii's visitor industry, Kainoa has instructed thousands of executives and employees from the state's largest resorts including the Westin Maui, Sheraton Waikīkī, Four Seasons-Lāna'i, Outrigger Resorts

and more. He was also the lead trainer for Maui County in preparation for the international APEC meeting in 2012.

Kainoa is a popular speaker as well, weaving cultural values into personal development, motivational, and productivity training and has delivered keynote speeches to many corporate groups and organizations. He has hosted and facilitated conferences and workshops including TEDx Maui 2012 & 2013. He is a graduate of the University of San Diego, earning his BA in International Relations focusing on Indigenous

Peoples and Politics. His post-graduate education includes the Ka Ipu Kukui fellowship program for community- selected future leaders and the Native Hawaiian Hospitality Association's Ola Hawaii place-based hospitality training program.

Kainoa shows his aloha 'āina, love for the land, through volunteer service to numerous organizations including Maui Recycling Group, PBS Hawaii's Community Advisory Board, Sustainable Living Institute of Maui, DeBolt Gardens Foundation, Maui Tomorrow, Hui o Na Wai Eha, 'Ao'ao o Na Loko i'a o Maui and more. He also spends time working on Mahina Farms, his family's farm in 'Iao Valley that produces coffee, hardwoods, and native plants.

## MĀLIA SANDERS

*Director of Operations, Native Hawaiian Hospitality Association*

Mālia Sanders is a detail oriented and goal driven performer in the field of Cultural Tourism. She is currently employed by the Native Hawaiian Hospitality Association (NaHHA), a non-profit organization deeply rooted in perpetuating the authenticity of the Native Hawaiian culture and values in Hawai'i's Visitor Industry through advocacy, education, training and program development.

Mālia Sanders is a graduate of the Kamehameha Schools Kapālama Campus, the University of Hawai'i, and has over 20 years of upper management experience. She has held various positions on the island of Hawai'i, honing her craft within the Hospitality Industry in all areas of guest service. In 2011 she returned to O'ahu to assist with

the Hospice care of her Grandmother and was blessed to be offered an opportunity to gain experience in the non- profit arena as NaHHA's Project Coordinator. Mālia assisted with the



training and coordination of over 1,550 APEC Hawai'i volunteers in 2011 and also coordinated the management of the 800+ IUCN Hawai'i 2016 Conference volunteers. Among her other duties, Mālia now holds the title of Director of Operations. She manages NaHHA's programs by providing logistical and planning support to the rest of NaHHA team for work both in Hawai'i and internationally. Mālia just celebrated her ninth year serving NaHHA in July of 2020.

Mālia is founding member and Alaka'i of 'Aha Pūlama Pā'ū Hololio, a Hawaiian Pā'ū Riding Club, dedicating her personal time to perpetuating authentic Native Hawaiian practices and cultural preservation.

Mālia currently serves on the Board of Directors and is the Vice President of the Hawaiian Civic Club of Honolulu which recently celebrated 100 years in December of 2018. She is also the Chair of the annual Holokū Ball. Mālia is an experienced horseman and enjoys her time with her 'ohana in Kapolei where she currently resides.

## A Virtual Classroom Case Study

**Time: 9:00 AM - 10:20 AM**

**Presenters:** Lisa Uyehara; Dr. Kahele Keawe; Dr. Keali'i Kukahiko [[Slides](#)]

**Topic:** Community Projects in Hawai'i

Project Ho'oku'i III: Na Kumu Alaka'i is a US DOE, NHE grant funded program (Award # S362A180010), that supports Native Hawaiian, at-risk, and students with disabilities transitioning from secondary education towards post-secondary education. The project supports high school students through mentoring, tutoring, financial assistance for college tuition and books, and a professional development program for Hawaii Department of Education secondary faculty. Through mentoring and tutoring students with a place-based, culture-based curriculum, we scale up students by increasing their skills prior to graduation from high school. Many are prepared to enroll in a community college class during high school, accumulating college credit, and/or earning dual credit. In the past year we partnered with the University of Hawai'i, Mānoa's program, Mānoa Academy to enroll top tier students the opportunity to enroll and experience a UHM class. The Mānoa Academy experience is for high school students that are prepared for the rigor of a recognized

research university and has high standards for admission. The partnership is between Project Ho'oku'i, Project Ho'oku'i's partner, Hawai'inuiākea, School of Hawaiian Knowledge, Kapa'a High School, and Mānoa Academy.

Mānoa Academy was introduced to Kapa'a High School in the Fall 2020 semester and students accepted into the program attended online classes combined with in-person classes, and performed hands on service learning through a huaka'i to Alekoko fishpond, which is currently undergoing restoration. During the Spring 2020 semester, students were enrolled in an Ethnic Studies course taught by Dr. Keali'i Kukahiko when the Covid-19 pandemic demanded quarantine and restrictions in Hawai'i; and education on all levels required the pivoting to virtual learning.

Since Project Ho'oku'i has place-based and cultural-based learning components, how did the project, Kapa'a High School, and Mānoa Academy adapt? We will talk story with the Director of the Kapa'a Academy, Dr. Kahele Keawe, and Dr. Keali'i Kukahiko, University of Hawaii at Mānoa Ethnic Studies faculty to discuss how they were able to continue subject matter learning, place-based learning, and cultural-based learning for haumana during the pandemic.

#### Objectives:

- Continue to make learning fun and interesting even through virtual learning
- Continue to build collaboration between students
- Adapt place-based and culture-based learning during the pandemic

#### Calls to Action:

- Think outside the box and see how you can do a "work around" for things that are normally done in an ordinary classroom
- Consider some of the advantages that the virtual classroom offers and use those advantages to the benefit of the entire class such as breakout rooms for small group activities.

### MS. LISA UYEHARA

*Center on Disability Studies, University of Hawai'i at Mānoa - Principal Investigator, Project Ho'oku'i III: Na Kumu Alaka'i*

Lisa Uyehara, MA, JD, is an assistant specialist at the Center on Disability Studies. She is the Principal Investigator for Project Ho'oku'i III: Na Kumu Alaka'i and has over 20 years teaching experience. Her academic interests include supporting indigenous students and students with disabilities transitioning from high school towards postsecondary education and certification programs. She is also an advocate of culture based and place based learning. She serves as a Manoa Faculty Senator, and Chair of the Manoa Faculty Senate Committee on Student Affairs. In her spare time she supports the non-profit, Best Buddies as the defacto CDS team leader, and practices martial arts with her father.

### DR. KAHELE KEAWE

*Hawaii Department of Education, Kapa'a High School - Director of Academy*

Dr. Kahele Keawe has 17 years of experience teaching at the Hawaii Department of Education, and 10 years of experience teaching secondary education. He is currently the Academy Director and Early College Counselor for Kapa'a High School on the Island of Kauai. His academic interests include organizational change and leadership, program development, culture-based learning and place-based learning. In his spare time he enjoys surfing and bowhunting. Dr. Keawe has been an instrumental part of Project Ho'oku'i III: Na Kumu Alaka'i establishing Manoa Academy at Kapa'a High School.

### DR. KEALI'I KUKAHIKO

*Hawaii Department of Education, Office of Hawaiian Education, University of Hawai'i at Mānoa, Ethnic Studies - Analyst/Lecturer*

Dr. Keali'i Kukahiko is an institutional analyst for the Office of Hawaiian Education, and a lecturer in the Ethnic Studies Department for the University of Hawai'i at Mānoa. His research investigates the historical context of contemporary circumstances in HIDEOE, which helps to inform the Educational P4 (practices, projects, programs and policies) that recalibrate the course of Hawaiian Education towards a desired futurity. Other published

research includes the Getting In, Fitting In and Moving On of Pacific Islanders in College Football, and Critical Service Learning in Higher Education. Keali'i received his BA, MA and PhD from UCLA in Higher Education and Organizational Change (HEOC), and currently lives in Laupāhoehoe on the moku o Keawe with his four sons (Kekoa, Makoa, Kaleimamo'oka'ala and Kaleiwaihonahalia), one-year old daughter (Kau'ilaniowaipunalei) and wife (Kalehua).

## Family–School Partnerships

**Time: 9:00 AM - 10:15 AM**

**Presenters:** Linee Reeves; Mia Wibberley; Marissa Baptista [[Slides](#)]

**Topic:** Revisiting the SPIN 2020 Conference with the Experts [YouTube Video: <https://youtu.be/g8IEh1D11Rs>]

Family-school partnerships are important for parents and school personnel to embrace as each plays a significant role in the growth, development and educational needs of children. A parent and PTA representative of her school, and program staff from a parent training and information center present on the necessary elements to build a parent-school partnership using a common sense approach and a PTA model of parent engagement. This session will include a replay of this presentation at the SPIN 2020 conference followed by a live question and answer session with Linee Reeves, Mia Wibberley, and Marissa Baptista.

### LINEE REEVES

*Leadership in Disabilities & Achievement of Hawai'i - Education & Training Manager*

Linee Reeves is the Education & Training Manager for Leadership in Disabilities & Achievement of Hawaii. She previously worked with the Developmental Disabilities population, has worked one on one with children with Autism and ADHD in a school setting, and is now advocating for Special Education and the importance of developmental screenings. Linee believes in empowering parents and families through learning their rights and the rights of their children and building sustainable relationships between schools, families, and community.

## MIA WIBBERLEY

*Leadership in Disabilities & Achievement of Hawai'i's (LDAH), School Readiness Project - Community Care Worker*

Mia Wibberley is a Community Care Worker for Leadership in Disabilities & Achievement of Hawai'i's (LDAH), School Readiness Project. She was born and raised on the east coast of Hawai'i Island. Mia went on to receive a BFA: Graphic Design from Central Washington University in 2012. Upon moving to Oahu, she spent the last seven years working with various non-profit organizations working with Hawai'i's at-risk youth before joining LDAH in 2018. Mia is also the mother to a clever little boy named Brighton. While at LDAH, she became aware of early signs of a speech delay in Brighton at 16 months old. Mia sought out and established speech therapy for Brighton through early intervention services and specialized education with the Department of Education. She continues to advocate for his communication development and watch his growth.

## MARISSA BAPTISTA

*Education Advocate; Central Oahu District Director for the Hawai'i State PTSA; President of the Red Hill ES PTSA Unit*

Marissa E. Ku'uipo Baptista is a kanaka maoli education advocate raised in the Washington DC area. Marissa is the newly elected Central Oahu District Director for the Hawai'i State PTSA and President of her local PTSA unit, Red Hill ES (for her youngest two kids). Marissa also serves as the Parent Co-Chair of the Central District Community Children's Council working to represent the needs of HI parents of children with special needs and bringing services awareness to the community. In her spare time, Marissa likes to spend time relaxing at the beach with her 3 kids: Isabella (diagnosed with SLD/dyslexia in 3rd grade), TJ, and Karolina or finding new foodie faves around the island with her husband, Thomas.

## **Hindsight is 2020: Discovering Your Hero's Journey**

**Time: 10:00 AM - 11:15 AM**

**Presenter:** Shane Baguyo [[Slides](#); [Handout](#)]

**Topic:** Your Resilient Well-being

How did last year impact you emotionally, psychologically, and spiritually? What stories do you share with others? Who are you in your stories? Being intentional about who you are in your stories and how you share them helps bring meaning to your experiences. In this session, you will learn about Joseph Campbell's The Hero's Journey (Campbell, 1987) and how to use it as an innovative tool to reframe your perspective, map out your personal journey of the past year, and create a positive mindset for your well-being. Be prepared to reflect, write, and share your connections in this session.

**Objectives:**

- Learn about the stages of the Joseph Campbell's The Hero's Journey (1987)
- Apply the Hero's Journey (1987) to reflect upon their past year
- Connect reflections to Heroism Science Frameworks (Efthimiou & Allison, 2017), Humanistic Psychology, and other Positive Psychology resources
- Share connections to international virtual community

**Calls to Action:**

- Share your personal map, reflections, and connections with others
- Apply The Hero's Journey to another area of your life
- Teach someone else about The Hero's Journey

**MR. SHANE BAGUYO**

*Seattle University/Seattle Public Schools/SEA Center for Racial Equity - Adjunct Faculty/Program Specialist/Racial Equity Coach*

Shane Baguyo, M.A., Ed.S., is an Adjunct Faculty at Seattle University in the College of Education. He is also a Program Specialist for Seattle Public Schools and a Racial Equity Coach with SEA Center for Racial Equity. In the past, he has been a school psychologist/school counselor, as well as, a building and central office administrator. Shane

has presented at various district, regional, state, and national conferences. Born and raised in Honolulu, Hawaii, he feels blessed to be a speaker at the Pac Rim International Conference.

## **‘Ohana A’o Digital Storytelling Workshop**

**Time: 10:30 AM - 11:50 AM**

**Presenters:** Sara Ka'imipono Banks; Laurie Kahiapo; Dalen Kahiapo; Chanel Sebala-Bum  
[\[Slides\]](#)

**Topic:** Community Projects in Hawai'i

Share interactive 'ohana engagement activities and 'Olelo No'eau (Hawaiian wise sayings) that guide makua (parents) to be nurturing role models exhibiting ahonui (patience), aloha (love) and hō'ihi (respect) for each child. In addition to experiencing several techniques & strategies for culturally responsive learning environments, the participant will acquire the skills to produce animated videos with an iPad.

During this Global pandemic, we have had to rely on conference calls, visiting websites, and online classes to connect with family and others. Being able to produce short videos has become a valuable communication skill. Short video messages are becoming more prevalent in education and employment settings and can be used in a variety of settings: sharing knowledge and ideas (mana'o), starting a digital portfolio, promoting an entrepreneurial endeavor or adding to a digital resume.

Through this session, participants will learn introduction to animation with iPads and the easy-to-use app Animate Anything !

Objectives:

- Learn Hawaiian ways of A'o teaching and learning
- Learn some 'Olelo No'eau Hawaii sayings that guide parents how to encourage respectful learning environments
- Learn Hawaiian ways to "center" and take care of one's mind, body and spirit

- Learn IPAD tech skills needed for introduction to animation for keiki (children) K – 6
- Take away several activities that prompt sharing your personal story and how to produce a short animated video of your story

#### Calls to Action:

Incorporate some of the Hawaiian and universal philosophies and centering techniques in your daily life to strengthen your mind (mana'o) kino (body) and uhane (spirit) to promote wellness and happiness.

#### KUMU SARA KA'IMIPONO BANKS

*University of Hawai'i at Mānoa, Center on Disability Studies - Junior Specialist*

Sara Ka'imipono Banks, Co-PI for the USDOE grant Literacy through Digital Media. Since 2001, Sara has worked for the UH Manoa Center on Disability Studies producing videos for Culture/Place based curriculum for Hawaii's schools. Banks has been responsible for coordinating and managing USDOE Federal Native Hawaiian Educational grants with target schools on O'ahu and the island of Hawai'i. As a former Civil Rights Commissioner, Sara co-designed, developed and implemented a statewide campaign to promote peace and pono in Hawaii's schools and communities, 2020 marked it's 13th year.

#### KUMU LAURIE KAHIAPO

*University of Hawai'i at Mānoa, Center on Disability Studies*

#### KUMU DALEN KAHIAPO

*University of Hawai'i at Mānoa, Center on Disability Studies*

#### KUMU CHANEL SEBALA-BUM

*University of Hawai'i at Mānoa, Center on Disability Studies*

### **Assistive Technology – "Hocus Focus"**

**Time: 11:00 AM - 12:15 PM**



**Presenter:** Hannah Diaz [[Slides](#); [Infographic](#)]

**Topic:** Revisiting the SPIN 2020 Conference with the Experts [YouTube Video: <https://youtu.be/mYHR8IX4L0c>]

Your child may be familiar with using their assistive technology (AT) in the classroom, but there may be challenges at home. An AT specialist will discuss tricks that may be valuable when you're facing the issues of distance learning. You will learn about AT tools and resources for helping your child/student learn in COVID times. This session will include a replay of this presentation at the SPIN 2020 conference followed by a live question and answer session with Hannah Diaz.

## HANNAH DIAZ

*Assistive Technology Resource Centers of Hawaii (ATRC) - Assistive Technology Specialist*

Hannah Diaz is an Assistive Technology Specialist at the nonprofit Assistive Technology Resource Centers of Hawai'i (ATRC). Hannah works with individuals with disabilities to provide information about and modeling assistive technology (AT) devices consistent with the person's goals. She enjoys the creativity involved in finding solutions.

## **(K)new Ideas for Our Collective Emergence**

**Time: 11:30 AM - 12:45 PM**

**Presenter:** Dr. Manu Meyer [[Slides](#)]

**Topic:** Your Resilient Well-being

The pandemic has been described in drug terms as: non-specific amplification, where the feeling of overwhelm is everywhere, and with no ending in sight. Indigenous people see it differently. We see this as a time of discipline, where effulgent coherence is the practice found in aloha mai, aloha aku – in the simultaneity and electricity of aloha. It is in our world-view. It is how we will evolve. Aloha is the primal source of our collective emergence. Come explore this idea within Hawaiian values, principles, and vibrations. Come to understand the purpose of conflict within these radical and mythic times.

## DR. MANULANI ALULI MEYER

*International Indigenous Scholar-Practitioner, University of Hawai'i West Oahu*

Manulani Aluli Meyer is the fifth daughter of Emma Aluli and Harry Meyer who grew up on the sands of Mokapu and Kailua beach on the island of O'ahu, and along the rainy shoreline of Hilo Palikū. The Aluli ohana is a large and diverse group of scholar-activists dedicated to Hawaiian education, restorative justice, land reclamation, health+healing practices, cultural revitalization, arts education, prison reform, transformational economics, food sovereignty, and Hawaiian music. Manu works in the field of indigenous epistemology and its role in world-wide awakening. Professor Aluli-Meyer obtained her doctorate in Philosophy of Education from Harvard (Ed.D. 1998) and has taught at UH Hilo, Te Wānanga o Aotearoa, and UH West Oahu. She is dedicated to Indigenous food security and works to bring the coconut back into daily use. She is a 30+ year practitioner of ho'oponopono who appreciates and learns from the purpose of conflict.

## **Opportunities and Obstacles: Representations of Disability in Film and Media**

**Time: 11:30 AM - 12:45 PM**

**Presenters:** Stephen Tingus, Alex Locust, Randy Haberkamp, Ajani "AJ" Murray, Jade Bryan, Dr. Raphael Raphael, Meriah Nichols, David Mitchell, Sharon Snyder, Beth A. Haller, Jay Ruderman, Lawrence Carter-Long, Teague Schneider, Peter Farrelly [YouTube video: <https://youtu.be/xVjE9tBaQbs>; [Session Materials](#)]

**Topic:** Disability on Screen

This open discussion drawing together members of the creative community and industry representatives is organized around the question: What actions can we take to help best ensure equity for creatives with disabilities? Additionally, we will consider, what are current successes to celebrate and challenges to address?

Increasing national (and global) attention to social justice issues has brought renewed attention to the struggles for equity that many bodies continue to face. Increasing awareness has brought a host of new opportunities as institutions respond to these very

public concerns. At the same time serious obstacles persist. What remains to be done and how can those committed to social justice ensure public equity is also reflected on the screen?

We are delighted to have assembled an esteemed roundtable of many voices who have dedicated much of their professional lives to addressing these questions. Please join us in what promises to be an enlightening discussion with a cross-section of creatives, scholars, and industry professionals who bring their unique perspectives to this shared concern.

Sponsored by the [Review of Disability Studies](#), an International Journal.

## **Brilliant By Way of Black: The African- American Foundations of Family Engagement**

**Time: 12:00 PM - 12:50 PM**

**Presenter:** Andrea Alexander [[Slides](#)]

**Topic:** Community Projects in Hawai'i

Given the emergence of Family Engagement as a necessary component for improved student outcomes, African-Americans provide an exemplary historic model for success in education with committed families as the foundation. African-Americans' deep history of family and community engagement in regard to the pursuit of excellence in education is unique in its documentation of successive victories, even in the midst of deliberate, systemic, and oppressive barriers. The nationwide crisis of Covid-19 and its impact on the American public education system requires a creative, collaborative and culturally responsive approach in order to secure an appropriate education for all students. The African-American community's wide-ranging experience with the intersections of social, economic and political upheaval while managing to overcome multitudinous obstacles provides a template for determination, advocacy and equity in education.

Objectives:

- Acquire an overview and appreciation of the historical contributions of African-Americans' to Family Engagement in Education

- Understand the role of Family and Community Engagement in landmark legal, social and political events
- Discuss how the unique contributions of African-Americans in Family & Community Engagement can be sourced for strategies to address the implications of Covid-19 upon American education

*Keywords:* Education, Engagement, Equity, Social Justice, History, African-American, Family

### MS. ANDREA ALEXANDER

*Hawaii Statewide Family Engagement Center - Family, School & Community Liaison*

Andrea Alexander is the Family, School & Community Liaison for the Hawai'i Statewide Family Engagement Center. As a Family Advocate and Special Education Strategist, Andrea has over 10 years of experience in planning and directing diverse family, community and academic programming. Andrea's role as liaison centers on communication and collaboration with internal teams, external organizations and social stakeholders dedicated to the interests of Hawai'i's children and families, with a particular focus on vulnerable, at-risk and special needs populations.

## **Music by Kawika Kahiapo**

**Time: 1:00 PM - 1:50 PM**

**Led by:** Kawika Kahiapo – “Master of Ki Ho’alu, Minister of Aloha”

**Topic:** Hawai'i: Local Style

Kawika Kahiapo will perform Hawaiian music and share mo'olelo. [[Set List](#)]

Kawika Kahiapo has been on the professional music scene for over 40 years, having been on over 120 recording projects, including 6 of his own. He is a multi Na Hoku Hanohano Award recipient, Slack Key Master, and known for his “voice of velvet.” He was also a featured artist on Grammy®-winning CD, “Masters of Hawaiian Slack Key.”

Kawika's passion for music started as a young boy, when his earliest mentors included his own father, as well as “Pops” Gabby Pahinui. His passion for music is very much intertwined in his life, as a day rarely goes by without him picking up his guitar.

Serving Ke Akua and others are a priority and is reflected in Kawika's lifestyle and music. Love for the islands, it's people, 'ohana, and Ke Akua "Creator God", are what inspires him, while staying committed to perpetuating Hawaiian music, the culture, and the art of ki ho'alu.

## **Make Art, Change Lives: Art by Artists with Disabilities**

**Time: 1:00 PM - 2:15 PM**

**Presenter:** Annie Moriyasu [[Slides](#)]

**Topic:** Community Projects in Hawai'i

Make Art, Change Lives will share artwork examples from several artists from 2018-2021.

Objective: Learn the work of disability artists in Hawaii

## **Alternatives to Health Care – "Let's Have a Look-See"**

**Time: 1:00 PM - 2:15 PM**

**Presenters:** Dr. Mike Ching; Dr. Jeffrey Okamoto [[Slides \(Ching\)](#); [Slides \(Okamoto\)](#)]; YouTube Video: [https://youtu.be/3a3\\_0yZuJso](https://youtu.be/3a3_0yZuJso)

**Topic:** Revisiting the SPIN 2020 Conference with the Experts

Two developmental-behavioral pediatricians discuss non-medical and alternative treatments that parents of children with disabilities are considering to address their child's symptoms. Parents will learn the evidence regarding the effectiveness of some alternatives to traditional medical care, including CBD oil, special diets, supplements, neuro feedback and more. Tips will be offered on ways to evaluate these treatments for potential harm or help. This session will include a replay of this presentation at the SPIN 2020 conference followed by a live question and answer session with Dr. Okamoto and Dr. Ching.

### **DR. MIKE CHING**

*Kaiser Permanente Hawaii - Chief of Developmental Behavioral Pediatrics*

Dr. Mike Ching completed medical school and residency in pediatrics at UCLA. He finished his fellowship in developmental behavioral pediatrics at Boston Children's Hospital. He is currently chief of developmental behavioral pediatrics at Kaiser Permanente Hawaii and president of the American Academy of Pediatrics, Hawaii Chapter.

### DR. JEFFREY OKAMOTO

*Developmental-Behavioral Pediatrician - Kapiolani Medical Center for Women and Children;  
Faculty in the Department of Pediatrics at the John A. Burns School of Medicine at the University  
of Hawai'i at Mānoa*

Dr. Jeffrey Okamoto is a Developmental-Behavioral Pediatrician at Kapiolani Medical Center for Women and Children, and faculty in the Department of Pediatrics at the John A. Burns School of Medicine at the University of Hawaii at Manoa. Dr. Okamoto obtained his MD degree at the John A. Burns School of Medicine at the University of Hawaii at Manoa. His residency in Pediatrics was at Kaiser Permanente Los Angeles and his Fellowship in Developmental Behavioral Pediatrics at Children's Hospital Los Angeles. He obtained a certificate from the Leadership Education in Neurodevelopmental and related Disorders (LEND) program at Children's Hospital Los Angeles. He is an active member of several organizations including the SDBP, AACPD, and the American Academy of Pediatrics (AAP) where he is on the Council Management Committee nationally, and the vice-president for the Hawaii chapter.

## **21 Questions: Pandemic Check In with a Partner**

**Time: 1:00 PM - 2:15 PM**

**Presenter:** Dr. Naomi Rombaoa Tanaka [[Handout](#) Doc/ [Handout Word](#)]

**Topic:** Your Resilient Well-being

When was the last time you had a truly meaningful conversation with someone you just met? Are you open enough to try? This partner talk story session uses questions to spark meaningful interactions through conversation and understanding. You just might be surprised how good it feels to take a chance and experience an authentic conversation with someone new.

Pandemic Check in Questions <https://bit.ly/pandemic-checkin-questions>

## DR. NAOMI ROMBAOA TANAKA

*Center on Disability Studies at the College of Education, University of Hawai'i at Mānoa - Faculty*

Naomi Rombaoa Tanaka, Ph.D. is a faculty member of the Center on Disability Studies at the College of Education, University of Hawai'i at Mānoa. She is the Co-Coordinator of the Pacific Rim International Conference on Disability & Diversity Conference and creator of the Your Resilient Well-being topic area for the Pac Rim Innovation Celebration Day.

Naomi's work aims to grow the strengths of educators, families, and students. She is passionate about strengthening teams through technical as well as adaptive leadership. Her area of interest is the use of technology to increase personal well-being, resilience, and peace.

Naomi is the author and illustrator of an award winning children's book, Brighter, Brighter, Brighter!, which was originally created as a peace education project. Naomi holds a PhD in Learning Design and Technology and Interdisciplinary Certificate in Disability and Diversity Studies from UH Mānoa and a BS in Educational Studies/Family and Community Services and MS in Early Childhood/Special Education from the University of Oregon.

## **Resources for Family Engagement in Education**

**Time: 2:30 PM - 3:20 PM**

Presenters: Melody Halzel; Lisa-Marie Eng [[Slides](#)]

**Topic:** Community Projects in Hawai'i

The Hawai'i Statewide Family Engagement Center (HFEC) promotes Family Engagement as a learning strategy to improve student academic success and school improvement. From the unique tools and guides that HFEC has created, Families and Educators will learn about high impact family engagement strategies and tools to build powerful partnerships between their family, school, and community. Attendees will learn the many valuable family engagement and educational resources our center has to offer and discuss their answers to the following questions: 1) "How do you practice family engagement in education?" and

2) “What new resources would enable you to incorporate more family engagement in school or at home?” Attendees will also explore the challenges of developing and distributing accessible resources for diverse communities and be presented with practical tips and tools to overcome them.

Objectives:

- Participants will: be presented 5 high-impact family engagement strategies to support student learning
- Participants will: gain access to a variety of family engagement tools and resources
- Participants will discuss family engagement strategies that have been adapted for the pandemic
- Participants will: understand how family engagement is implemented as a learning strategy to improve academic success and school improvement
- Participants will: be introduced to tools our center uses to ensure documents, resources, and websites are accessible according to section 508 compliance

*Keywords:* family, engagement, education, partnership

### MS. MELODY HALZEL

*Center on Disability Studies, University of Hawai‘i at Mānoa - Graduate Assistant*

Melody Halzel is a second-year PhD student in Public Health with a focus on Community-Based and Translational Research at the University of Hawai‘i at Mānoa. She currently works as a graduate assistant in the Center on Disability Studies (CDS) working with the Hawai‘i Statewide Family Engagement Center. Melody has a graduate certificate in Disability and Diversity Studies from the CDS and previous work experience with the Hawai‘i Statewide Health Insurance Assistance (SHIP) program, supporting community members that are Medicare beneficiaries. She has a B.S. in public health from the University of Massachusetts Amherst, and an MPH from the University of Hawai‘i at Mānoa in the Native Hawaiian and Indigenous Health Specialization. Prior to her MPH, Melody served as a U.S. Peace Corps volunteer in a rural community in Ethiopia. Her current



research interests include food sovereignty, and garden interventions that are accessible for people with disabilities, including patients with dementia and their caregivers.

### MRS. LISA-MARIE ENG

*Center on Disability Studies, University of Hawai'i at Mānoa - Program Manager*

Lisa-Marie Eng, PMP is the Program Manager and Financial Literacy Trainer for the Hawai'i Statewide Family Engagement Center project at the University of Hawai'i Center on Disability Studies. She serves as a subject matter expert and trainer to employers, government agencies, community based organizations, educators, families, and individuals on family engagement in education, Social Security disability benefits, Medicare, Medicaid, financial empowerment, customized employment, job accommodations, and other disability benefits. Lisa enjoys reading, baking, and conducting scientific experiments with her 4- and nearly 2-year-old sons. She holds a BA in Psychology and a BBA in Accounting from the University of Hawai'i and is a certified Community Partner and Work Incentives Counselor from the Virginia Commonwealth University.

## **Nana ka Mahina Mahealani– Look to the Full Moon!**

**Time: 2:30 PM - 3:45 PM**

**Presenter:** Maile Meyer

**Topic:** Your Resilient Well-being

Look to the Full Moon that will be in our sky this evening! Publisher, small business owner and creative community advocate Maile Meyer will spend some time talking about reclaiming our natural rhythms, and how each of us can connect to the natural world around us—one day at a time. Some influences in our lives are bigger and stronger than we imagine. In a western mindset, perhaps their “pull” is unexplainable. In other cultures, there are many phenomena that are welcomed and create comfort. In the Hawaiian and indigenous mindset, the moon is a welcomed source of inspiration and guidance. Maile will talk about the nature of the moon's effect on us, and read passages from 'Ano Lani, 'Ano Honua, A Spiritual Guide to the Hawaiian Lunar Calendar. A remarkable resource guide put into print by Kahu Wendell Silva. Maile will also share other resources currently available

that help us practice bringing mahina (the moon), into our daily lives. This awareness of the natural world, may help uplift or shift a consciousness about how we view the world around us, and our role in sharing our planet.

## MAILE MEYER

*Publisher, Small business owner, Creative community advocate*

For more than three decades Maile Meyer has been pursuing her passions. As an entrepreneur, publisher, curator, and leading advocate for community based micro economies and native arts, Maile's been able to channel her desire to champion nohona Hawai'i, hawaiian ways, through combining rooted cultural practices in Western models and contexts.

Meyer has opened and closed a variety of small businesses, and currently has several successful business including Na Mea Hawai'i, Native Books and Arts&Letters. She also is associated with not for profit entities Pu'uhonua Society and Aupuni Space.

Specializing in native art, merchandise, and interactive classes and workshops and a strong online presence, Nā Mea Hawai'i is redefining a modern business model and serves as a beacon in the community. Maile remains inspired by the future and believes that having more people in business incorporating what is unique about Hawai'i offers diversity and choice when it comes to resiliency and relevance . "We are not going to make it as a species if we believe there is only one way, extractive economies need to make way for regenerative and sustainable models." Meyer also believes "there is such a thing as enough, but it takes practice and focus to let go of consumptive, competitive models—Hawai'i has the ancestral memory that offers us a choice on how to thrive together."

Meyer grew up in Kailua, Ko'olaupoko, O'ahu, in an idyllic, close-knit community in the 1970s. She is one of seven children of Emma Aluli and Harry Meyer, who were fixtures in the hospitality industry as owners of the Hawaiiana Hotel. A graduate of Punahou School, Meyer received a bachelor's degree from Stanford University and an MBA from the Anderson School of Business at the University of California, Los Angeles. In 1987, she returned home to take a position at Bishop Museum. As a young mother, she later branched out as an entrepreneur to contribute to the cultural and creative communities of

Hawai'i. She currently sits in the boards of Marks Garage, the Hawai'i Arts Alliance and Hawai'i Modern, the organization that sponsors the Hawai'i Triennial.

## Pac Rim 2021 Conference

Day 1: Tuesday, March 1, 2021

### Indigenous Students and White Teachers: A Hard but Essential Talk (1A)

**Time: 10:00 AM - 10:45 AM**

**Presenter:** Dr. Patricia McDaid [[Slides](#)]

**Topic:** Indigenous Knowledge, Perspectives, and Approaches; **Type:** Talk Story

**Abstract.** The majority of indigenous students in the United States are taught by white teachers and attend schools led by white principals. Until the time that indigenous adults make up more of the teaching force in the US, teachers and administrators must actively explore the role of historic and present day racism and reflect on how white privilege may be affecting classroom and school practices. These issues can be hard to talk about, but reflection and discussion are the first steps to creating change. Please join me, a white educator with many years experience working in Alaska Native communities, for this safe, timely, and long overdue Talk Story. I will provide a safe setting to discuss this challenging topic. Our conversation will focus on the following questions: Why is this such a hard topic for so many people to discuss? In what ways does systemic racism continue to affect the educational lives of indigenous students? How can white and other non-indigenous teachers provide the most equitable and effective learning environments for their indigenous students?

Learning Objectives:

- Potential attendees will have an opportunity to discuss the continuing role of racism in the education of indigenous students.

- Potential attendees will have an opportunity to discuss how the concept of white privilege continues to impact the education of indigenous students.
- Potential attendees will have an opportunity to reflect on their own beliefs and practices.

Keyword: indigenous students

## DR. PATRICIA MCDAID

### *Educational Consultant*

Dr. Patricia McDaid has supported students with disabilities, their families, and their teachers for over 25 years and spent much of that time consulting to schools in Alaska Native villages. Her work has come to focus on the overrepresentation of indigenous students in special education and the disproportionate number of discipline referrals experienced by indigenous students. Coaching white and other non-indigenous teachers to create effective and equitable learning spaces often brings issues of white privilege and systemic and historical racism to the table. By providing historical information, prompting reflection, and providing a safe setting, Dr. McDaid believes change can happen.

## **Building an Inclusive Campus Model Upon a Universal Design Framework (1B)**

**Time: 10:00 AM - 10:45 AM**

**Presenter:** Dr. Sheryl Burgstahler [[Slides](#)]

**Topic:** Education, Teaching and Classroom Practices; **Type:** Paper

### **Abstract**

The speaker will guide the audience through a process for taking a Universal Design Framework—including scope, definition, guidelines, practices, and processes—and fleshing it out into a toolkit relevant to the development of an inclusive educational institution, department, or specifically area such as online learning, student services, or technology. She will further guide participants in thinking through how they can build an Inclusive

Campus Model that begins with their institution's vision and values, applies the Universal Design Framework and Toolkit, considers existing practices (with respect to stakeholder roles, funding, policies, procedures, training, etc.), designs new practices, and measures outcomes and impacts with respect to the institution's vision and values. Universal design (UD) has emerged as a paradigm to address diversity and equity in the design of a broad range of applications. UD is defined by the Center for Universal Design as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." Principles for the UD of any product or environment includes those related to: Equitable use; Simple and intuitive use; Perceptible information; Tolerance for error; Low physical effort; Size and space for approach and use.

These principles, originally applied to the design of architecture and commercial products, have also been broadly applied to the design of IT hardware and software, later to instruction, and even later to student services. A universally-designed space or product, including an online learning environment, is accessible to, usable by, and inclusive of everyone, including people with disabilities. Many UD-inspired frameworks have emerged to specifically address instructional applications. A common framework applied in educational settings is called Universal Design for Learning (UDL). Developed by the Center for Applied Special Technology (CAST), UDL promotes offering students multiple means of Engagement: For purposeful, motivated learners, stimulate interest and motivation for learning; Representation: For resourceful, knowledgeable learners, present information and content in different ways; Action and expression: For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Many specific barriers to digital tools and content faced by individuals with disabilities today have well-documented solutions. These include those articulated by the Web Content Accessibility Guidelines (WCAG), originally published in 1999 by the World Wide Web Consortium (W3C) and most recently updated to WCAG 2.1. The Guidelines dictate that all information and user interface components must follow four guiding principles: Perceivable; Operable; Understandable; Robust.

While the WCAG standards were developed to apply to web-based technologies, their principles, guidelines, and success criteria can also be applied to digital media, software,

and other technologies to sure that they are accessible to, usable by, and inclusive of all users, including those with disabilities. Applying the combination of UD, UDL, and WCAG principles is particularly suitable for addressing all offerings in educational settings in order to ensure that students are offered multiple ways to learn and demonstrate what they have learned as they interact with accessible physical and digital environments and products that minimize the need for accommodations. Further information is at the Center on Universal Design in Education at [uw.edu/doit/cude](http://uw.edu/doit/cude).

#### Learning Objectives:

- Compare the accommodations-only approach to providing access to individuals with disabilities (e.g., reactively addressing the needs of people with disabilities) with the universal design (UD) approach (proactively addressing the needs of a diverse audience while minimizing the need for accommodations). Content will be presented and participants will provide input.
- Describe principles that contribute to the inclusive design of all opportunities in education—the 7 principles of UD, the 3 principles of UDL, and the 4 principles of the UD of IT (that underpin the Web Content Accessibility Guidelines). Content will be presented and participants will provide input and share perspectives.
- Explain each aspect of the Universal Design Framework (scope, definition, principles, practices, processes) and describe how they can be fleshed out into Toolkit for an educational institution, course, or department/unit (e.g., online learning, student services, physical spaces, technology). Content will be presented and participants will engage.

*Keywords:* disability, education, framework, universal design

#### DR. SHERYL BURGSTAHLER

*University of Washington - Director, Accessible Technology Services*

Sheryl Burgstahler is the founder (1992) and director of the DO-IT Center (where DO-IT stands for Disabilities, Opportunities, Internetworking and Technology) and Principal Investigator of dozens of grant-funded projects. She has spoken at the PacRim conference

for many years. Dr. Burgstahler has also delivered webinars at many online conferences. I regularly speak at conferences including but not limited to Accessing Higher Ground, the CSUN conference on technology and disability, Closing the Gap, and several online learning-focused groups. I am author of many publications and books that focus on the topic of this talk, most recently the book *Creating Inclusive Learning Opportunities in Higher Education* (2020). I have a PhD in Administration of Higher Education. Dr. Burgstahler and her innovative projects have received many awards, including the Professional Recognition Award for the Association for Higher Education and Disability, the National Information Infrastructure Award in Education, the President's Award for Mentoring, the Golden Apple Award in Education, the Harry J. Murphy Catalyst Award, the Frances Pennell Economic Opportunity Award, induction of DO-IT into the Susan Daniels Disability Mentoring Hall of Fame, the Diversity in Technology Leadership Award.

## **Have you walked in my shoes?: Immigrant Families of Deaf Students of Color and their Transcultural Identities in a Monocultural Educational Framework (1C)**

**Time: 10:00 AM - 10:45 AM**

**Presenters:** Melissa Screven; Rasheda Garcia [[Slides](#); [Handout](#); [Handout](#); [Handout](#)]

**Topic:** Deaf Community; **Type:** Skill Share

**Abstract.** So you walked in my shoes? How far did you get?! Deaf Education encompasses a student demographic known to be diverse in race/ethnicity, socioeconomic background, prior educational experience, and varied language/communication preferences. Due to low representation of teachers of color in Deaf Education programs, much of the educational framework in the field of deafness is from the “mainstream” perspective. This experiential presentation uses a mix of whole group and small group activities to focus on examining the needs of Immigrant and Black, Indigenous, and People of Color (BIPOC) Families with Deaf children in your classroom. Attendees will learn how to design and implement lessons, activities, and assessments that support the diverse backgrounds of deaf students of color and their families. Attendees will also evaluate the current monocultural educational framework used in the classroom to determine if it meets the needs of their

current Immigrant and BIPOC student demographic. When you walk in their shoes, how far do you get?

Learning Objectives:

- Analyze their current educational framework used in the classroom for multicultural competence (or lack thereof)
- Self-reflect on teacher biases that can directly impact classroom lessons, activities, and assessments
- Take away 3 instructional strategies to use in the classroom to support deaf students of color and their families
- Create a sample lesson outline showcasing and integrating the diverse cultures of the students you serve in your classroom
- Develop a plan on how to involve immigrant and BIPOC families in the curriculum

*Keywords:* Diversity, Intersectionality, Family Support, Resources, Social Concerns, Curriculum & Instruction

### MRS. MELISSA SCREVEN

*Multicultural Teachers of the Deaf, LLC - Chief Operating Officer*

Melissa Screven is an Instructor of American Sign Language (ASL). She currently teaches ASL at both the secondary and collegiate level. She owes her love of ASL to her Deaf family members who have inspired a deep appreciation of the culture and language of the American Deaf community. She has been ensconced within the Deaf community for over 15 years in the areas of New York and New Jersey. To formally continue her studies in ASL, Ms. Screven obtained her Bachelor of Science degree in American Sign Language/English Interpreting from Bloomsburg University. As an ASL/English Interpreter, Ms. Screven specialized in the areas of Education and Medicine. Later, she received her Masters in Education in Foreign Language Pedagogy to be able to teach ASL as both a first language for deaf children and for students seeking to learn ASL as a second language. In addition to having a K-12 certification in Teaching ASL as a World Language, Ms. Screven has held



faculty and/or administrative appointments in Interpreter Training Programs, Deaf Studies, Deaf Education, Elementary Education, English as a Second Language, and Curriculum Writing (ASL and ESL).

### MRS. RASHEDA GARCIA

*Multicultural Teachers of the Deaf, LLC - Chief Executive Officer*

Rasheda Garcia, is a military wife and a mother of two young children. She has her Bachelor's degree in American Sign Language Interpreting and Master's degree in Deaf Education from Bloomsburg University. She also attained her supervisor certificate and is currently in the process of obtaining a second Master's degree in Educational Leadership from Montclair State University. Rasheda has been teaching Deaf/Hard-of-Hearing students (K-12) for over 15 years in various states (NJ, NYC, and Alaska). In order to better understand how to support the improvement of her Deaf/Hard-of-Hearing students and get them to the level of their hearing peers, she taught in General Education for two years in Richmond, VA. In conjunction with teaching K-12 students, she also teaches American Sign Language at the collegiate level for Montclair State University and at The College of New Jersey. Her passion for her field thrives on best practices not only for her students, but for their families and their communities. It is important to her that all aspects of her students' lives are supported to ensure they succeed, not only academically but globally.

## **Inviting Inclusive Family Engagement (1D)**

**Time: 10:00 AM - 10:45 AM**

**Presenter:** Dr. Chelsea Tracy-Bronson [[Slides](#); [References](#); [Poster](#)]

**Topic:** Family and Community Engagement; **Type:** Talk Story

**Abstract.** This Talk Story seeks to share practical strategies that inclusive educators have used to bolster family engagement and interaction. It will feature stories of practice from ten educators in New Jersey. The purpose is to share strategies employed to ensure that family engagement creates a sense of school belonging, authentic inclusivity, and is culturally and linguistically respectful to a variety of family backgrounds. The ideas shared

and facilitated during this Talk story will be co-created by practicing educators in a teacher education program at Stockton University.

Learning Objectives:

- Ten strategies inclusive educators can use to enhance family engagement so that students from historically marginalizing identities (e.g., with an emphasis on disability, race, and culture) can flourish in the classroom.
- Process family engagement strategies across a variety of formats required to meet family needs in the midst of an ongoing pandemic, including in the digital learning environment, hybrid format, and face-to-face format.

*Keywords:* Family Engagement; Culturally and Linguistically Responsive Teaching; Inclusive Education; Family-School Partnerships

### DR. CHELSEA TRACY-BRONSON

*Stockton University - Associate Professor*

Chelsea P. Tracy-Bronson is an Associate Professor at Stockton University. Her research, teaching, and consulting center on creating and sustaining inclusive education in districts, schools, and classrooms. She has co-authored three books with Brookes Publishing Company about how to seamlessly provide inclusive education and inclusive related service provision entitled, *The Educator's Handbook for Inclusive School Practices*, *The Occupational Therapists Handbook for Effective Support in Inclusive Classrooms* and *The Speech and Language Pathologists Handbook for Effective Support in Inclusive Classrooms*. Her research articles have been published in the *Journal of Special Education Leadership*, *The International Journal of Whole Schooling*, and *Teachers College Record*. She won three national awards at the American Educational Research Association for her dissertation research, including the Division A Administration Dissertation Award Honorable Mention, the Districts in Research and Reform SIG Outstanding Dissertation Award, and the Leadership for Social Justice SIG Dissertation Award.

## **Dragonfly: Sign Language to Voice System (1E)**

**Time: 10:00 AM - 10:45 AM**

**Presenters:** Cham Leang; Dr. Patricia O'Neill-Brown [[Slides and Materials](#)]

**Topic:** Deaf Community; **Type:** Paper

**Abstract.** DragonFly is a system we have developed that bridges the communication gap between deaf and hearing individuals. This technology enables deaf and hearing individuals to communicate with each in their own languages, American Sign Language (ASL) and English, using mobile devices, such as smartphones and tablets. The system is designed for use in impromptu situations when interpreters are not available, and can be used either face-to-face or on-line. At past PacRim Conferences, we presented the research and development (R&D) we have been carrying out to create this innovative new capability, and demonstrated the operational prototypes we developed as part of the ongoing work towards the overall end-to-end solution. At last year's conference, participants were able to sign words and short sentences into Dragonfly based on a restaurant scenario, and the system automatically translated and enunciated their signing into English. The audience was very positive about the capability, and they provided us with excellent feedback, which we incorporated into the new version of the system. Since the last conference, we have developed an avatar which is displayed to the deaf user on their mobile device, which signs what the speaker of English said. We have also developed the ability for continuous sign recognition by developing new techniques for the Automatic Sign Language Recognition (ASLR) and Machine Translation (MT) components. This makes the automated translations more accurate and it also enables the user to sign in a greater number of different types of sentences with more vocabulary. We presented our work at the most recent Association of Machine Translation in the Americas (AMTA) conference in September of this year and the project has generated much interest in the MT community.

Learning Objectives:

At PacRim 2021, we will demonstrate the end-to-end Dragonfly system, discuss our ongoing R&D efforts to develop and improve the system, and our plans for commercializing this technology. Participants will be able to learn about this new, enabling technology and the commercialization plans we are putting in place to commercialize this capability in the near future. They will also learn about how this innovative tool will facilitate inclusion by increasing the number of conversations between the hearing and deaf communities. The

audience will come away with information about a new technology that they may be interested in using themselves when it becomes available.

*Keywords:* Deaf Accessibility, Communications, Sign Language

### MR. CHAM LEANG

*US Government - Program Manager*

Cham, of Northern Virginia, part of Washington D.C, is a Senior Program Manager with the federal government who manages multiple engineering projects. He is currently President and leading the “Deaf In Government (DIG)” Organization to serve all local, state, and federal level. He is Deaf and has a passion for enhancing innovation in accessibility space for all.

### DR. PATRICIA O’NEILL-BROWN

*U.S. Government - Advisor*

Dr. Patricia O’Neill-Brown holds a Ph.D and M.S. in Computational Linguistics from Georgetown University. She works for the U.S. Government and for over 20 years, she has led the development, implementation, and fielding of integrated Machine Translation (MT) solutions to meet a wide variety of user needs — from leveraging MT to help users understand content in other languages to bringing automated MT systems to bear upon translation processes.

## **Working Together: Staying Engaged During the Pandemic Journey (2B)**

**Time: 11:00 AM - 11:45 AM**

**Presenters:** Shauna Roman; Suzanne Erb [[Slides](#)]

**Topic:** Education, Teaching and Classroom Practices; **Type:** Talk Story

**Abstract**

No one could have predicted that the world would change and shift as it has – from millions of us working from home, while our children attend school remotely... it seems nothing is the same. Masks are commonplace and social distance signs (and jokes) are abundant. Amongst the multitude of virtual events, how do we stay engaged? Especially those community members where barriers regarding access require forethought and creativity? And most importantly, what are we learning from all of this?

This interactive conversation will be co-facilitated by two members of the Networks' team, Suzanne and Shauna. Coming from unique perspectives, Suzanne will share as a person with a lifelong disability, many of her experiences and learnings. Shauna will moderate the discussion and highlight many of our team's takeaways as we've traversed this uncharted territory.

#### Learning Objectives:

- Participants will share and reflect on their own experiences of exclusion and inclusion.
- Participants will explore best practices in inclusion, in online environments.
- Participants will reflect on the impact of COVID on people with disabilities, and discuss strategies of inclusive engagement.
- Participants will consider ways to incorporate new approaches into their everyday practices.

Keywords: inclusion, engagement, diversity, community inclusion, accessibility, overcoming barriers

#### MS. SHAUNA ROMAN

*Networks for Training and Development, Inc. - Executive Director*

Shauna is passionate about value-based leadership, strategic planning, and applying adult learning principles in all areas of her work. She has been involved in varying ways with people with disabilities, their families, and supporters to increase understanding, provide support, and encourage people to live more inclusive lives. As a Qualified Facilitator of The

Leadership Challenge® (Kouzes and Posner), Shauna is interested in creating organizational learning opportunities through the use of assessment tools, training, and innovative consultative practices. Shauna is also an Adjunct Professor at Penn State University. In her spare time, she enjoys writing, music, and travel.

### MS. SUZANNE ERB

*Networks for Training and Development, Inc. - Accessibility Advisor*

Suzanne Erb, MS, CESP has always believed in bringing together people of all abilities in order to create a more livable and usable world for everyone. With a Master's Degree from the University of Pennsylvania in Counseling Psychology, she brings over 35 years of experience in direct service, case management supervision, and training in the disabilities field. Currently, she provides training for groups, including direct service staff, administrators, and the general public regarding disability awareness topics. She is a member of the ADA Leadership Network. Suzanne's work at Networks includes serving as Accessibility Advisor and provides Reiki as part of our Wholistic Practices Team. Ms. Erb sits on several boards including Disability Rights Pennsylvania, and several state and local advisory committees. She uses assistive technology both in her professional and personal lives. Her collaborations on assistive technology projects include partnering with students from the University of Pennsylvania in Philadelphia, Pennsylvania, and Washington University in Saint Louis, Missouri.

## **The Role of Teachers who are Deaf and Hard of Hearing in the Field of Deaf/Hard of Hearing Education (2C)**

**Time: 11:00 AM - 11:45 AM**

**Presenters:** Dr. Holly Pedersen; Diane Gard [[Slides](#)]

**Topic:** Deaf Community; **Type:** Paper

**Abstract.** There is a diversity gap between teachers of students who are deaf and hard of hearing and the students that they teach. Teachers of students who are deaf or hard of hearing who are deaf or hard of hearing themselves are underrepresented in the profession. Within a multicultural educational framework, evidence supports the benefits

of diversity for all students. Further, some research suggests that teachers with disabilities bring a unique lived experience to the students they teach both with and without disabilities. Little research exists specifically addressing teachers who are deaf or hard of hearing in the field of deaf education. This qualitative phenomenological study explored the lived experiences of forty five teachers of the deaf and hard of hearing who are deaf or hard of hearing themselves regarding their role and value in the profession. Through electronic open-ended interview questions and qualitative thematic analysis, the findings are discussed in length with comparisons and suggested solutions. Implications of the findings as well as recommendation for future action are discussed.

#### Learning Objectives:

- Describe the rationale for educator diversity characteristics to mirror student diversity characteristics.
- Discuss the barriers faced by potential educators and educators with disabilities.
- Discuss potential action steps for increasing the diversity of teachers of students who are deaf and hard of hearing.

*Keywords:* Deaf, hard of hearing, self-concept, identity formation, culture, self-advocacy

#### DR. HOLLY PEDERSEN

*Minot State University - Department Chair*

Holly F. Pedersen, Ed. D., is an Associate Professor at Minot State University in North Dakota, USA. She currently serves as Chairperson for the Department of Special Education. Pedersen earned undergraduate degrees in elementary education and deaf education, and a Master's degree in special education. Pedersen holds a Doctorate of Education in educational leadership and has over 25 years of experience working with children and youth with disabilities. She has expertise in early intervention with deaf/hard of hearing children and their families as well as in collaborative models of service provision for students with disabilities in rural areas. Dr. Pedersen's research interests include early intervention in deaf education, interprofessional education practices, best practices in special education, rural education issues, and student engagement in higher education.

## MS. DIANE GARD

*Minot State University - Graduate Student*

Diane Gard recently completed her Master of Science in Special Education with Deaf/Hard of Hearing concentration at Minot State University. Diane currently teaches students who are deaf and hard of hearing in California, USA.

### **Re-framing the Role and Function of Meltdowns for People with Autism: A Case for Innovative Self-regulation (2D)**

**Time: 11:00 AM - 11:45 AM**

**Presenter:** Sim Newitt [[Slides](#); [Text only](#)]

**Topic:** Family and Community Engagement; **Type:** Skill Share

**Abstract.** What if there were a reason and function for meltdowns in people with Autism? What if we could take a more innovative way to manage emotional regulation, so that the focus is not on preventing or suppressing the meltdown, but instead on harnessing the intense energy that a meltdown produces? What if a meltdown is just a surge of creative energy that can be used for positive outcomes? What happens when you make friends with your meltdown? Meltdowns can make people uneasy. Teachers can become frustrated and the possibility of a meltdown makes focusing on school work challenging. Meltdowns can cause parents and family members to go without sleep, change entire household routines around meals, sharing of toys and relationships with siblings. The constant fear of a meltdown happening can put pressure on marriages and relationships and be a source of self-loathing in young people and adults with Autism. This has never been more prominent than in current times where lock downs and home schooling has intensified an already problematic area of concern. But what do meltdowns actually feel like from the inside and is it possible that they serve a function other than letting out a build-up of anger and negative emotion? This session will ask how might we look at it from a different perspective. That the function of a meltdown could be an energy exchange that allows for the Autistic brain to function at its creative potential. In other words, if we were to harness this energy, before the point it becomes destructive, what else could it do or achieve? The



intense energy of a meltdown could be channeled as a motivating force in learning, building, artistic expression, or writing, in an area of interest for the Autistic person. To be able to reach their full potential a person with Autism must be able to self-regulate. Imagine the outcome if we were to teach children with Autism to view the overwhelm, sensitivity and emotional outbursts as a build-up of extraordinary energy in them. It could be understood as simply a collection of skills similar to how we would teach a young child to read, by gradually modelling to them the skills of decoding and comprehension and then guide them through frequent and regular opportunities to practice those skills. When a child has mastered reading they have an incredibly powerful and useful skill for life. So too, the skill set unique to people with Autism to manage their own meltdowns would be a purposeful and empowering pathway to life-long self-acceptance.

#### Learning Objectives:

- Learn how to manage Autistic meltdowns in a respectful and strengths based approach.
- Reflect on a case study that explores innovative ways to channel intense emotional energy from out of control meltdowns to life-changing success.
- Take the journey of stepping through the stages of a meltdown and explore and discuss how it feels from the perspective of an adult with Autism who has lived experience and is parent of two children with Autism.

*Keywords:* Autism, meltdown, self-regulation

### MRS. SIM NEWITT

*Education sector - Autism Advisor*

Sim Newitt is an Autism Advisor for teachers and school leaders and a parent of two children diagnosed with Autism. Sim is an advocate for strength based education and has more than 20 years experience as a primary school teacher and inclusion teacher. In 2019 Sim received a nomination for the Australian of the Year awards for her volunteer work with parent and family support groups of children with Autism. She has been a presenter at national and international conferences sharing her lived experience as a person with

Autism. Sim lives on a small farm in Queensland Australia with her husband and four children.

## **No More Keeping Quiet: Revisiting Masculinity and Mental Health (2E)**

**Time: 11:00 AM - 11:45 AM**

**Presenter:** Dr. Matthew Wappett [[Slides](#)]

**Topic:** Flourishing, Well-being, and Social-Emotional Learning; **Type:** Paper

### **Abstract**

It is difficult to talk about mental health as a male in the United States. American men are experiencing an epidemic of loneliness and emotional isolation. As an American male, we have been taught that we shouldn't need anyone, and that reaching out for help...especially with emotional or mental health issues...is a sign of weakness. As a result, many American males don't have the language to talk about their mental health struggles, and they don't know how to reach out for help when they are feeling isolated and alone. We are raised with an ideal of manhood that is completely unrealistic and unhealthy and this stereotypical model of masculinity is exacting a terrible toll on men in the United States.

In the media, we are used to hearing about how women and minorities are overrepresented in many societal problems, but suicide is one exception to this pattern. Suicide in America [disproportionately affects middle-aged men](#). According to the most recent statistics, approximately [132 Americans die by suicide each day](#), and 103 of them are men (approximately 78%), with those ages 45 to 64 representing the fastest-growing group.

Even more disturbing is the fact that the states with the highest rates of suicide are all in the Mountain Time Zone with the exception of Alaska. Rates of suicide by middle-aged males in New Mexico, Alaska, Wyoming, Montana, Idaho, and Colorado are [almost double the national rate](#); with, Arizona, Nevada, and Utah just slightly less than that. It is ironic that these states with a strong, independent Western identity are the states where men are clearly struggling the most with managing their mental and emotional health.

Over the past few years, I have had multiple acquaintances who have died by suicide because they weren't able to talk about their issues or get the help that they needed. This has made me much more aware of my own mental health and the fact that I need to talk about it and take active steps to maintain my own emotional well-being, but it's not easy. This session will explore some of the epidemiological impacts of our outmoded gender expectation on male's mental health and will present a series of evidence-based practices that can be used to support mental health, and will conclude with a new definition of modern masculinity that takes into account the socio-emotional supports that are necessary to thrive in modern society.

#### Learning Objectives:

- Understand the epidemiology of mental health issues among males in the U.S., and specifically in the Western U.S.
- Have a better understanding of the impact of societal expectations/norms on mental health.
- Learn about several evidence-based practices and interventions that have been shown to be effective in countering the epidemic of male mental health issues and suicide in the U.S.
- Learn about the importance of redefining social expectations related to masculinity and mental health.

*Keywords:* stress, well-being, mental health, masculinity, gender

#### DR. MATTHEW WAPPETT

*Utah State University - Executive Director / Associate Research Professor*

Dr. Matthew Wappett is a researcher, a writer, and an educator in leadership, stress management, and inclusion. His approach to “compassionate leadership” has been implemented in many organizations and classrooms, and is informed by his background in Disability Studies and as a whitewater guide. Dr. Wappett's work is also focused on the effects of laughter as a stress management technique and a tool to create inclusion. Dr.

Wappett genuinely enjoys teaching people how to laugh and his engaging and entertaining presentation style has made Dr. Wappett a highly sought after public speaker and trainer. Dr. Wappett is also the Executive Director of the Center for Persons with Disabilities at Utah State University. He also holds an affiliate appointment as a Research Associate Professor in the USU Department of Special Education and Rehabilitation Counseling. Dr. Wappett's teaching and research on the effects of stress on learning and behavior helps individuals and organizations understand how to become more resilient and inclusive. Dr. Wappett is committed to providing educators, social workers, and other human service professionals with the tools they need to manage their stress, and the skills they need to become more resilient. He is committed to creating inclusive environments that foster a sense of purpose and belonging. Dr. Wappett earned his Ph.D. in Special Education, an M.Ed. in Educational Studies, and a Bachelor of Arts in English from the University of Utah. Dr. Wappett has also participated in Clinical Training for Mind-Body Medicine through the Harvard Medical School. He completed his public school teaching certification while pursuing his Master's degree at the U of U. He is also a former whitewater guide and Swiftwater Rescue Technician and has run most of the major rivers in the Western U.S. and Alaska.

## Keynote with Judy Brewer

**Time: 12:00 PM - 1:30 PM**

**Presenter:** Judy Brewer [[Slides](#)]

*Director: Web Accessibility Initiative (WAI) at the World Wide Web Consortium (W3C)*

Judy Brewer directs the Web Accessibility Initiative (WAI) at the World Wide Web Consortium (W3C). Her work includes coordinating development of standards and guidelines for accessibility of the Web, and other technologies that are converging onto the web including mobile, digital publishing, web of things, and augmentative and virtual reality; also improving resources for evaluation of Web sites; developing education and outreach resources; exploring research which may impact future Web accessibility; and promoting harmonization of web accessibility standards internationally.

WAI standards and guidelines have been taken up by many organizations and governments around the world to help ensure equal access to the digital world for people with

disabilities. Current interests include expanding access to digital accessibility for people in under-resourced regions and communities around the world, and exploring the potential of improved telepresence to improve remote connections between people with disabilities in an accessible and carbon-conserving manner.

Brewer is a Principal Research Scientist at MIT's Computer Science and Artificial Intelligence Laboratory. Prior to joining W3C, she worked on initiatives to increase access to assistive technology and mainstream information and communications technology. She has a background in management, technical writing, education, applied linguistics, disability advocacy, and biotechnology. Awards include the Newell Perry Award from the US National Federation of the Blind in 2014; the Migel Medal from the American Foundation for the Blind in 2015; and the ACM SIGACCESS Award for Outstanding Contributions to Computing and Accessibility in 2018. Her 2019 TEDxMIT talk explores why we need an accessible digital future.

## **Creating Accessible Pathways to the Heart: Researchers as Indigenous “Story-Catchers”; A Decolonized Approach to Studying Relationships and Disability (3A)**

**Time: 3:00 PM - 3:45 PM**

**Presenters:** Tamara Pearl; Dr. Sarah Knudson [[Slides](#)]

**Topic:** Indigenous Knowledge, Perspectives, and Approaches; **Type:** Talk Story

**Abstract.** Research on disabilities across disciplines and sub-fields can benefit from the use of Indigenous ontologies, such as storytelling, in research that emphasizes community engagement. Further, the “ethical spaces” (Ermine, 2007) generated through storytelling in community-engaged research promote opportunities for different worldviews to communicate. In this talk story session, we will explore how knowledge exchange and transmission through Indigenous storytelling offers opportunities for genuine decolonization and partnership-based researcher/participant relationships. To concretize our discussion, we will use the example of storytelling in doing research with Indigenous persons who live with disabilities. In presenting our example, we will propose that providing inclusive spaces for research—as enabled by storytelling—can generate more fruitful

knowledge translation than has typically occurred in academic contexts. To further develop our case for the importance of Indigenous Knowledge paradigms and storytelling in studying disabilities, we will examine how researchers become “story-catchers,” and how “a researcher’s job is to facilitate the sharing and interpretation of data in story form, in a way that recognizes the stories’ need to be heard and acknowledged as worthy data” (Knudson and Bird-Naytowhow, 2021). This discussion is intended to address the conference’s theme of “Indigenous Knowledge, Perspectives, and Approaches,” and provide an opportunity to compare story-catching with Hawaiian talk story. We will propose that research on disabilities must respect the validity of “grey material” that is not typically included in academic work but seen as worthy data in Indigenous epistemologies (e.g. sweatlodges, round dances, and talking circles). Characterizing the researcher as a story-catcher elicits a positive obligation to seek out genuine partnering with Indigenous communities in developing long-term research methodologies that generate valuable data while fully involving Indigenous participants and perspectives. Drawing from our research on people living with HIV/AIDS and their experiences of disability, we will also consider how story-catching can be a valuable approach for understanding and decolonizing the study of “stigma layering” (i.e. experiences of stigma generated through individuals’ intersections of disability and other socio-demographic positions). At the end of this session, we intend that participants will see how story-catching assists in decolonizing the process of gathering and interpreting empirical data on experiences of disability. Our talk story will also provide participants with an opportunity to discuss how story-catching is inclusive of Indigenous perspectives in all facets of a potential research project.

#### Learning Objectives:

At the end of this session, we intend that participants will see how story-catching assists in decolonizing the process of gathering and interpreting empirical data on experiences of disability. Our talk story will also provide participants with an opportunity to discuss how story-catching is inclusive of Indigenous perspectives in all facets of a potential research project.

*Keywords:* decolonization, story-catchers, disability, Indigenous

## TAMARA PEARL

*University of Saskatchewan - PhD (candidate)*

Tamara (Baldhead) Pearl is a Nēhiyaw iskwew (Plains-Cree woman) from One Arrow First Nation in Treaty 6 territory and the traditional homeland of the Métis. She is currently a PhD candidate in the Interdisciplinary Studies program at the University of Saskatchewan and works as a Publications Research Officer at the Indigenous Law Centre at the College of Law, University of Saskatchewan. Along with her greatest joy of raising her daughter, Tamara also volunteers in the community, including as a board member for Haven Family Connections (formerly the Saskatoon Crisis Nursery). Her main research interests include how to Indigenize and decolonize research methodologies in community engagement. Tamara has spent many years as a colleague in various community projects, and continues to significantly contribute as an author to peer-reviewed publications from her own Nēhiyaw iskwew lens. Before entering her LLM (Masters of Law) program in 2017, Tamara worked full time as the Executive Assistant to one of the Commissioners at the National Inquiry into Missing and Murdered Indigenous Women and Girls. Tamara has her LLM, Juris Doctor in Law (JD), but also has a Bachelor of Arts (BA) in Anthropology and Archaeology, where she continues to volunteer her time in support of Indigenizing heritage initiatives.

## DR. SARAH KNUDSON

*St. Thomas More College, University of Saskatchewan - Associate Professor of Sociology*

Sarah Knudson is an Associate Professor of Sociology at St. Thomas More College, University of Saskatchewan. She teaches in the areas of families and research methods, and also enjoys the challenge of teaching introductory sociology. Her main research focus is partnering and intimate relationships across the life course, and she is also interested in young adults' goal-setting and transition to independence. She is a strong supporter of research that works in partnership with communities, and has conducted research within the public school system on special education and life transitions curriculum and planning. Her current research is funded by the Social Sciences and Humanities Research Council of Canada.

## Using Artificial Intelligence to Augment Learning in Students with Cognitive Disabilities (3B)

**Time: 3:00 PM - 3:45 PM**

**Presenter:** Dr. Al Jones [[Slides](#)]

**Topic:** Education, Teaching and Classroom Practices; **Type:** Talk Story

**Abstract.** Artificial Intelligence (AI) is not the radar of the disability community. But it should be! This talk session will discuss the intersection between AI and cognitive disabilities, making an equity-based case for how AI's strategic integration into special education classrooms can revolutionize students' learning outcomes. Join the conversation. Generally, AI provokes strong reactions ranging from the notion of killer robots to the cure for some of society's most significant challenges. AI technology is available today, and technology advancements continue at a steady pace. Success for individuals with disabilities supported by innovative AI use in the classroom and society may prosper or fail on how you and others feel and perceive AI. What does it mean to "know" something? What if that person who is often laughed at because they have an intellectual disability could become as smart or smarter than you. Would you be happy for them or think it's not fair? Suppose the same person was taking a test or interviewing for a job with you? What you know has been traditionally defined by the content of an individual's mind; artificial intelligence technology, or AI, has the potential to redefine the notion entirely. Let's discuss what reality can look like today using AI in the classroom, for individuals with cognitive disabilities. A new reality for individuals supported through AI with cognitive disability that produces high educational outcomes changes everything, including postsecondary education and employment.

Learning Objectives:

- Understand the basics of artificial intelligence (AI);
- Learn how innovative uses of AI can benefit students with cognitive disabilities;
- Understand the critical role the concepts of equity, fairness, and equality play in the discussion of AI in the classroom; and



- Understand the role of fear and perception in societal acceptance of AI and students with a cognitive disability.

*Keywords:* Artificial Intelligence, Students with Cognitive Disabilities, Equity, Equality, Fairness, Augmented Learning

## DR. AL JONES

*U.S. Department of Education - Lead Presenter's Job Title Associate Division Director*

Dr. Al Jones, Jr. is an educator who has spent more than 25 years working at the local, state, and federal levels to improve the lives of individuals with disabilities and their families. His background includes research and writing in educational policy and regulations, academic outcomes, knowledge management, communications and technology. Holding a Doctor of Education from The George Washington University, Dr. Jones is an associate division director at the Office of Special Education Programs within the U.S. Department of Education. Dr. Jones is also the author of "A New Way to Know: Using Artificial Intelligence to Augment Learning in Students with Disabilities." <https://www.leverageinlearning.com/>

## **Using Language (Signed or Spoken) in Social Contexts: Pragmatic Strengths and Vulnerabilities among Deaf Children (3C)**

**Time: 3:00 PM - 3:45 PM**

**Presenters:** Dr. Amy Szarkowski; Dr. Michelle Eisan-Smith [[Slides](#)]

**Topic:** Deaf Community; **Type:** Paper

**Abstract.** Pragmatics is commonly referred to as the "social use of language" (ASHA, 2020). Pragmatics consider how individuals use language in social contexts, yet encompasses aspects of communication that are outside the bounds of formal expressive/receptive language. Employing pragmatics includes following cultural/contextual rules that govern exchanges, drawing on knowledge about the communication partner to understand what is being conveyed in the absence of "full information," making inferences about what is not included in the conversation, and understanding sarcasm and humor, to name a few

pragmatic tasks (Matthews et al., 2017). The foundations for pragmatic development are laid early in life and are built through the infant/toddler's relationship with caregivers (Mood et al., 2020). Research suggests that D/deaf children are at risk for pragmatic development, even in the presence of solid overall language abilities (Goberis et al., 2018). The implications of having reduced pragmatic abilities can be far-reaching (Paul et al., 2020), and thus warrant attention, monitoring, and intervention when necessary (Szarkowski et al., 2020). This presentation by two psychologists – one hearing and one Deaf – will delve into pragmatics and explore the strengths as well as the vulnerabilities that D/deaf children may face with respect to pragmatics. Both are important to understand, as behaviors may be perceived differently in different social contexts, including differences among the D/deaf and hearing worlds. (Note, however, that it is also possible for D/deaf children to have pragmatic difficulties interacting with D/deaf communication partners as well). This presentation draws on recent work in the area of pragmatics among D/deaf children, including a workshop on this topic, funded by the Radcliffe Institute for Advanced Study at Harvard University (awarded to the first author; the second author was a contributor to the workshop), and a subsequent supplement on the topic published in *Pediatrics*. Together, the presenters have over 30 years of professional experience working in clinical and educational settings, supporting D/deaf children. They are intimately aware of the many strengths that can be found among members of the Deaf community; they are also highly knowledgeable about the challenges that can arise when D/deaf children struggle with pragmatic development. This presentation will provide a thought-provoking examination of D/deaf children's pragmatic development, highlight pragmatic needs of D/deaf children, propose areas where further research of pragmatics is needed, and offer suggestions for promoting these abilities.

#### Learning Objectives:

- Participants will describe a minimum of two “defining features” of pragmatics and what they may look like among D/deaf children.
- Participants will list two or more ways that vulnerabilities in pragmatics can place D/deaf children at risk socially.

- Participants will compare and contrast behaviors and ways of communicating among D/deaf children that can be perceived as either a strength or a vulnerability, depending on the social context.
- Participants will highlight two or more pragmatic strengths that many D/deaf children possess.
- Participants will list at least two reasons why parents/caregivers, teachers, specialty service providers, and health care professionals should attend to pragmatic development in D/deaf children.

*Keywords:* Deaf, pragmatics, social communication, relational factors, positive psychology, language

### DR. AMY SZARKOWSKI

*Children's Center for Communication/Beverly School for the Deaf - Director, The Institute*

Amy Szarkowski, PhD, is a psychologist who specializes in working with children who are deaf or hard of hearing and their families, as well as with children who have other communication challenges. Dr. Szarkowski is Director of The Institute at the Children's Center for Communication/Beverly School for the Deaf, a newly formed entity whose aim is to conduct research, provide professional development, and partner with invested stakeholders to bridge the research-to-practice gap in the areas of Deaf Education and Special Education, particularly with a focus on supporting learners with communication challenges. At Boston Children's Hospital – and in conjunction with the Institute for Community Inclusion at the University of Massachusetts, Boston – Dr. Szarkowski also serves as Core Faculty for LEND (Leadership and Education in Neurodevelopmental and related Disabilities) and is affiliated with the Division of Developmental Medicine. As an adjunct Associate Professor at Gallaudet University, Dr. Szarkowski teaches in the Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program. Dr. Szarkowski holds an academic appointment as Assistant Professor in the Department of Psychiatry at Harvard Medical School. Dr. Szarkowski was an editor of the Supplement on Pragmatics in Deaf Children, published by the journal, *Pediatrics* (November, 2020).

## DR. MICHELLE EISAN-SMITH

*Horace Mann School for the Deaf - Secondary Director/School Administrator*

Dr. Michelle Eisan-Smith has been working with Deaf individuals and their families for over 15 years. She is a graduate of Gallaudet University and received her doctoral degree in Clinical Psychology. Her previous research focused assessment of interpersonal relations and at-risk behavior in deaf adolescents. Dr. Eisan-Smith is a licensed psychologist with over 15 years of clinical experience working with D/deaf and hard of hearing individuals across ages and settings. Dr. Eisan-Smith's expertise spans education, mental and behavioral health & trauma-informed care from a strength and asset based perspective. Dr. Eisan-Smith currently is a school administrator at the Horace Mann School for the Deaf in Boston, which is the first public school to have district and state approval at the Dual-Language (ASL/English) program in Massachusetts.

## **What Students are Being Excluded from Online Learning? (3D)**

**Time: 3:00 PM - 3:45 PM**

**Presenter:** Dr. Sheryl Burgstahler [[Slides](#)]

**Topic:** Online Learning and Technology; **Type:** Paper

**Abstract.** It would be difficult to find instructors whose desire it is to erect barriers to online content for any of their students. Even with these good intentions, many educators employ teaching tools and pedagogy that are not accessible to and inclusive of some students with disabilities. The good news is that there are established principles and evidence-based practices that, when applied proactively, lead to a course that is accessible to, usable by, and inclusive of students with a wide variety of characteristics that include disabilities. Many instructors lack the knowledge and skills to design a fully accessible and inclusive course. They also report little understanding of their obligations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and its 2008 Amendments when it comes to making online learning accessible to students with disabilities. The presenter will reveal how universal design (UD), Universal Design of Learning (UDL) and the Web Content Accessibility Guidelines (WCAG) can be integrated with

best practices in teaching to deliver online learning curricula and activities that are inclusive of all students, including those with disabilities. She will share evidence-based practices for operationalizing inclusive principles in the design of online learning pedagogy and materials in any course. Participants and the presenter will explore key issues related to promoting practices that make online components of courses accessible to students with disabilities. This topic is of special importance now because of the conversion of thousands of on-site courses to an online format in response to the pandemic, of legal mandates for schools to make their courses accessible to students with disabilities, of increased interest in addressing diversity issues, and ethical and moral obligations regarding access. Resources will be shared, including those created by the DO-IT (where DO-IT stands for disabilities, opportunities, internetworking, and technology) Center and the Center on Universal Design in Education at [uw.edu/doit/cude](http://uw.edu/doit/cude).

#### Learning Objectives:

- Each participant will be able to state what universal design principles mean with respect teaching.
- Each participant will be able to describe inclusive practices with respect to digital content and engagement in a class.
- Each participant will be able to describe specific inclusive practices with respect to pedagogy used in online learning.

*Keywords:* disability, online learning, universal design, accessible design, pedagogy

### DR. SHERYL BURGSTAHLER

*University of Washington - Director, Accessible Technology Services*

Sheryl Burgstahler is the founder (1992) and director of the DO-IT Center (where DO-IT stands for Disabilities, Opportunities, Internetworking and Technology) and Principal Investigator of dozens of grant-funded projects. She has spoken at the PacRim conference for many years. Dr. Burgstahler has also delivered webinars at many online conferences. I regularly speak at conferences including but not limited to Accessing Higher Ground, the CSUN conference on technology and disability, Closing the Gap, and several online

learning-focused groups. I am author of many publications and books that focus on the topic of this talk, most recently the book *Creating Inclusive Learning Opportunities in Higher Education* (2020). I have a PhD in Administration of Higher Education. Dr. Burgstahler and her innovative projects have received many awards, including the Professional Recognition Award for the Association for Higher Education and Disability, the National Information Infrastructure Award in Education, the President's Award for Mentoring, the Golden Apple Award in Education, the Harry J. Murphy Catalyst Award, the Frances Pennell Economic Opportunity Award, induction of DO-IT into the Susan Daniels Disability Mentoring Hall of Fame, the Diversity in Technology Leadership Award.

## **Understanding Disabilities and the Intersection of Race in Society/Community (3E)**

**Time: 3:00 PM - 3:45 PM**

**Presenter:** Rhoda Gibson and Dr. Harriotte Hurie Ranvig [[Materials](#)]

**Topic:** Flourishing, Well-being, and Social-Emotional Learning; **Type:** Talk Story

### **Abstract**

2020 brought many hidden realities to our attention worldwide:

- the pandemic with over a million deaths
- an awakening to the disparities in healthcare for persons of color, disabilities, low income and the elderly,
- the murder of George Floyd by police went viral, shining a light on modern day "lynching" of African Americans by those hired to "Serve and Protect" in the United States as well as other countries.

MassADAPT's presentation in 2021 will focus on these major issues and how we can build a bridge of understanding that we are all a part of one race, the HUMAN RACE, bringing back empathy and respect of your fellow mankind. Thus, striving to empower people with disabilities, encourages them to be self-advocates by raising the public's awareness of their life experiences. We will be addressing the fact that most of the individuals "Lynched" in

the United States by police have had some type of disability, allowing further discrimination against innocent people of color.

In addition, we also seek to address the impact of intersectionality in our activities by recognizing that racism and other forms of oppression exist within the disability community as well as in the broader society. Thus, we acknowledge that the struggles against all of these forms of oppression are linked. Furthermore, the problems MassADAPT works to solve, including the affordable housing crisis and the imprisonment of people with disabilities in nursing homes, disproportionately impact low-income people and people of color. These and other disadvantaged groups often do not have the financial resources, family support, and ability to navigate bureaucracies that often come with racial and class privilege. All of our work, as described above, is uniquely dedicated to strengthening the position of people with disabilities in our society. However, disability does not discriminate. It crosses all racial, ethnic, religious, and social groups. Since disability touches every community, the work we do is also unique in its capacity to have a positive impact on many other marginalized groups.

We are still developing the actual presentation and will have it structured for the time slot allocated. Note: MassADAPT is also developing a Disability Education Program and a series of lectures on these topics to be given at Universities, Colleges and High Schools in Massachusetts.

#### Learning Objectives:

- Gain a better understanding that persons with disabilities (PWDs) are just like everyone else except a PWD may need to do things differently but with the same goal of living and working in the world..
- Become aware that PWDs in different cultures want, need, and have the right to be included in all aspects of life.
- Predictably, just as there are societal prejudices against PWDs, there are also prejudices amongst PWDs across the different disabilities and their intersections with race and culture.

- Learn that no matter what your disability/ability may be, your and all PWD's opinions, thoughts, and suggestions matter and should be included within your organization, educational scenario, and community's policies and projects.
- Discuss ways to build bridges of empathy and respect towards all people, disabled or able-bodied, with the goal of total inclusion.

*Keywords:* Disability, Race, Intersection

### MS. RHODA GIBSON

*MassADAPT - Co-Founder*

Rhoda Gibson, a Co-Founder of MassADAPT, the Massachusetts chapter of National ADAPT. The Massachusetts chapter started in 2013. MassADAPT is working on both state and national priorities, including advocating for progressive changes in health care, housing and transportation. Rhoda is driven by her passion and is outraged by how persons with disabilities are treated. Through MassADAPT, Rhoda is committed to developing a "Disability Educational Series" to promote understanding and tolerance of all disabilities and hopefully take the program nationwide.

### DR. HARRIOTTE HURIE RANVIG

Harriotte Hurie Ranvig has been blind since age 14. A mother, a grandmother, a musician, a Ph. D. in ethnomusicology and North Indian vocal music, and a fluent speaker of Hindi and German, she is a social activist with National ADAPT and her local chapter, MassADAPT, which she co-founded with Rhoda Gibson in 2013. Her own disability and her experience working with multiply-disabled children inform her lifelong choices of disability advocacy and social action in parallel with her professional music teaching and performance life. She seeks to uncover the meanings and social conflicts arising from our different disabilities, cultures, and race.

## **Inter-school Collaboration for Promoting Equal Educational Opportunities for Students with Disability: A Case Study from Hong Kong (4A)**



**Time: 4:00 PM - 4:45 PM**

**Presenters:** Dr. Fay Wong; Dr. Patcy Yeung [[Slides](#)]

**Topic:** Education, Teaching and Classroom Practices; **Type:** Paper

**Abstract.** Research has shown that inter-school collaboration benefits schools, teachers and students in many ways. School-to-school collaboration enhances efficiency in organization and financial resources deployment, curriculum enhancement, teachers' professional development through the exchange of good practice and an expanded support network, and improved students' attainment. This paper reported a case study of a collaborative network encompassing initially nine special schools in advancing equal educational opportunities for students with disability in Hong Kong. The Systematic Approach to Mainstream Education Network (SAME Network) is a university-school partnership initiative in response to the "one curriculum for all" principle to develop a curriculum framework through which students with disability in special schools can access the mainstream curriculum. Through inter-school collaboration, the SAME Network developed an inclusive curriculum for students in special schools based on the mainstream curriculum, a systematic approach of assessment for progress monitoring, established a professional developmental network and an award-winning e-learning platform for students, parents and teachers. With the proven success, the SAME Network was invited by The Education and Youth Affairs Bureau of Macao SAR to conduct a consultancy project to support professionals in special schools in Macao to develop an inclusive curriculum, assessment and pedagogy. Through the semi-structured interviews with 12 principals, 8 retired principals and 38 teachers in the SAME Network school, we explored the formation of school partnership, the management of the inter-school collaboration, the nature of collaborative practices, the impact of inter-school collaboration, factors influencing inter-school collaboration, and challenges of inter-school collaboration. Interview data show that inter-school collaboration between schools with similar student populations enables the sharing of best practices and resources development. Hub schools that performed better in particular areas provided teacher training, curriculum reforming, co-planning, inter-school lesson observation, knowledge and resources sharing to other SAME Network schools. This strong school-to-school network and partnership enhance

schools' effectiveness and efficiency in catering to learner diversity, which further fuels the SAME network schools' motivation to collaborate and improve together.

Learning Objectives:

- Participants will learn about the development of a decade-long inter-school collaboration in special education setting in Hong Kong.
- Participants will learn about an initiative to develop an inclusive curriculum for special education setting in Hong Kong.
- Participants will learn about the factors contributing to the success of inter-school collaboration in Hong Kong.
- Participants will learn about the positive impacts of inter-school collaboration in special education setting in Hong Kong.
- Participants will understand the challenges of diversity management in special education setting in Hong Kong.

Keywords: Inter-school collaboration, special education, curriculum enhancement, teachers' professional development

### DR. FAY WONG

*Centre for Advancement in Inclusive and Special Education (CAISE), Faculty of Education, The University of Hong Kong - Honorary Research Associate*

Dr. Fay Wong's research focuses on bilingual classroom discourse and Deaf education. Fay received her PhD from the University of Hong Kong and worked for the hearing impaired students for over 15 years. Fay has been a lecturer for teacher training related to special educational need students in the University of Hong Kong, the Chinese University of Hong Kong and the Education University of Hong Kong.

### DR. PATCY YEUNG

*The University of Hong Kong - Associate Professor*

Patcy Pui-size Yeung is an Associate Professor at the Faculty of Education, The University of Hong Kong (HKU) and the Co-Director for The Centre for Advancement in Inclusive and Special Education (CAISE). Her research focuses on the links between cognitive-linguistic skills and reading and writing development among Chinese children with and without developmental dyslexia. Her research also examines reading and writing motivation in Chinese children and adolescents, learning experience of students with visual impairment in higher education and the role of leadership in inclusive education and diversity management.

## **Extreme Makeover Home Classroom Edition: The Occupational Therapist's DIY Guide to Optimizing Children's Engagement in Distance Learning...On a Budget! (4B)**

**Time:** 4:00 PM - 4:45 PM

**Presenters:** Dr. Caroline Hardin; Dr. Brett Buford [\[Slides\]](#)

**Topic:** Education, Teaching and Classroom Practices; **Type:** Skill Share

**Abstract.** The COVID-19 pandemic has turned our world “upside down.” School is now happening at home for many children, and other familiar places that were once safe, like parks, movie theaters, and libraries are temporarily off-limits. Educators quickly sprung to action and have adapted to the current times – modifying curriculum and learning and implementing new teaching methods through a screen – after many of their tools were taken from their toolbox. Caregivers have taken on the new roles of educator, therapist, and after school program manager, in addition to their pre-pandemic roles (employee, spouse, caregiver, etc.). Children are resilient and have taken many of these disruptions in stride to the best of their abilities. However, despite the Herculean efforts and sacrifices made by caregivers and educators alike, some students are falling through the virtual cracks; most notably, children with IEPs and children from vulnerable and marginalized populations. As occupational therapists working in community mental health settings, we’re seeing these very same children through a different lens. Weekly therapy sessions have been spent discussing caregiver stress and children’s difficulty staying seated, looking at their teacher on the screen, following directions, and turning in assignments on the virtual

classroom platform. With the shift to school looking very different and happening in a familiar, yet unfamiliar environment, children are having new challenges with self-regulation, attention, and overall academic engagement. The patience and creativity of caregivers are being put to the test each and every day, and co-regulation is often compromised as a result. Our training as occupational therapists introduces a unique perspective in considering barriers to access and engagement in online learning. We consider the many environmental factors at play (cultural, physical, social, temporal, virtual, sensory) when analyzing a child's ability to access their online curriculum. Taking these factors into consideration, we are then able to individually tailor specific strategies that may target some of these barriers specific to the home environment. Our own creativity as clinicians has broken new ground, and new foundations have been laid. In this Skill Share, we will review low-cost, tangible strategies that might be added to an educator, caregiver, learner, or other service providers' toolkit. These novel tools would include basic ergonomic alterations, simple sensory strategies, and DIY environmental modifications that may bolster a learner's ability to attend and participate in online learning from home. To ensure that our recommendations are meeting the needs of vulnerable and marginalized populations, we will offer ideas for how to repurpose materials families likely already have at home. It's less about what you have, and more about how you use it! It is our hope that the attendees of this Skill Share will feel empowered to reimagine what learning from home can look like so the world can feel "right side up" again.

#### Learning Objectives:

- Articulate six different environmental factors that can influence a learner's ability to engage in online learning.
- Understand the impact that ergonomic positioning can have on a learner's attention.
- Recognize how sensory-based strategies can impact a learner's attention and regulation for online academic participation.
- Conceptualize steps that can be taken to create an environment at home that is most conducive to online learning.

- Identify when a learner might benefit from more individualized consultation from a school-based occupational therapist to support their ability to access their academic curriculum.

### DR. CAROLINE HARDIN

*University of Southern California, Children's Hospital Los Angeles - Assistant Professor of Clinical Occupational Therapy*

Caroline Hardin, OTD, OTR/L is an Assistant Professor of Clinical Occupational Therapy at the USC University Center for Excellence in Developmental Disabilities (UCEDD) at Children's Hospital Los Angeles (CHLA). Dr. Hardin graduated magna cum laude from Wake Forest University in Winston-Salem, North Carolina with Bachelor of Arts Degrees in Psychology and Spanish. She then made the cross-country move to California to complete her Master of Arts and Doctorate of Occupational Therapy degrees at the University of Southern California. She completed her doctoral residency at the USC UCEDD at CHLA where she specialized in occupational therapy within pediatric mental health. She was a Fellow in the California Leadership Education in Neurodevelopmental and Related Disabilities program while completing her OTD Residency at the UCEDD, with a project on using sensory integration with other mental health interventions for children. Dr. Hardin completed the USC Chan Sensory Integration Continuing Education Certificate Program and has additional training in group social skills interventions. Dr. Hardin's area of passion and expertise is in interprofessional pediatric mental health care. Dr. Hardin conducts OT assessments as part of an interdisciplinary assessment team at the Boone Fetter Clinic, which operates as a diagnostic, clinical, and research center for children with developmental, behavioral, and Autism Spectrum Disorders. At the UCEDD, Dr. Hardin provides OT services for infants, children, and young adults with mental health labels, often with a co-occurring developmental disability. In her work, Dr. Hardin values partnering with clients and families to support well-being and participation in meaningful roles.

### DR. BRETT BUFORD

*University of Southern California - Assistant Professor of Clinical Occupational Therapy; Violence Intervention Program - Director of Occupational Therapy Services*

Brett Buford, OTD, OTR/L, is currently a USC Assistant Professor of Clinical Occupational Therapy and serves as the Director of Occupational Therapy at the Violence Intervention Program (VIP). Dr. Buford earned his Bachelor's Degree in Health Sciences from Chapman University, and obtained his Master's of Arts and Doctoral degrees in Occupational Therapy both from the University of Southern California. Dr. Buford has extensive experience working with children with mental health diagnoses and neurodevelopmental disabilities, and completed his doctoral residency at the USC University Center for Excellence in Developmental Disabilities (UCEDD) at Children's Hospital Los Angeles (CHLA). He was the first ever resident at the UCEDD to establish ongoing occupational therapy services for clients with CHLA's Division of Adolescent and Young Adult Medicine. Dr. Buford has obtained the USC Chan Sensory Integration Continuing Education Certificate through advanced training, and is a graduate of the California Leadership Education in Neurodevelopmental and Related Disabilities Training Program (CA-LEND). At VIP, Dr. Buford coordinates occupational therapy services for infants, children, and adolescents with mental health diagnoses who often have co-occurring developmental disabilities. He is committed to always providing family-centered and culturally competent care, while working within a variety of interdisciplinary teams.

## **Healthcare Providers' and Deaf Patients' Perceptions on Video Remote Interpreting (4C)**

**Time: 4:00 PM - 4:45 PM**

**Presenter:** Dr. Manako Yabe [\[Slides\]](#)

**Topic:** Deaf Community; **Type:** Paper

**Abstract.** Due to the COVID-19 outbreak, many hospitals have popularized the use of Video Remote Interpreting (VRI). This study identifies and compares the preferences and priorities of healthcare professionals and deaf patients toward VRI and in-person interpreting. The study utilizes a mixed-methods approach of a quantitative online survey for healthcare professionals and deaf patients to learn about their preferences regarding VRI versus in-person interpreting and qualitative interviews with healthcare professionals and deaf patients. The study found that deaf patients and healthcare providers preferred in-person

interpreting for critical care for translation accuracy, effective communication, and better trust in patient-provider relationships. The study offers recommendations for hospital stakeholders, such as not to popularize VRI at 100% but to allocate funding for in-person interpreting for appropriate clinical situations. Furthermore, the study suggests providing training to healthcare professionals, hospital administrators, and VRI interpreters for cultural interaction and legal obligations as well as deaf patients and their families for their legal rights and advocacy in healthcare access.

#### Learning Objectives:

- Participants will increase the knowledge of healthcare communication barriers with healthcare professionals and deaf patients.
- Participants will understand the differences between healthcare professionals' and deaf patients' preferences and priorities for VRI and in-person interpreting for critical care and non-critical care.
- Participants will recognize the importance of providing training to healthcare professionals, deaf patients, hospital administrators, VRI interpreters to improve the quality of VRI services and legal obligations.

*Keywords:* Video Remote Interpreting, In-Person Interpreting, Healthcare Communication, Healthcare Professionals, Deaf Patients

#### DR. MANAKO YABE

*University of Tsukuba - Research Assistant Professor*

Dr. Yabe is the first Deaf faculty in the Division of Disability Sciences at the University of Tsukuba. Her research interests are Technical Communication, Accessibility, Universal Design, Deaf Studies, and Disability Studies. She has earned a Ph.D. degree in Disability Studies at the University of Illinois at Chicago, where she pioneered a campus safety app to improve emergency communication access.

### **A New Perspective on Employment (4D)**

**Time: 4:00 PM - 4:45 PM**

**Presenter:** Dr. Ann Yoshida [[Slides](#)]

**Topic:** Employment; **Type:** Talk Story

**Abstract.** Similar to other programs in the world, 2020 brought challenges to employment training and community integration for people with disabilities. Network Enterprises, Inc. (NEi) provides summer work experience for students with disabilities on Oahu. The need to meet the demands of COVID-19 protocol and the desire to support the community that is affected, brought NEi to reimagine, rebuild and reintegrate individuals with disabilities into the workforce using new methods. The program was rebuilt to integrate project-based learning into the virtual classroom to offer a wide reach of employment skills training to students exiting high school that are more than 50% less likely to be employed. The “talk story” format will lend an opportunity to share the reimagining of employment for people with disabilities and pose questions for the future practice of community-based training. Building work value learning into projects, employment activities and virtual opportunities contributed to the experience of our story on employment. Come and learn the highlights and findings of our program. This presentation will describe a practical approach to employment training. This is a must for people who are interested in building an inclusive workforce.

Learning Objectives:

- Attendees will be exposed to a summer youth employment program that was rebuilt to meet the community needs.
- Attendees will gain understanding of the values of employment and exploration of practical implementation of work value development virtually.
- Attendees will observe community inclusion initiatives and gain an understanding of the impact of community involvement in employment training for youth with disabilities.
- Opportunities to learn and discuss the future of entry level employment.

*Keywords:* Employment skills, Training, Job readiness, Job coaching, Project based training, Transition, Students, Community inclusion



## DR. ANN YOSHIDA

*Network Enterprises (NEi) - Employment Division Director*

After receiving a B.S. in Speech Pathology and Audiology, a MRC in Rehabilitation counseling and OTD in Occupational Therapy, Ann has brought a professional, competitive and personal perspective to community integration. She spends her time between to positions that hold her passion in the community. She is the Employment Director at Network Enterprises and the Innovation and Training Director of AccesSurf. Where she utilizes her worldwide perspective, teaching and rehabilitation experience to support an inclusive community in employment and recreation. Take a moment to speak with Ann and she will share her light in the community.

## **Effects of Social-Emotional Skills Training Through Computer-Assisted Instruction for Young Adults with Intellectual Disability (4E)**

**Time: 4:00 PM - 4:45 PM**

**Presenters:** Dr. Kelly Kelley; Kelsey Hurry [[Slides](#)]

**Topic:** Flourishing, Well-being, and Social-Emotional Learning; **Type:** Paper

**Abstract.** Now more than ever, social emotional learning (SEL) is a major contributor to independence, productivity, and societal inclusion, especially for young adults with intellectual disability (ID). Individuals with ID have a harder time recognizing subtle and neutral facial expressions (Owen & Maratos, 2016). It is important for everyone to learn how to recognize their own feelings and those of others so we can all manage emotions in ourselves as well as our relationships with others (Adibsereshki et al., 2016). This includes self-awareness, self-management, social awareness, and relationship management. This research study examined the effects of social emotional skills training while using computer assisted instruction (CAI) to explicitly teach participants to identify overall emotions in themselves and recognize emotions in others while explicitly learning how to properly respond to those emotions. In addition, there is limited research regarding emotional skills training for young adults with ID, especially those attending inclusive postsecondary

education programs (IPSE) that are preparing for a more competitive workforce and inclusive independent living. Participants in this study included five young adults with ID ranging in age from 18-25 also attending an IPSE in the southeastern United States. This study provided weekly interactive CAI lessons during the fall 2020 semester. Each lesson provided interactive activities, role-plays, direct teaching, and opportunities for guided practice delivered by a same age student facilitator using scripted lessons and interactive PowerPoint slides. The 12 topics included emotional self-awareness, self-respect and actualization, independence, assertiveness, empathy, interpersonal problem solving, decision making skills, goal setting, impulse control, stress tolerance, happiness, and optimism. Results indicated a functional relation between the CAI and SEL taught with all five participants. Generalization measures of emotions collected at a variety of times throughout the day (e.g., job placements, internships, homework sessions, and campus activities) were also positive. Social validity data collected from relevant person-centered planning partners that met monthly with participants also suggested the CAI was useful and practical for teaching SEL to students with ID. Maintenance data also indicated positive results as it was collected two months after the study concluded. This paper session presentation is focused on sharing single subject research and is open to all audience members interested in research and SEL. The presentation will share specific ways on how IPSEs and/or high school settings can better prepare students for SEL during a critical time for skills needed to enter competitive workforces and inclusive community living opportunities reflective of their same-age peers.

#### Learning Objectives:

- At the end of this session, participants will categorize effective teaching practices that can promote increased SEL in young adults with ID.
- At the end of this session, participants will summarize quantitative research findings in relation to SEL and CAI among students with ID attending college.
- At the end of this session, participants will develop a list of practical strategies to use when teaching SEL or using CAI based on lessons learned in this study for future research and implications for practice.

- At the end of this session, participants will understand the importance of explicitly teaching emotional and social skills training to young adults with and without disabilities.

*Keywords:* social-emotional well-being, intellectual disability, computer assisted instruction

### DR. KELLY KELLEY

*Western Carolina University - Associate Professor/UP Program Director*

Dr. Kelly R. Kelley received her Ph.D. from the University of North Carolina at Charlotte. Since 2010, she has served as the University Participant (UP) Program Coordinator, Consultant, and now Director. She is also an Associate Professor at Western Carolina University. Previously, she also directed the NCCDD Learning and Earning Grant Project and now the Roads to Learning and Earning Personnel Preparation project working with several NC school districts. Dr. Kelley has published 33 book chapters and articles. She has presented at more than 165 international, national, and state conferences. Her research interests include secondary transition related to assistive technology, independent living, and inclusive postsecondary opportunities for individuals with intellectual disabilities. Recently, she also wrote a book called Teaching, Including, and Supporting College Students with Intellectual Disabilities.

### MISS. KELSEY HURRY

*Western Carolina University - Undergraduate Student*

Kelsey Hurry is a senior at Western Carolina University majoring in Communication Sciences and Disorders and minoring in both Special Education and Psychology. She aspires to attend graduate school to obtain her Masters in Speech-Language Pathology in the fall. Kelsey's future goal is to become a speech-language pathologist who specializes in neurological disorders within the adult population. Kelsey has worked with the University Participant (UP) Program for two years and serves as Vice President of the Recognized Student Organization (RSO). She holds many roles and has assisted the program through being a natural support, scheduler, suitemate, person centered planning partner, and social coach. She enjoys working with the UP students one-on-one and teaching lessons like

she has in this research presentation to help improve their overall language comprehension and social skills.

## **Adapting to College: Applying a Self Determination Support Model Across the University of Hawai'i Community College System (5A)**

**Time:** 5:00 PM - 5:45 PM

**Presenters:** Sean Nagamatsu; Dr. Rebecca Ka'anehe [[Slides](#)]

**Topic:** Indigenous Knowledge, Perspectives, and Approaches; **Type:** Talk Story

**Abstract.** The Kūlia Support Project adapted and enhanced a successful support model to meet the needs of Native Hawaiian students in postsecondary education. Our Self Determination Support model applies a cultural approach to providing personal and professional skills and knowledge acquisition to support the development of life-long learners. The goal is to assist Native Hawaiian students to persevere and succeed in postsecondary education and realize positive employment outcomes. In this talk story session, we will discuss the process we undertook to focus our endeavors on identified areas of need for a variety of sites, the challenges faced in this process, and the successes in applying a culturally modified model. We invite participants to share their own experiences with implementing or adapting cultural models and working in diverse settings. Questions for discussion will include: (1) How can projects respond to their participants' needs and the supports and services established for accessing and being included in higher education? (2) What are the unique needs and challenges that Native Hawaiian students are facing in transitioning to and finding success in college? (3) How can a model for encouraging self determination support learners with a wide range of backgrounds and perspectives? What changes become necessary when connecting with multiple communities that present highly variable needs and opportunities? (4) How can programs with similar goals collaborate and assist each other in improving student outcomes? (5) How can we create change at an institutional level?

Learning Objectives:

- Participants will gain perspective on applying principles of self determination to a variety of contexts;
- Participants will develop an understanding of important questions to ask in adapting a support model; and
- Participants will gain awareness of the components of student support at the postsecondary level and how they interact.

*Keywords:* postsecondary education, transition, self determination

### SEAN NAGAMATSU

*Center on Disability Studies, University of Hawai'i at Mānoa - Project Coordinator*

Sean Nagamatsu is project coordinator for Nā Hoku and the Kūlia Support Project. He has also worked on the Postsecondary Support Project and taught at Wai'anae High School. Sean has a Master of Education in Teaching and a Master of Library & Information Science from the University of Hawai'i at Mānoa.

### DR. REBECCA KA'ANEHE

*Center on Disability Studies, University of Hawai'i at Mānoa - Native Hawaiian Educational Specialist*

Dr. Ka'anehe has a PhD in Developmental Psychology with a research focus in Native Hawaiian educational practices. As a Native Hawaiian scholar and a fluent speaker of Hawaiian language, Dr. Ka'anehe is a proponent for culture-based and culturally appropriate teaching strategies and has worked in the field of Native Hawaiian education for the past 16 years. She was formerly the director and Principal Investigator of the Center for Research on Education, Diversity, and Excellence (CREDE) Hawai'i program, which provided professional development to P-12 teachers of Native Hawaiian and other culturally and linguistically diverse learners. She is the Nā Hoku and Kūlia Support Project Native Hawaiian Education Specialist and works as a Native Hawaiian Cultural Assessment Specialist and Research Evaluation Consultant.

## Lessons Learned from Parent Workshops to Improve Parental Attitudes Towards and Involvement with STEM (5B)

**Time: 5:00 PM - 5:45 PM**

**Presenters:** Dr. Yoko Kitami; Jerrik Feliciano [[Slides](#)]

**Topic:** Family and Community Engagement; **Type:** Skill Share

### Abstract

Parental attitudes towards science, technology, engineering, and mathematics (STEM) directly and indirectly influence the value their child attributes to STEM. Children of parents who have little experience or anxiety with STEM have been found to inherit similar anxieties with STEM, and benefit when programs bridge the gap between home and school by providing resources and opportunity for parents to participate in STEM-related assignments, activities, or events. The Ka Pilina No'eau (KPN) Project has similarly bridged this gap through its Math and Science Learning (MSL) Model by implementing culturally-relevant parent workshops in partnership with ALU LIKE, Inc. Together, we have developed and supported parents' basic math skills, their engagement in their child's STEM learning, and opportunities to be impactful on their children's learning outcomes.

Pre-pandemic, parent workshops were offered twice a week during after school hours. Parents and their children came to a location either at their school or otherwise in their neighborhood, and KPN provided attendants with dinner, so that parents did not have to worry about cooking for the evening. KPN and ALU LIKE, Inc. staff provided culturally-relevant and hands-on STEM activities. Topics included using algorithms to plan for a lū'au, using Native Hawaiian units of measurement, exploring geometry and shapes in kapa designs, and calculating fractions and percents while creating lei. During the pandemic, KPN activities were adapted to be delivered virtually, and parent workshops were conducted online using Zoom. From Summer 2020, we also began to recruit parents to become peer mentors for other parents and replicate the parent workshop activities.

Over three years, KPN served 82 elementary parents and 45 middle school parents. Pre-post workshop surveys found significant improvement in parents' mathematical

mindset; understanding about the needs of indigenous students in STEM; and knowledge of evidence-based STEM teaching skills.

In this skill-share workshop, we will provide an overview of the KPN parent workshops, parent testimony, and demonstrate two cultural and hands-on STEM activities taught in parent workshops for parents to do with their children at home. These KPN activities will demonstrate the following three MSL strategies to bridge home and school STEM education: (1) frame STEM in cultural ways to show parents that Native Hawaiians have a rich STEM heritage that continues on today, (2) incorporate local Hawai'i culture and everyday math examples in workshops so that parents can understand how they use and apply a range of math skills to daily and local activities common to their lives as well as other families in Hawai'i; and (3) demonstrate how STEM is used in the community, such as through partnering with community organizations to provide students and parents with service learning opportunities that highlight STEM use. These three MSL strategies are intended to highlight parents' familiarity with math and science, to build their confidence in STEM, to empower them to be active in their child's STEM learning, and to have positive effects on their child's, as well as their own, attitudes towards STEM.

#### Learning Objectives:

- Know components of the Ka Pilina No'eau (KPN) Math and Science Learning (MSL) Model.
- Identify MSL strategies used in KPN Parent Workshops to improve parental attitudes towards and involvement with STEM.
- Explore and participate in hands-on culturally relevant math activities.
- Hear testimonies from KPN parent participants about the KPN parent workshop.
- See examples of how to involve the whole family in math activities scaled for varying skill levels and math abilities.

*Keywords:* parent, parent workshops, attitude towards STEM, STEM education

This presentation was made by the contributions of the Ka Pilina No'eau Project (Native Hawaiian Education Program Award #S362A170031) research team, consisting of Kiriko

Takahashi, Hye-Jin Park, Samantha Wee, Jerrik Feliciano, Yoko Kitami, Jerica Mānoa, Tingting Reid, Alejandro Guillen, and Megan Dabrowski, and collaborator, ALU LIKE, Inc.

### DR. YOKO KITAMI

*Center on Disability Studies, University of Hawai'i at Mānoa - Junior Specialist*

Yoko Kitami, Ph.D. is a Junior specialist at the Center on Disability Studies (CDS), University of Hawaii at Manoa. She is involved in various community and education projects at CDS. She has been serving as a parent coordinator to support mentors, parents and their children. Her current studies are focused on social and emotional learning skills for Japanese middle school students. Her interests include supporting students at risk, especially students with disabilities as well as ESL students and mental health counseling for international students.

### MR. JERRIK FELICIANO

*University of Hawai'i at Mānoa, Center on Disability Studies - Junior Specialist*

Jerrik Feliciano, M.Ed, is the STEM coordinator for Ka Pilina No'eau and Project BEAM. He is interested in developing lessons that brings the blending of mathematics and culture into the classrooms of secondary and primary schools.

## **Overview of Career Transition for Young Adults with Autism Spectrum Disorder in University: Impact of Career Self-efficacy (5C)**

**Time: 5:00 PM - 5:45 PM**

**Presenters:** Mr. Mohd Syazwan Zainal [[Slides](#)]

**Topic:** Employment; **Type:** Paper

**Abstract.** Autism Spectrum Disorder (ASD) is a lifelong disability. Young children and adults with high-functioning ASD are those with good intellectual ability, despite having had ASD traits. Many young adults with high-functioning ASD are enrolled in the university as they have good intellectual ability to excel academically. Despite the intellectual advantage that



they have, the transition to work remains challenging for many of them. However, supports for the transition to work in the university are sparse, particularly supports which are focusing on the specific needs of this population of young adults. One perspective that we sought to put forward in this paper is the importance of providing supports in building career self-efficacy among this population of young adults in the universities. Self-appraisal, occupational performance, goal selection, planning, and problem-solving are amongst the key components of career self-efficacy that the support services that focus on ease their transition to work. This conceptual paper discusses career issues faced by people with ASD as well as the aspects of career self-efficacy related to young adults with ASD. A career self-efficacy model is put forward for the conceptualization of supporting young adults with ASD in the universities in the transition to work.

#### Learning Objectives:

At the end of this session, participants will:

- Understanding the employment issues experienced by the Autism Spectrum Disorder (ASD) workers
- Potential of ASD workers
- Importance of career self-efficacy for people with ASD
- A career self-efficacy model for the conceptualization of supporting people with ASD in the universities in the transition to work.

*Keywords:* Autism Spectrum Disorder, Career Transition, Career Self-efficacy

#### MR. MOHD SYAZWAN ZAINAL

*Universiti Sains Malaysia - Student*

Mr. Mohd Syazwan is a lecturer in the Faculty of Education, Universiti Kebangsaan Malaysia. He has experience as a special education teacher for almost 7 years and currently pursuing his studies at the Ph.D. level at the Universiti Sains Malaysia. Currently, his research is related to career transitions among people with Autism Spectrum Disorder. He also has been invited internationally to a series of workshops and conferences related to career

transition. Often involved in giving talks related to career transitions among people with disabilities, he has successfully published several articles related to people with disabilities. Before he continued his Ph.D., he also experienced in conducting lectures related to career transition & employment among people with disabilities for the undergraduate and postgraduate program.

## **Literature Review on the Relationship Between Employment and Autonomy of Individuals with Mental Illness (5D)**

**Time: 5:00 PM - 5:45 PM**

**Presenters:** Ms. Yumi Yuzawa; Dr. Jun Yaeda [\[Slides\]](#)

**Topic:** Employment; **Type:** Paper

### **Abstract**

BACKGROUND. Employing individuals with psychiatric disabilities has been compulsory for Japanese companies, depending on their size, since 2018. With that, the number of people with psychiatric disabilities who work in general business fields, which are not welfare oriented, is rising. However, as a whole, the percentage of people with psychiatric disabilities who have gotten a job is only at 10%. On the other hand, occupation brings about recovery to them. People with psychiatric disabilities, through their job, can enhance their self-actualization and self-esteem, and learn ways to cope with their symptoms on their own which would improve their quality of lives. Previous literature indicated that work motivation is a key factor as occupational functions for people with psychiatric disabilities. Moreover, people with psychiatric disabilities making autonomous decisions would achieve better treatment outcomes than others. Their autonomy should have a great impact on their employment outcomes. However, it has not been clear as to how psychiatric service providers could enhance the work motivation and autonomy of individuals with psychiatric disabilities.

PURPOSE. The purpose of this study was to clarify the factors derived from previous literature that would enhance the autonomy in the process of recovery and employment of individuals with psychiatric disabilities. The research questions are as follows; (1) How does the promotion of autonomy affect on the employment of people with psychiatric

disabilities? (2) What are the factors of work motivation autonomy which affect on employment and job retention of people with psychiatric disabilities?

METHOD. We used multiple databases and selected documents that met eligibility criteria for the review. The eligibility criteria were as follows; (1)The literature is about people with psychiatric disabilities, excluding intellectual and developmental disabilities. (2) The variable is autonomy or self-determination in employment in the case of quantitative studies. (3) The qualitative studies include the relationships between employment and autonomy or self-determination from the perspective of individuals with psychiatric disabilities. (4) Must be an original article.

RESULTS & DISCUSSION. A total of 285 studies were identified through the literature search of the database, Medline/ PsycINFO(Ovid). Subsequently, they were screened by their titles and abstracts, and as a result, 251 studies were excluded. Also 4 articles were added by PubMed. The remaining 38 full-text documents were assessed for eligibility for the review, and 30 studies were excluded. Finally, the remaining 8 studies were included in the review. Results indicated that factors relating to the relationship between employment and autonomy can be classified into the following 4 themes;(1)personal relationships with supporters, (2)structures created by working, (3)significance of work, and (4)access to self-selection opportunities. Implications of the study included; support for self-management of symptoms, motivational interviewing, and support techniques which promote autonomy for people with psychiatric disabilities. Further studies should examine the effectiveness of supporting techniques for people with psychiatric disabilities to increase their autonomy at work.

Learning Objectives:

- To understand the factors of work motivation autonomy on employment and job retention of people with psychiatric disabilities.
- To learn how to promote autonomy for people with psychiatric disabilities through the process of employment.
- To find out what kind of employment support is needed to for people with psychiatric disabilities.

*Keywords:* autonomy, self-determination, employment, mental illness

### DR. JUN YAEDA

*University of Tsukuba - Associate Professor at Rehabilitation Course*

Jun Yaeda is an associate professor at Rehabilitation Course, University of Tsukuba, Tokyo, Japan. His research interests include: rehabilitation philosophy, vocational rehabilitation counseling, and international rehabilitation education.

### MS. YUMI YUZAWA

*Tanzawa Hospital - Psychiatric Social Worker*

Yumi Yuzawa is a Certified Psychiatric Social Worker and a Certified Career Consultant. She works in the daycare department of a psychiatric hospital in Kanagawa, Japan. She is currently in charge of employment support for people with psychiatric disabilities. She has two responsibilities: an employment support program for people with psychiatric disabilities who want to work and a return-to-work program for people who are on long-term leave of absence due to mental illness. Previously, She was a manager at an HR department in a private practice, and a manager at a music production in Tokyo. Throughout her career, she has focused on creating an environment where people can fulfill their potential. She also has a master's degree in rehabilitation and is practitioner-researcher. Her current research interests include return-to-work, employment support and comprehensive rehabilitation of individuals with mental health issues. She has recently been conducting her research on how the autonomy of people with psychiatric disabilities has been lost through their process of disease.

## **Effective Facilitation Styles to Moderate Online Discussions of Social Issues (6A)**

**Time: 6:00 PM - 6:45 PM**

**Presenters:** Rika Takahashi; Risako Yang [[Slides](#)]

**Topic:** Online Learning and Technology; Type: Skill Share

**Abstract.** The harsh notion of “political correctness” has risen in the past few years out of a need for cultural inclusivity and social sensitivity, but has unfortunately also stifled conversations and contributed to a sense of hyper-surveillance in everyday discourse. However, these difficult conversations navigating challenging topics have become increasingly important in the current global climate. In order to foster a productive conversation, there must be a good balance between a review of fundamental knowledge and a discussion that acknowledges a diverse range of opinions. However, the pandemic has made opportunities to meet people and converse in open dialogue difficult to find. toriaezu., which translates to “just for now,” is an online platform with the motto “let’s just talk about it.” Here, participants can learn about global social issues, and share their thoughts and feelings with others during discussions. The events aim to allow participants to reach their own individual opinions or conclusions by the end in addition to more interest in the main topic. Based on our experiences facilitating online events, the presenters will offer insights and takeaways to overcome different barriers such as gaps in language, age, and prior knowledge in online educational opportunities. The examples used are from a specific event introducing notions surrounding gender that may be perceived as non-conventional by some.

Learning Objectives:

- Learn different models of online conversations (each with distinct limitations and challenges) and how to best navigate an effective discussion about social matters
- Recognize the importance of knowledge in the topic in cross-generational, inter-cultural conversations on global issues

*Keywords:* online discussions, discussion facilitation, cross-generational discussions

MS. RIKA TAKAHASHI

*McGill University - Undergraduate student; toriaezu. - Co-founder*

Rika Takahashi is an undergraduate student of McGill University. She is a co-founder of toriaezu., a non-profit organization which offers an online discussion platform in Japanese for learning and discussing challenging topics addressed in the current global climate. She

has been involved in developing an online curriculum and instructing a STEM workshop for the middle and high schoolers in Japan with SKY Labo, a non-profit organization in Japan which seeks to equip them with a new mindset for learning.

### MS. RISA KO YANG

*Colgate University - Innovation Fellow; toriaezu. - Co-founder*

Risako Yang is a current student and an Innovation Fellow at Colgate University studying English literature and biology. She is also a student representative chosen as a member of the University's Task Force for Remote Learning. Outside of school, she has worked with SKY Labo since 2017 as a program designer. Recently, she co-founded toriaezu., a non-profit organization aimed at creating an online platform in which Japanese-speakers across ages, interests, and backgrounds can come together to learn and discuss upcoming challenges that our global society faces.

## **Bullying Victimization of Learners with Disabilities: Basis for the Development of An Anti-Bullying Survival Kit (6B)**

**Time: 6:00 PM - 6:45 PM**

**Presenter:** Dr. Ruthell Moreno [[Slides](#)]

**Topic:** Transition, Inclusive Postsecondary Education, and Self Determination; **Type:** Paper

**Abstract.** This study used a sequential explanatory mixed methods quan→QUAL design and aimed to determine the extent of bullying victimization of high school learners with disabilities, as basis for the development of an anti-bullying survival kit. Quantitative data were gathered to identify learners with disabilities and those who have experienced bullying within the last three years. Bullying Victimization Scale survey instrument was used to collect data from learners with disabilities enrolled under Special Education and Inclusion programs in Iloilo City, Philippines for SY 2018 to 2019. Frequency, percentage, mean, standard deviation, and Kruskal Wallis H Test were utilized to analyze the data gathered. All statistical computations were computed with the use of Statistical Packages for Social Science (SPSS) software and the level of significance was 0.05. Different disabilities (hearing impairment, visual impairment, intellectual disability, and multiple

disabilities) were observed among the respondents. Generally, the participants had rarely experienced bullying for the last three years. No significant difference was noted in the extent of bullying victimization when grouped according to type of disability. The qualitative phase utilized narratives which were documented through in-depth semi-structured interviews. Purposive sampling was used to determine participants who underwent in-depth semi-structured interview. The challenges faced by high school learners with disabilities and the coping strategies they employed were explored. The three main themes on challenges which emerged from the narratives of the interview participants were Social Interaction/ Communication Problems, Exposure to Bullying Victimization, and Academic Problems. To cope with different challenges and bullying experiences, participants employed multiple coping strategies where approach-oriented strategies were used more than the avoidance-oriented ones. An Anti-Bullying Survival Kit was developed based on the findings of the study utilizing Knirk and Gustafson design model. The survival kit contains specific insights, strategies, activities, and resources for students, parents and teachers to address bullying.

#### Learning Objectives:

At the end of this session, participants will be able to determine the challenges experienced, coping strategies employed, and the difference in the extent of bullying victimization of high school learners with disabilities when grouped according to type of disability, as basis for the development of an Anti-Bullying Survival Kit. Specifically, this study sought to answer the following questions:

1. What are the types of disability of high school learners?
2. What is the extent of bullying victimization experienced by the learners with disabilities?
3. Is there a significant difference in the extent of bullying victimization when the learners are grouped according to type of disability?
4. What are the challenges faced by the high school learners with disabilities who experienced bullying victimization?

5. What are the coping strategies employed by the high school learners with disabilities?
6. What Anti-Bullying Survival Kit may be developed for the learners with disabilities?

*Keywords:* Bullying, disabilities, special needs

### DR. RUTHELL MORENO

*West Visayas State University - Instructor I*

As an educator for more than 8 years, Ruthell Moreno shows utmost dedication, hard work, patience, and love towards teaching and towards learners with special needs. She started as a SpEd teacher of elementary children with special needs at one private inclusive school, then she became an instructor at West Visayas State University (WVSU) College of Education. She taught Special Education and Professional Education subjects to undergraduate, Diploma in Teaching, and graduate school students. Aside from instruction, she also does research, extension and production activities. Dr. Moreno finished her Bachelor's degree in Special Education Major in Teaching Children with Mental Retardation Summa Cum Laude at West Visayas State University in Iloilo City, Philippines despite being diagnosed with Systemic Lupus Erythematosus (SLE), a disabling autoimmune disease. Having joint pains and other debilitating symptoms didn't stop her from achieving. She was top five in the Licensure Examination for Teachers (LET) and was one of the Ten Outstanding Students of the Philippines (TOSP) in 2012. She finished her Master in Education Major in Special Education at Cebu Technological University, and she finished her Ph.D. in Education Major in Psychology and Guidance with Highest Distinction at West Visayas State University. She was 19 years old when she put up the Lupus Support Group of Panay (LSGP) Inc., a non-stock, non-profit organization which aims to help persons diagnosed with lupus. Since then, helping those with disabilities such as those with lupus has been her passion and advocacy.

### **Beyond Participation: Understanding Multicultural Multilingual Family–School Partnerships in Hawai'i (6C)**

**Time: 6:00 PM - 6:45 PM**



**Presenter:** Haley Pendergast Radcliffe [[Slides](#)]

**Topic:** Family and Community Engagement; **Type:** Paper

**Abstract.** Although the benefits of family engagement are well-documented, lack of preservice preparation and inservice professional development leave many educators wondering how to partner with families for student success. These needs become even more critical when working with multicultural and/or multilingual students, who often face achievement gaps and systemic inequities in public education. Educators and schools who fail to reflect on the origins of their current family engagement processes may fail to realize why some attempts foster stronger relationships, whereas others seem to be minimally effective. In this presentation I address the history of family engagement research, including how the evolution of conceptual frameworks from Bronfenbrenner all the way to Mapp and Kuttner can inform family-school partnership practices. The Mapp and Kuttner Dual Capacity-Building Framework identifies the challenges, opportunity conditions, program and policy goals, and family and staff capacity outcomes for meaningful family-school partnerships. The challenge in family-school partnerships is dual-fold: there are lack of opportunities for school and program staff to develop capacity for family-school partnerships, and there are lack of opportunities for families to build their capacity for family-school partnerships. The process conditions necessary for family-school partnerships are that these partnerships are linked to learning, relational, focused on development of all involved, collaborative, and interactive (Mapp and Kuttner, 2013). The organizational conditions necessary for family-school partnerships are that these partnerships are systemic across the organization, integrated and embedded in all programs, and sustained with resources and infrastructure. The policy and program goals are to build the 4 Cs of families and staff: capabilities (skills and knowledge), connections (networks), cognition (beliefs, values), and confidence (self-efficacy). All of these lead toward the family and staff capacity outcomes. School and program staff capacity outcomes include being able to “honor and recognize families’ funds of knowledge, connect family engagement to student learning, and create welcoming, inviting cultures” (Mapp and Kuttner, 2013, p. 8). Family outcomes include the ability to navigate multiple roles in family-school partnerships, such as “supporters, encouragers, monitors, advocates, decision makers, and collaborators” (Mapp and Kuttner, 2013, 8). All of this culminates in

family school partnerships that support student and community success. This presentation will also provide insights for educators wanting to develop their skills in family engagement with multicultural and/multilingual families. Educators will leave this session understanding why they may feel unprepared in family engagement, where to find current resources, and how to turn these insights into a model for their school or organization. This presentation is similarly geared toward families who may wonder how to more effectively partner with schools for their children's success.

#### Learning Objectives:

- Connect one or more family-school partnership framework(s) to personal teaching philosophy and pedagogy
- Self-assess personal current areas of strength and need in family-school partnerships, particularly with multicultural multilingual families
- Formulate an action plan for developing and refining family-school partnership skills

*Keywords:* family engagement, multicultural education, multilingual education, family-school partnerships

#### MRS. HALEY PENDERGAST RADCLIFFE

*University of Hawai'i at Mānoa - M.Ed Candidate, Hawai'i Education Research Network Fellow*

Haley Pendergast Radcliffe is a M.Ed candidate in the University of Hawai'i at Manoa Curriculum Studies program. An elementary educator, Haley has taught in primary grade settings and currently serves as the student services coordinator, working to identify, support, and address learners with neurodiverse needs. Haley's primary research interests are multicultural education, multilingual and bilingual education, home to school transition, family engagement, and immigrant/migrant student experiences in U.S. schools.

### **Persons with Disabilities' Low Status Issues in Japan's Labor Market (6D)**

**Time: 6:00 PM - 6:45 PM**

**Presenter:** Dr. Reiko Nishida [[Slides](#); [PDF Slides](#)]

**Topic:** Employment; **Type:** Paper

**Abstract.** Currently, only 24.2% of persons with disability passbooks are employed in Japan's general labor market. The government emphasizes the increasing numbers of persons with disabilities (PWDs) in the workforce every year. However, how much progress has been made? Compared to 77.7% of persons between the ages of 18-65 without disabilities in the workforce, there remains a huge disparity between them. This study reveals the manifest imbalance of PWDs in the workforce and its causes. In this presentation, I provide the data regarding PWDs' average income and proportion in particular job categories and industries, which suggests that PWDs are exclusively assigned to lower-paying positions. Moreover, the income gap between those PWDs and average regular employees has been expanding in these 20 years. Under the quota system, private companies can establish special subsidiary companies (SSCs) to hire PWDs collectively in an isolated workplace, the number of which is increasing year by year. Those indicate that "separation" in the workplace might be prevailing. This workplace "separation" may contribute to the participation of persons with severe or intellectual disabilities in the workforce. Yet, it has an effect on PWDs' low status in the labor market. This study identifies the customs in the labor market and the legal systems which give enterprises incentives toward workplace "separation" in Japan. Also, according to my analysis, the education system has influenced the PWDs' employment habits. To promote the physical and social inclusion of PWDs in workplaces, I contend that we need some sort of administrative directive obligating public sectors to report the percentage of PWDs in the permanent workforce who fall within particular income grade levels.

Learning Objectives:

- Participants will know Japan's policy for PWDs work and employment.
- Participants will know the current situation of persons with disabilities in Japan's labor market with numbers.
- Participants will know dilemmas of "participation" and "integration" not only in education but also in employment.

*Keywords:* Japan's Disability Employment Policy, Quota System, Imbalance in the Labor Market, Relegation to Entry-level Jobs, Separation in Workplaces

## DR. REIKO NISHIDA

*The University of Tokyo - Project Researcher*

Dr. Reiko Nishida earned her Ph.D. in Law, from The University of Tsukuba and works at the University of Tokyo's Research Center for Advanced Science and Technology. Her research focuses on labor law for persons with special needs such as disabilities and family responsibilities. Her interest is how to achieve a fair employment system and how it can be utilized to support the enhanced employment of Japanese citizens with disabilities.

## **I am Just a Parent, What Can I Do? (6E)**

**Time: 6:00 PM - 6:45 PM**

**Presenter:** Laura Nevitt [[Slides](#)]

**Topic:** Family and Community Engagement; **Type:** Talk Story

**Abstract.** "I am just a parent -what can I do?", this very question is what birthed the Parent leadership Training Institute over 20 years ago and it is still a question asked today by parents. This one question leads to many other questions about the meaning of leadership, what it means to be a 'parent leader', what is advocacy and how to effectively advocate. The Parent Leadership Training Institute (PLTI) is a free 20-week program that teaches parents and community members to become leaders who can solve problems that affect their families. It bridges the gap between government decisions and the needs of community members. By fostering leadership and civic engagement, PLTI gives community members the tools and confidence to improve our community. COVID19 has deeply impacted Hawaii, and recovering resiliently will require new community leaders with innovative solutions. Our families and communities often already know the solutions they need to improve their lives. They have the motivation to create change, but their voices are often unheard, and they may not know how to navigate civic structures. As a result, the most deeply needed changes are often overlooked in a state where families are struggling to survive. When community members lack the knowledge, skills, or confidence to make their voices heard,

they become disempowered and learn to believe they have no control over issues that affect them. Loss of public trust in government has become especially concerning. There is a great need to empower parents and community members to actively participate in civic life, which is exactly what PLTI has been proven to do—on Oahu, across the state, and nationally. PLTI is a national, award-winning, evidence-based civics program that is proven to bolster parental involvement while promoting the lifelong health, safety and learning of children. PLTI graduates gain self-confidence as they develop leadership abilities and use their skills as change-agents to help the children and families in their communities. Children of PLTI participants also benefit when they see their parents participate in their community as advocates and decision-makers.

#### Learning Objectives:

At the end of this session, participants will understand the importance of being advocates for children/their community, learn about a free 20-week program they could participate in to learn leadership and advocacy skills and understand the greater need for 'parent' leaders in their communities.

*Keywords:* engagement, advocacy, leadership

#### MS. LAURA NEVITT

*Hawaii Children's Action Network - Community Engagement and Training Director*

Laura brings 20+ years of organizing in both the electoral and issue advocacy worlds. She has a Master's Degree in Advocacy and Political Leadership from the University of Minnesota-Duluth and a Bachelor's Degree in Women's Studies/Political Science from Metropolitan State University. She has worked with Healthcare workers in Michigan to engage them in the political process, advocated and educated for Clean Energy in Louisiana, was the Political Director for a Labor Union in Washington State and most recently, was the Executive Director for the Democratic Party of Hawaii. In her spare time, she likes to hike, take photos, read, swim and run along Waikiki's beaches. She is joined by her husband of 32 years who recently retired.

**Day 2: Tuesday, March 2, 2021**

## Critical Intersection: Disability and Food Insecurity in Institutions of Higher Education (7A)

**Time:** 10:00 AM - 10:45 AM

**Presenter:** Elmira Jangjou [\[Slides\]](#)

**Topic:** Transition, Inclusive Postsecondary Education, and Self Determination; **Type:** Paper

**Abstract.** As higher education has become more accessible to diverse groups of students, the number of postsecondary students with disabilities has increased. These students face various challenges during their college life. Their experiences can even be more complex in conjunction with food insecurity. Research suggests that food insecurity is particularly prevalent among individuals with disabilities. There are various ways to address students' basic needs insecurity, and campus food pantries are one of the short-term solutions. The current study illustrates the experiences of students with disabilities using an on-campus food pantry and aims to shed light on the importance of this resource in the lives of these students. I conducted a qualitative study to better understand the experiences of postsecondary students with a campus food pantry. According to the U.S. Department of Justice's definition of disability, of the fifteen students interviewed, four individuals were students with disabilities. One of the participants was visually impaired. Another student faced mental health issues, which resulted in receiving treatment at a psychiatric hospital. The other two students had chronic illnesses that required special treatments and nourishment. The initial thematic analysis of the interview data for these four students reveals four major themes related to food access: financial, social, environmental, and dietary factors. Since this research is conducted in the early days of the COVID-19 pandemic, some specific immediate impacts of the pandemic on the students will also be discussed. This study can provide valuable information on the ways students with disabilities can benefit from an on-campus food pantry. The findings can also raise awareness about the special needs of these students and compel higher education institutions to address the issue of food insecurity among this vulnerable population and provide inclusive postsecondary education.

Learning Objectives:

- Learn about the importance of on-campus food pantries in the lives of students with disabilities.
- Learn about the special needs of food-insecure students with disabilities that higher education institutions should consider.
- Learn about some specific immediate impacts of the COVID-19 pandemic on students with disabilities who are university food pantry clients.

*Keywords:* higher education, food insecurity, disability, on-campus food pantries

### MRS. ELMIRA JANGJOU

*University of Iowa - Graduate Research Assistant*

Elmira Jangjou is a third-year Ph.D. student at the Educational Policy and Leadership Studies Department. She received her B.Sc. and M.Sc. in Agricultural Economics Engineering from the University of Tabriz, Iran. Her experience in teaching in various private institutions inspired Elmira to pursue a graduate degree in the field of education abroad. Despite the challenges of integrating her degrees to her new field of study, she was driven by a lifelong belief that access to equitable education could be integral to help communities and individuals break the cycle of poverty. After meeting Dr. Broton and becoming inspired by her research on basic needs insecurity, Elmira became interested in learning more about food insecurity in higher education. She conducted a qualitative study to better understand the experience of students utilizing an on-campus food pantry. By adding students' voices and shedding light on their experiences, she hopes to increase awareness on the issue of food insecurity among postsecondary students, as well as contribute to the overall accessibility of on-campus food pantries.

## **Improving Postsecondary Education Outcomes for Students with I/DD and TBI: A Description of Two Studies conducted by VCU and KSU (7B)**

**Time: 10:00 AM - 10:45 AM**

**Presenters:** Jaclyn Camden; Phillip Rumrill [[Slides](#)]

**Topic:** Transition, Inclusive Postsecondary Education, and Self Determination; **Type:** Skill Share

**Abstract.** This presentation focuses on two studies conducted by Virginia Commonwealth University and Kent State University for the RRTC on Employment of Transition-Age Youth with Disabilities. The first study examines the effects of implementing an online course, coupled with technical assistance for trained personnel providing employment supports in higher education for students with I/DD. The course and technical assistance is based on expertise gained from over 10 years of implementing VCU's inclusive higher education program for students with I/DD, ACE-IT in College. While taking inclusive academic coursework, 100% of ACE-IT in College students are working in paid campus jobs that are supported by highly-trained employment staff. ACE-IT in College has a 90% post-graduation employment rate. During this presentation, the presenters will discuss the components of the course developed to assist other college staff to increase on-campus paid employment for students to aid in their career preparation for employment post-graduation. Components of the course include in-depth ways to get to know students to ensure campus employment is aligned with interests, skills, and needs, how to facilitate effective job development utilizing traditional and customized approaches, strategies to providing individualized jobsite training supports, and how to assist students in transitioning from college to their careers while maximizing collaborative efforts with community partners. Session participants will learn about how year-long technical assistance is structured and delivered to interested universities and colleges following the completion of the course. The second study conducted by Kent State University will discuss the impact of Cognitive Support Technology and customized vocational case management on the academic and employment outcomes of college students with traumatic brain injuries (TBI). Session participants will learn about CSTs and the range of products and technologies from mainstream everyday technologies such as tablet computers to specialized devices designed for specific goals such as step-by-step instruction in the performance of a particular task. Presenters from VCU and Kent State will describe some of the challenges they have faced initiating studies during a pandemic on college campuses across the country. They will discuss how they have had to adapt their approaches to continue with their studies.



#### Learning Objectives:

- Understand a study within the context of inclusive higher education programs and the need for increased on-campus employment and career planning.
- Gain information on strategies and resources to increase on-campus paid employment opportunities for college students with I/DD
- Understand the importance of building partnerships with employers and community organizations to build a comprehensive employment component in inclusive higher education programs.
- Understand the focus of a study to increase the academic and employment outcomes of college students with TBI.
- Gain information and resources on Cognitive Support Technology and its use to improve academic and employment outcomes for college students with TBI.

#### MRS. JACLYN CAMDEN

*VCU RRTC on Employment of Transition-Age Youth with Disabilities - Study Lead*

Jaclyn Camden, M.Ed. is a faculty member at Virginia Commonwealth University and has been supporting individuals with disabilities in a variety of capacities for over 10 years. She has experience with research and demonstration projects that look at planning for and supporting employment for individuals with disabilities in K-12, postsecondary education, and the community. Jaclyn serves as the career coordinator for VCU's postsecondary education program for students with I/DD: ACE-IT in College. Jaclyn is the study lead for Effects of Trained Personnel Providing Employment Supports in Higher Education on the Employment Experiences of College Students with I/DD: A Quasi-Experimental Study.

#### DR. PHILLIP RUMRILL

*University of Kentucky, Human Development Institute - Professor/Director of Research and Training*

Phillip Rumrill, Ph.D., CRC, is a Professor in the Department of Early Childhood, Special Education, and Counselor Education at the University of Kentucky (UK) in Lexington. He also serves as Director of Research and Training in the UK Human Development Institute. Dr. Rumrill's direct service experience includes substance abuse counseling, academic advising and accommodation planning with postsecondary students with disabilities, vocational guidance and career counseling with a variety of disability populations, and vocational expert services in civil litigation. Dr. Rumrill's research interests include aging and disability, issues facing students with disabilities in higher education, assistive technology and reasonable accommodations, chronic illness, the career development implications of disability, workplace discrimination, program evaluation, research design and methodology, and self-advocacy strategies for people with disabilities.

## **Art Connects to Wellbeing (7C)**

**Time: 10:00 AM - 10:45 AM**

**Presenter:** Chanika Svetvilas [[Slides](#)]

**Topic:** Creativity and the Arts; **Type:** Talk Story

*Abstract.* Chanika Svetvilas's interdisciplinary artwork focuses on the diversity of the intersectional lived experience of mental health difference, and the impact of the stigma and discrimination encountered by utilizing an archive of medication guides, prescription bottles, media documentation of current events, historical and psychiatric resource materials, and a personal archive that reflect mental health conditions and systemic and historical legacies to find strength in vulnerability. In this PowerPoint presentation, Svetvilas presents public interactive works that give the viewers the opportunity to empathize and identify with the experience of mental health difference through their actions. "Prescription of Support" invites the public to write a prescription of support and insert it into a prescription bottle provided and to take one that someone else has written. The bottles are labeled with a QR code that is an audio interview between someone who self identifies with a mental health difference and someone who is a part of their support network. The QR code also includes the suicide hotline and web link to the National Alliance of Mental Illness. The use of the prescription bottle questions how medical forms of healing

are balanced with the interdependence of support. How does one create a safe environment for participation, creation, and sharing while safeguarding from triggers? The “Speech Balloon” installation invites viewers to complete the sentence “I am” printed on balloons provided by writing their self-affirmation on it with markers. By externalizing their expression, they empower themselves and others can identify with their feelings as well. How can art or objects be used to initiate conversation and discussion of lived experiences? The workshop, “Art Connects to Wellbeing,” explores the meaning of stigma from its etymology to the spectrum of personal experience through collage and discussion and examines the complexities and facets of support. How can you turn a negative term like stigma into a positive empowering instrument through creativity and find commonalities that reach beyond mental health? The scope of Svetvilas’ work aims to use personal lived experience to address broader issues of access and mutual aid while creating a supportive community with shared resources. Attendees will discover ways they can apply art as a vehicle for exploring lived experiences, cultivate a way to share and create community, and empower the individual through self-reflection through art.

#### Learning Objectives:

- Art can be a form of healing practice.
- Art can be used as a form of resistance.
- Art can create community by sharing experiences and resources through social practice.
- The audience for the arts needs to be inclusive of those who self-identify with disability.

*Keywords:* Mental health, bipolar disorder, stigma, access, mutual aid, art, creativity, disability, support, interdependence, healing, wellbeing

### MS. CHANIKA SVETVILAS

#### *Artist*

Chanika Svetvilas is an interdisciplinary artist who utilizes lived experience in her art practice as a way to create safe spaces, to disrupt stereotypes and to reflect on

contemporary issues. She has presented her interdisciplinary work nationally in multiple spaces and contexts including currently at Ethan Cohen KuBe in Beacon, NY. Her drawings and sculpture will be published in Wordgathering and Rogue Agent this year. Her work is also included in Studying Disability Arts and Culture: An Introduction by Petra Kuppers and the NuyorAsian Anthology edited by Bino Realuyo. She holds a BS from Skidmore College and an MFA in Interdisciplinary Arts from Goddard College.

## You Can Do Employment Too! (7D)

**Time: 10:00 AM - 10:45 AM**

**Presenters:** Erica Belois-Pacer; Kevin Dierks [[Slides](#)]

**Topic:** Employment; **Type:** Skill Share

**Abstract.** Join Erica Belois-Pacer with the Association of People Supporting Employment First (APSE) and Kevin Dierks with Therap Services LLC to talk about how YOU can start supporting #EmploymentFirst. APSE members believe in Employment First. Real jobs for real pay for all people with disabilities. APSE is a national membership organization, hoping that there is movement to start a Hawaii chapter! If you aren't already working to provide employment services to people with disabilities, Erica will show resources available to start focusing on competitive, integrated employment. APSE members and nonmembers alike will leave with resources to build your employment team and to support individuals to find and maintain jobs in the community! Then... once you're up and running, what information do you need to be tracking? How do you KNOW what works to get people jobs? You need smart data to do that. Kevin from Therap will discuss how employment support teams can track services provided to people with disabilities and how Therap is one tool to do that! APSE.org has resources: Universal Employment Competencies; Workshops to Workplaces / regional trainings; Connections to chapters; Connections to people who can help!

Learning Objectives:

- Attendees will leave with a familiarity of APSE, membership, and available resources for employment services best practices.

- Attendees will better understand Therap's employment module to track employment data that supports effective employment support professionals.
- Attendees will know how to connect with their National and state APSE chapter networks and ideally, someone will want to start a Hawaii chapter!

*Keywords:* APSE, Employment First, Employment, Community-Based Employment Services, Best Practice, Competency, Professional Development, Data, Therap

### MS. ERICA BELOIS-PACER

*Association of People Supporting Employment First (APSE) - Professional Development Director*

Erica spent the first half of her career as a teacher in an integrated classroom from 2000-2006. She then worked in the private sector, advancing to Director of Educational Programs at Falls View Academy where she developed program opportunities through Supplemental Educational Services (SES) and Extended Learning Programs (ELT) across the state for students with disabilities and underserved populations. In 2015 she began working in Vocational Rehabilitation Community Employment at the Center for Human Services Education, create materials and provide trainings to school personnel on options for students with disabilities after high school. As a Special Education teacher herself she was unaware of how many young adults with disabilities are unemployed. Bridging the gap between the high school and college/work became her passion. In her most recent role as the Associate Director of the CHSE, she had the opportunity to oversee contracts that provided training and education to agencies that provide Supported Employment across NYS. A highlight of this position was collaborating and organizing the yearly NYS APSE Conference in Lake Placid, NY. Erica and her husband live in Fairport, NY with their three children. In her free time she volunteers as a Parent Representative on the Committee for Special Education.

### MR. KEVIN DIERKS

*Therap Services LLC - Regional Director Pacific Rim*

Kevin Dierks has worked supporting people with disabilities and the people and systems that surround them for over 29 years. He has been with Therap since 2009, supporting

more and better data to improve life outcomes for people with disabilities across thousands of organizations. He is involved in National, Federal, State and community level public research and initiatives involving public health, disability, technology, and human services. He is proud to have played an instrumental role in creating Hawaii's Self-Advocate Advisory Council. He has a M.A. in Community Psychology from University of Hawaii and is a graduate of The NLCDD.

## **Web Accessibility Legal Update (7E)**

**Time: 10:00 AM - 10:45 AM**

**Presenter:** Ken Nakata [[Slides](#); [Video](#)]

**Topic:** Online Learning and Technology; **Type:** Skill Share

### **Abstract**

The Internet can eliminate many of the barriers in our society for people with disabilities. Yet, when public and private sector organizations create inaccessible websites or post inaccessible content, they only create additional barriers for citizens and customers with disabilities. For instance, a small local government may use WordPress to post an image of a map showing the location of an important town meeting but a blind citizen who uses a screen reader may be excluded because the image has no "alt text" associated with it. Or a deaf student at a local college may not be able to keep up with the course she always wanted to take because the professor posts an uncaptioned video of an important lecture. Had the local government or college taken the simple steps to make web content accessible, they could have complied with the ADA and not discriminated against people with disabilities, been more inclusive to people with limited English proficiency, and improved overall searchability of content for all users.

Web accessibility has given rise to thousands of lawsuits in recent years. This presentation reviews this trend. It refines a similar presentation that we gave at PacRim last year that was very well received and that generated a lively interactive discussion. Law and Web Accessibility Federal laws, such as the Americans with Disabilities Act (ADA) requires websites to be accessible. In addition, there are other Federal laws, such as Sections 504 and 508 of the Rehabilitation Act, that also come into play. Most recently, state laws (like

California's Unruh Act) have also been applied—including outside of California—to organizations that sell or provide services to California citizens. The first part of this presentation will provide a brief overview of these different accessibility laws and their impact on web sites. Evolution of Web Accessibility Litigation The nationwide surge in web accessibility litigation has also resulted in new cases that have addressed some challenging questions for advocates and organizations. For instance, can organizations be sued from thousands of miles away by plaintiffs who have little interest in becoming a customer? Or when does settling a web accessibility lawsuit prevent subsequent lawsuits? They are also some of the most engaging issues that have direct impact on both consumers and businesses. The second part of this presentation will focus on how the law has evolved regarding these issues.

#### Learning Objectives:

- Students will learn about the legal drivers for web accessibility
- Students will understand the exponential growth in web accessibility litigation—and the importance of fixing websites now.
- Students will develop a better understanding of how these issues have been resolved—and also how web accessibility affects their specific organizations.

*Keywords:* WCAG, ADA

### MR. KEN NAKATA

#### *Converge Accessibility - Principal*

Ken Nakata is a Principal of Converge Accessibility, a web and digital technology consulting firm that brings together a unique combination of legal and technical expertise. As a consultant, Ken has helped clients of all sizes manage digital accessibility and has worked with organizations like NASA, Microsoft, and HP in shaping accessibility policy. Before forming Converge, he was a Senior Trial Attorney in the Disability Rights Section at the U.S. Department of Justice. In addition to overseeing ADA investigations and representing the Department in Federal court, he also helped the U.S. Access Board develop the original Section 508 regulations and technical assistance information for accessible website design.

He also helped develop the Department's policies for websites and technical information available on [www.ada.gov](http://www.ada.gov). He is admitted to practice in New York, Washington DC, Washington state, and the District of Columbia.

## **Accessible Content Core Skills: Building More Accessible Learning and Working Environments at York Region District School Board (8A)**

**Time: 11:00 AM - 11:45 AM**

**Presenters:** Brandon Wu; Anthony Anirud [[Slides](#)]

**Topic:** Online Learning and Technology; **Type:** Skill Share

### **Abstract**

A key byproduct of COVID-19 has been the proliferation of online learning environments. When online content and learning technology is more accessible, everyone benefits. Content that is more accessible to people with disabilities will also be more clear, concise and user-friendly to people without disabilities. Nevertheless, central to this new and changing online landscape is the extent to which people with disabilities are able to access online content and information. For all people regardless of self-identified or attributed modes and/or degrees of ableism, four considerations are necessary for creating online content that is accessible: Meaningful access (maximum accessibility), Clarity of purpose, Conciseness of content, and Universal design and user-friendliness.

With digital technology (e.g., computers, laptops, tablets and smartphones) becoming a normalized part of our learning and working environments, we need to ensure that online content is accessible to people with and without disabilities. Whether legally mandated – as in the case of Canada with Bill C-81: The Accessible Canada Act, or by Section 508 and the Americans with Disabilities Act in the United States – or proactively engaged beyond minimum compliance obligations, accessibility is vital toward realization of meaningful access and true inclusion. Accessible online content entails an attitudinal shift as organizations and individuals must move beyond the default unconscious bias of creating online content with only visual users in mind. Indeed, visual and non-visual users (such as people who use screen reader software) must be able to access online content that permit



individualization of experience while being universal in application. While challenges are inevitable in the process for making online content “fully accessible”, there are various best practices for making content more accessible based largely on Universal Design. The goal of this Skill Share is to provide participants with core competencies, skills and strategies for creating online content that is universally accessible. The [Accessible Content Core Skills](#) is the foundational resource of the Accessibility Resource Hub at York Region District School Board (Ontario, Canada). Internal yet publicly accessible, it was launched with the goal of building capacity across (and beyond) the system for creating more accessible content. In this Skill Share, we will be using virtual breakout rooms to explore the following seven core (7) skills to creating accessible content: (1) Headings; (2) Layout; (3) Contrast; (4) Alternative Text; (5) Links; (6) Tables; and (7) Audio and Video.

Participants who are already familiar with some of the core skills will have the opportunity to enhance existing practices, whereas those less familiar will find value in learning new skills about digital accessibility.

The Skill Share will comprise of three (3) parts: Part 1 – Engagement in a large group activity to collectively identify and recognize various accessibility issues and common practices to avoid; Part 2 – Exploring the (7) seven accessible content core skills; and Part 3 – Sharing and unpacking each core skill along with strategies and best practices for creating more accessible online content.

Learning Objectives:

- Acquire a foundational understanding of how to make online content more accessible
- Unlearn ineffective legacy digital accessibility practices
- Learn and apply new accessible content core competencies, skills and best practices

*Keywords:* Accessibility, accessible, content, core skills

**MR. BRANDON WU**

*Human Rights Commissioner's Office at York Region District School Board - Accessibility Officer*

Brandon is currently the Accessibility Officer of the York Region District School Board, the third largest school board in the province of Ontario, Canada. With the only dedicated accessibility position in any Ontario school board, Brandon has a unique perspective of championing accessibility in public education at a system level. Prior to this role, Brandon worked at the school level where he directly supported students who were Deaf or hard of hearing in the classroom. He has also worked in a therapy centre for students with Autism Spectrum Disorder. Brandon holds a Master of Arts in Applied Health Sciences (Sport Management). Through his educational journey, Brandon started in the field of professional sport but eventually expanded his research interests to sport and physical activity promotion. This led to the intersecting fields of physical activity and disability studies, and is where his passion for accessibility was born.

### MR. ANTHONY ANIRUD

*York Region District School Board - Human Rights Commissioner*

With nearly two decades of leadership work in human rights and equity in education, Anthony Anirud serves as Human Rights Commissioner for York Region District School Board, the third largest school Board in Ontario, Canada. A lawyer, human rights practitioner and educator, he previously led the Human Rights Office at the University of Winnipeg in which he developed a comprehensive complaint resolution process in alignment with Indigenization and respectful learning. He also worked with the Ontario Government's Centre for Employee Health, Safety and Wellness where he reviewed discrimination and harassment complaints and disability accommodation matters. He was also the first Director of Human Rights, Equity & Accessibility at Trent University and inaugural Head of Equality, Diversity & Community Engagement at Falmouth University in Cornwall, England. While in the UK, he supported the Equality Challenge Unit in reviewing assessments from higher education institutions in England for the Athena Swan Charter toward advancement of gender equality. He also taught human rights law courses in the Legal Studies Program at Ontario Tec University and was a human rights adjudicator at the Ontario Human Rights Commission during the transition to the review structure in 2009. He has an LLM in European Union Employment & Human Rights Law from the University of Leicester in England and professional Certificate in Diversity Management from Cornell

University. Passionate about fostering a strong human rights culture, he has been a frequent presenter at various national and international human rights conferences over the past ten years.

## Enhancing Employment for College Students with I/DD through Virtual Job Supports (8B)

**Time: 11:00 AM - 11:45 AM**

**Presenters:** Aliza Lambert, Jaclyn Camden [[Slides](#); [Text version of slides](#)]

**Topic:** Transition, Inclusive Postsecondary Education, and Self Determination; **Type:** Skill Share

**Abstract.** This presentation will look at how higher education programs for students with intellectual and developmental disabilities can provide effective virtual job supports to students on a college campus. Session participants will be provided with real-world examples of how program staff has accomplished virtual job supports at Virginia Commonwealth University's inclusive higher education program, ACE-IT in College. ACE-IT in College is a first-round TPSID grantee and a comprehensive transition program (CTP). The program supports students with intellectual and developmental disabilities (IDD) access to college as a pathway to gainful employment. As an inclusive postsecondary education (IPSE) program, ACE-IT has successfully secured campus employment for 100% of its students for the 10 years it has been a program. Amidst the pandemic, ACE-IT staff were able to successfully develop both on-campus and remote paid positions for all students in their program. To address the rising need to create customized virtual positions and provide individualized virtual support, staff have consolidated best practices into recommendations for other IPSE programs. In this session, participants will receive an overview of successful practices to virtually develop and secure paid campus employment as well as how to provide virtual support to students at work. ACE-IT is but one of the many IPSE programs in the country, and the number of programs has been increasing. Increasing IPSE programs demands a need for increasing paid employment opportunities for students with IDD. In addition to both presenters having years of experience with the ACE-IT in College program, they have developed a course for supported employment for inclusive postsecondary programs through a NIDILRR grant. Presenters will make recommendations on how to

incorporate feedback and innovative virtual support to continue to raise expectations and increase opportunities for students with IDD.

Learning Objectives:

- Identify strategies and to conduct virtual job development
- Gain foundational skills in providing virtual job site training
- Contextualize employment outcomes for their inclusive postsecondary education program in relation to feedback from programs across the country

### MRS. JACLYN CAMDEN

*VCU RRTC on Employment of Transition-Age Youth with Disabilities - Study Lead*

Jaclyn Camden, M.Ed. is a faculty member at Virginia Commonwealth University and has been supporting individuals with disabilities in a variety of capacities for over 10 years. She has experience with research and demonstration projects that look at planning for and supporting employment for individuals with disabilities in K-12, postsecondary education, and the community. Jaclyn serves as the career coordinator for VCU's postsecondary education program for students with I/DD: ACE-IT in College. Jaclyn is the study lead for Effects of Trained Personnel Providing Employment Supports in Higher Education on the Employment Experiences of College Students with I/DD: A Quasi-Experimental Study.

### MRS. ALIZA LAMBERT

*VCU RRTC on Employment of Transition-Age Youth with Disabilities - Career Support Specialist*

Aliza Lambert, M.Ed., CRC, is an employee of Virginia Commonwealth University and has worked with individuals with disabilities for five years. She has extensive experience working on developing and maintaining employment opportunities for individuals with disabilities. She serves as the career support specialist for ACE-IT in College and coordinates campus employment and internship. Aliza has an interest in the job development process and creating supports to match the diverse needs of young adults with disabilities.

## **Audio Description for 3-Dimensional (3D) Virtual Worlds (8C)**

**Time: 11:00 AM - 11:45 AM****Presenter:** Dr. Peter Leong [[Slides](#)]**Topic:** Online Learning and Technology; **Type:** Paper

**Abstract.** A three-dimensional virtual world (3D VW) is a simulated 3D environment that can be accessed online through a computer. Instead of a flat two-dimensional (2D) website, 3D VWs allow users to interact through avatars (digital representations), customizable objects, instant text and voice chat. Many institutions of higher education have established their own presence in Second Life (SL), a widely used 3D VW, in order to explore the possibilities of stimulating different forms of learning (Michels, 2008). Many universities have introduced virtual representations of themselves in the form of virtual campuses to support a wide range of educational activities. A virtual campus provides learners with a special virtual space for learning activities and a set of tools to benefit the educational process (Clark & Maher, 2001). Due to COVID-19 pandemic, many academic-related activities pivoted to an online delivery format and the need for a virtual campus is more evident now than ever. The University of Hawaii's College of Education Second Life (COE SL) island was launched in 2011. In 2018, the COE SL island was moved to OpenSim, a free and open-source software that allows anyone to create a 3D VW similar to SL. From an assistive technology standpoint, 3D VWs have little to offer people with disabilities because the experience is largely visual in nature and user inputs often require extensive hand/eye coordination to precisely control an avatar's movements. Wood, Morris and Ussery (2009) identified numerous accessibility limitations of 3D VWs to students with disabilities. Blind and visually impaired students face significant barriers to entry to 3D virtual worlds, specifically challenges on how they navigate and orient themselves within virtual spaces. Information in these virtual spaces is presented graphically rather than with textual equivalents. In particular, user generated content within 3D VW is not accessible to visually impaired users. This project seeks to bring awareness to the need for audio description for 3D VW in order to provide access to students with visual disabilities and to enhance universal design for learning. Like other "assistive technology," audio description is geared primarily toward people who are blind or visually impaired but many sighted people can benefit from "description's concise, objective 'translation' of the key visual components of

various art genres and social settings” (Snyder, 2014, p.46). The project will create audio descriptions for the UH COE OpenSim island as a proof of concept and recruit students (visually impaired & sighted) to evaluate their satisfaction and effectiveness of the audio descriptions.

#### Learning Objectives:

- Define audio description
- List the advantages of audio description
- Learn about 3D virtual worlds (3D VWs) such as OpenSim and Second Life
- Appreciate the need for audio description for 3D VW for the purpose of providing access to 3D VWs for visually impaired
- Learn about how our project seeks to create audio descriptions specifically for 3D VWs

*Keywords:* Audio description; 3D virtual worlds

#### DR. PETER LEONG

*University of Hawaii-Manoa - Associate Professor*

Dr. Peter Leong is an Associate Professor with the Department of Learning Design & Technology (LTEC) where he has worked since 2008. Dr. Leong has extensive experience in the development and delivery of online courses and distance education. Dr. Leong was honored as one of Hawaii’s 2007 top high-technology leaders and was recognized with the University of Hawaii Board of Regents’ Medal for Teaching Excellence award in 2012. Dr. Leong was the developer of the College of Education’s island in Second Life and he organized the first virtual graduation at UHM, which allowed LTEC students both on Oahu and off-island to experience a virtual graduation ceremony in spring 2010. Dr. Leong serves on the Executive Board of the International Council of Educational Media (ICEM). He is currently a co-investigator on a recent National Science Foundation (NSF) grant to evaluate new approaches to improving engagement, diversity, and retention in undergraduate computer science. His publications include articles in Distance Education, Journal of

Technology & Teacher Education, Journal of Virtual Worlds Research, and the International Journal of Design Education. His research interests include student satisfaction with online learning, faculty support for technology integration, technologies for distance education and teaching & learning in virtual worlds.

## **Confronting Complacency: Advancing Equitable Employment for All (8D)**

**Time: 11:00 AM - 11:45 AM**

**Presenters:** Ashley Oolman; Alli Strong-Martin [[Slides](#)]

**Topic:** Employment; **Type:** Talk Story

**Abstract.** This Talk Story session will lead participants through a discussion on how ableism unintentionally permeates disability service provision (with specific focus on employers, professionals, and providers). Even amongst disability service providers, disability inclusion is not a topic many are proficient in. Many providers of disability employment services are not required to learn about disability history, identity or culture. Historic exclusion has resulted in minimal exposure and experience living and working alongside people with disabilities equitably. Because of this gap in lived experience and/or acquired knowledge, organizations need to make intentional efforts to re-examine the systems we uphold and operate within, and ensure we include people with disabilities in all components of service planning and delivery. Additionally, we must become comfortable with challenging our own ethics every step of the way. This session will be facilitated with the intent of opening discussion and creating dialogue for those who care about advancing disability employment, and how we can either choose to break down (or continue to build up) barriers to disability employment – especially the intangible, attitudinal barriers people with disabilities still face every day in their pursuit of self-determination.

Learning Objectives:

- Confront personal bias, and explore power and privilege dynamics in working relationships.

- Discover how ableism is built into systems, and develop strategies for eliminating institutional and intangible barriers.
- Identify transformative action steps to decrease ableism within disability employment services.

*Keywords:* Ableism, Disability Rights, Employment, Equity, Inclusion, Self-Determination

## ASHLEY OOLMAN

*Lifeworks Services, Inc. - Disability Inclusion Consultant*

Ashley Oolman, Disability Inclusion Consultant at Lifeworks, transforms workplaces through accessibility tools, evidence-based best practices, and compliance assessments. From large corporations to small businesses, she guides strategic inclusive hiring and retention initiatives to diversify talent and advance disability employment. With more than a decade of leadership experience in advocacy, employment, and workplace culture, she understands how to navigate complex environments to provide insight for growth. Ashley has an MBA with a concentration on human resource management and a BA in psychology with a minor in human development and family studies. Most recently Ashley was selected as a Josie R. Johnson Leadership Academy fellow and accepted into the YWCA's Racial Justice Facilitator program. She is committed to inclusion as a means to advance human rights for all people, in all walks of life.

## ALLI STRONG-MARTIN

*Lifeworks Services, Inc. - Disability Inclusion Specialist*

Alli Strong-Martin, Disability Inclusion Specialist at Lifeworks, leverages research to develop new products and services that help educate and train employers, disability organizations, and community members on disability rights and disability inclusion in the workplace and in the community at-large. Alli holds a Master's degree in Human Rights, and Bachelor's degrees in Nonprofit Leadership & International Studies. Alli's goal is to facilitate conversation with organizations and community partners on topics such as ableism, intersectionality, and disability history. Alli views her work at Lifeworks as promoting the human rights of people with disabilities to full community inclusion and equal opportunity.



## Clarify WCAG and Creating a Culture of Web Accessibility (8E)

**Time:** 11:00 AM - 11:45 AM

**Presenters:** Ken Nakata; Jeffrey Singleton [[Slides](#)]

**Topic:** Online Learning and Technology; **Type:** Skill Share

**Abstract.** The W3C's Web Content Accessibility Guidelines (WCAG) 2.0 A/AA has revolutionized web accessibility. WCAG 2.0 A/AA is used as the standard for government procurements under Section 508 of the Rehabilitation Act and as the minimum threshold for settlement agreements by the Department of Justice and the Department of Education in their settlement agreements and Letters of Findings. At the same time, WCAG is difficult to learn and harder to implement because of its confusing structure and overlapping requirements. For organizations that do not specialize in accessibility, this makes compliance hard. This situation is unfortunate because the concepts included in WCAG are relatively easy to learn. Another problem with our society's current approach to web accessibility is that too many requirements get back-loaded to developers. For instance, testing may reveal that web pages do not provide sufficient contrast and so developers must change the style sheets for web pages to increase contrast. Color contrast, however, should have been addressed in the wireframe and design stage. Had the designers, developers, and QA teams all known that a 4.5:1 contrast ratio was required, each team member would understand their role in achieving accessibility—and how fulfilling their role helps the whole team succeed. This creates what we call a "culture of web accessibility." But how do you rapidly create a culture of accessibility in an organization new to accessibility? Here, we have found that creating a list of requirements that builds on the WCAG 2.0 is highly-effective when combined with short, targeted training and a set of unique checklists written for each of the different role types in the web development process. For instance, rather than force web developers to wade through the 50 different supporting techniques and 13 different failure techniques in WCAG 1.3.1, we propose breaking it into seven smaller requirements (which we can number 1.3.1.1 through 1.3.1.7)—and then giving creative, technical, and QA teams their own checklists for meeting these seven requirements. This presentation will trace the evolution of this approach to web accessibility and discuss its benefits and disadvantages. We will give an example of how any

organization can create a similar approach and we will also talk about specific markets (e.g. online education content producers and vendors) where this approach seems to work best. This course is intended for beginning and intermediate web accessibility program managers trying to implement web accessibility in their organizations. It will not review WCAG in detail; rather than dissect WCAG, it will focus on a process for dividing and understanding WCAG.

#### Learning Objectives:

- Differentiate actionable requirements from vague guidelines
- Apply these skills to create clear web accessibility requirements based on WCAG specific to their organization
- Construct an easy framework for a culture of accessibility within their organizations.

*Keywords:* WCAG, ADA

### MR. KEN NAKATA

#### *Converge Accessibility - Principal*

Ken Nakata is a Principal of Converge Accessibility, a web and digital technology consulting firm that brings together a unique combination of legal and technical expertise. As a consultant, Ken has helped clients of all sizes manage digital accessibility and has worked with organizations like NASA, Microsoft, and HP in shaping accessibility policy. Before forming Converge, he was a Senior Trial Attorney in the Disability Rights Section at the U.S. Department of Justice. In addition to overseeing ADA investigations and representing the Department in Federal court, he also helped the U.S. Access Board develop the original Section 508 regulations and technical assistance information for accessible website design. He also helped develop the Department's policies for websites and technical information available on [www.ada.gov](http://www.ada.gov). He is admitted to practice in New York, Washington DC, Washington state, and the District of Columbia.

### MR. JEFFREY SINGLETON

#### *Converge Accessibility LLC - Principal Senior Accessibility Consultant*

Jeff Singleton is Co-Founder of Converge Accessibility. As a former member of Microsoft's Accessible Technology Group, he has a keen understanding of accessibility standards and the impact accessibility issues have on individuals. Jeff has assisted companies like HP and Microsoft and government agencies like the VHA with their accessibility efforts. NASA has also trusted Jeff to perform accessibility reviews of the technologies used by its grantees. He regularly presents at accessibility conferences, such as CSUN Assistive Technology Conference, and the National ADA Symposium. Jeff holds the ADA Coordinator Title III Business Certificate and is a Microsoft Certified Systems Engineer (MCSE).

## **Practical First Steps for Achieving Web Accessibility and Voiding Liability (9A)**

**Time: 12:00 PM - 12:45 PM**

**Presenter:** Jeffrey Singleton [[Slides](#)]

**Topic:** Online Learning and Technology; **Type:** Skill Share

### **Abstract**

The path to accessible web content can be very overwhelming, especially for those who are starting this journey for the first time! This presentation will outline simple steps that lead to accessible content much quicker, with less frustration and immediately reduce liability risk exposure. This path can allow an organization to make progress toward accessibility in a proactive and productive way while avoiding the frustration of chasing after accessible content by always reacting after a complaint has been made. Valuable information can be gained from accessibility conference sessions. Unfortunately, for the individual who is new to accessibility and needs to act quickly, these sessions are often very specific and require an existing knowledge of accessibility. Rarely do these sessions cover a simplistic end to end approach that any organization can follow...especially an organization that is new to the concepts and guidelines surrounding accessible content. Those who have been assigned to attend an accessibility conference to learn "how to" make their web site accessible are all too often overwhelmed with the amount of information provided and leave the conference with more questions than answers and, unfortunately, more frustration and anxiety after the conference is over than before the conference began. This

presentation is designed to present simple steps any organization can take to start down the path of accessible content and help bring their web properties into compliance with the applicable laws and regulations. These steps also outline the practical immediate action that can be taken to reduce the overall risk exposure to legal complaints. Following this path will allow an organization to focus their time and resources on remediating and maintaining accessible content rather than reactively chasing individual issues as they arise and failing to make any meaningful progress. Attendees will learn practical initial steps to immediately reduce website liability by discussing: (1) Developing an effective and useful web accessibility statement; (2) The user benefits of including a well-crafted accessibility statement; and (3) The legal benefits of including a well-crafted accessibility statement.

Attendees will further learn about developing a plan for an initial web accessibility audit by discussing: How to identify which web properties should be reviewed first; How to balance manual and automated testing in an optimal way; and What role an automated scanning solution plays in the overall accessibility testing process.

The goal of this session is to provide attendees enough information and understanding about how to initiate an accessibility review of their existing web properties while at the same time reducing exposure to legal complaints. They will also learn how to outline a logical approach that will help remove the confusion and anxiety often experienced by newcomers to the accessibility guidelines and concepts. This approach can then be applied to other web properties, new and old, to achieve consistent results. This structured and simple approach helps lay the basis to incorporating accessibility into an organization's overall development and maintenance process instead of a one time effort, thus making it part of their web content creation culture.

#### Learning Objectives:

- Describe the benefits of including a well-crafted accessibility statement and how to develop an effective and useful accessibility statement to help minimize liability risk.
- Identify which web properties to reviewed first and balance manual and automated testing in an optimal way.

- List the steps and best practices to create a culture of accessibility and ensure the tools and skills are available to everyone involved to maximize the effort and success of creating and maintaining accessible content as a team.

*Keywords:* WCAG, ADA, Legal Risk, Liability, Web Accessibility, Accessibility, Section 508

## MR. JEFFREY SINGLETON

*Converge Accessibility LLC - Principal Senior Accessibility Consultant*

Jeff Singleton is Co-Founder of Converge Accessibility. As a former member of Microsoft's Accessible Technology Group, he has a keen understanding of accessibility standards and the impact accessibility issues have on individuals. Jeff has assisted companies like HP and Microsoft and government agencies like the VHA with their accessibility efforts. NASA has also trusted Jeff to perform accessibility reviews of the technologies used by its grantees. He regularly presents at accessibility conferences, such as CSUN Assistive Technology Conference, and the National ADA Symposium. Jeff holds the ADA Coordinator Title III Business Certificate and is a Microsoft Certified Systems Engineer (MCSE).

## **Barriers to Successful Transition for Students with Blindness and Visual Impairment (9B)**

**Time: 12:00 PM - 12:45 PM**

**Presenters:** Leslie Thatcher; Linda Sullivan [[Slides](#)]

**Topic:** Transition, Inclusive Postsecondary Education, and Self Determination; **Type:** Skill Share

**Abstract.** For the past 5 years, Perkins School for the Blind has explored barriers to college readiness and graduation for students with blindness and visual impairments. Through exploration of the data derived from student profiles from a 9 month, residential gap year program, which ran two cohorts, 2018-19, and 2019-20, collaboration with local colleges, and qualitative research with a range of stakeholders involved with K-12 education, we will explore what we have learned about the deep drivers of these barriers. The roots begin early in a student's educational journey. The technology revolution of the past 20 years,

while offering extraordinary opportunities for access, has not yet been integrated into our students' K-12 education systematically. These, and other factors, lead to invisible, but debilitating barriers to college and career readiness. Understanding these roots can inform your processes, practice, and knowledge of resources. The discussion from this session will support the development of a "Promising Practices Guide for Disability Services Offices", due out in the Spring 2022, a project of College Success@Perkins, a college readiness initiative.

#### Learning Objectives:

- Participants will be better prepared to respond when they encounter students with vision impairment and blindness.
- Participants will be able to consider more informed on-boarding questions with deeper understanding of the K-12 experience of BVI students as well as the broad range of vision impairments, and impacts on accessing higher education.
- Participants will develop a better understanding of how blindness and low vision affects student experiences in and out of the classroom in higher education.
- Participants will have a list of resources to refer to when encountering students with blindness and visual impairments.

*Keywords:* Blindness, Low Vision, Transition, Self Determination

#### MS. LESLIE THATCHER

*College Success@Perkins Perkins School for the Blind - Director, College Success*

Leslie has taught for 20 years, after 7 years in college admissions and student life, leveraging her background in student development to create innovative programs in mainstream and blindness education to move diverse students forward in their chosen environment. Leslie has presented at several regional and national conferences, including multi-hour presentations to practitioners. Currently, as Director of College Success@Perkins, a national college readiness initiative designed to address the staggering statistic that over 60% of our students with vision impairments do not complete their

college program, Leslie is leading a multi year project to create a national conversation about the college readiness crisis for students with visual impairments.

### MS. LINDA SULLIVAN

*Harvard University Office of Continuing Education - Executive Director, Disability Services*

As the Executive Director of the Accessibility Services Office at Harvard University's Division of Continuing Education, Linda works with dozens of students with visual impairments each year. As a partner to the College Success Program with Perkins School for the Blind, Linda has worked with students and administration to develop practices that support students with blindness, or visual impairments in their pursuit of a college degree.

## **Roads to Learning and Earning: Raising Expectations for Students with Intellectual Disability (9C)**

**Time: 12:00 PM - 12:45 PM**

**Presenters:** Alexandra Raxter; Dr. Kelly Kelley [[Slides](#)]

**Topic:** Transition, Inclusive Postsecondary Education, and Self Determination; **Type:** Skill Share

**Abstract.** The Roads to Learning and Earning project began in 2013 with a grant from North Carolina Council on Developmental Disabilities (NCCDD). During that grant period, a web-based resource matrix was developed, allowing middle and high schools to work together across North Carolina to create this initial “roadmap” resource for teachers, parents, young adults, and school administrators available to guide them beyond high school as they entered the workforce, postsecondary education, and/or community living. From 2013-2016, this successful web-based “roadmap” was vetted by several teachers, families, school personnel, and students embarking on their road to college, work, and independent living after leaving high school. The Roads to Earning and Learning website ([www.rtle.org](http://www.rtle.org)) provides a timeline and relevant evidence-based resources to the target population, their families, and school personnel. The overall purpose of the website resources is 1) to raise expectations of parents, teachers, administrators, and students; 2) to demonstrate possibilities of competitive employment, postsecondary education,

training, and independent living options for youth; and 3) to provide teachers, parents, and students with resources that help prepare and create opportunities for positive post-school outcomes. By using the 'Road to Learning and Earning theme, students, teachers and families navigate through five domains: Road to Work, Road to College, Community Living, In the Driver's Seat, and Taking it for a SPIN (strengths, preferences, interests, needs). Within each domain are numerous paths with specific research based resources, objectives, and activities that can be used to guide adolescents during their transition from high school to the workforce, college, and/or independent community living. These resources also allow students to build self-determination skills and find their voice for doing things they never imagined possible through the Stories of Success YouTube channel. Parents, teachers, and individuals also get access to numerous webinars and trainings to expand their knowledge in the field. This presentation will share this web-based resource in great detail, as well as several success videos and lesson plans that school personnel and families can take back and use in their journey of secondary and post-school transitions. Currently, the Roads to Learning and Earning website is funded through the U.S. Department of Education grant H325K170033. New resources, success videos, and webinars/trainings are added twice a month and all resources are reviewed several times a year to ensure the most up-to-date information and research-based practices are shared.

#### Learning Objectives:

- Participants will acquire a new awareness of the five domains investigated during the transition process (Road to Work, Road to College, Community Living, In the Driver's Seat, and Taking it for a SPIN (strengths, preferences, interests, needs).
- Participants will expand their knowledge of overall success stories of individuals with a disability, families, and school personnel that work together closely to build successful and realistic transition roadmaps.
- Participants will develop a list of lesson plans that can aid in the transition process and be used during the school day or beyond.
- Participants will know how to access hundreds of resources related to research-based transition practices.



*Keywords:* Intellectual Disability, Transition, IPSE, Resource

### DR. KELLY KELLEY

*Western Carolina University - Associate Professor/UP Program Director*

Dr. Kelly R. Kelley received her Ph.D. from the University of North Carolina at Charlotte. Since 2010, she has served as the University Participant (UP) Program Coordinator, Consultant, and now Director. She is also an Associate Professor at Western Carolina University. Previously, she also directed the NCCDD Learning and Earning Grant Project and now the Roads to Learning and Earning Personnel Preparation project working with several NC school districts. Dr. Kelley has published 33 book chapters and articles. She has presented at more than 165 international, national, and state conferences. Her research interests include secondary transition related to assistive technology, independent living, and inclusive postsecondary opportunities for individuals with intellectual disabilities. Recently, she also wrote a book called Teaching, Including, and Supporting College Students with Intellectual Disabilities.

### MS. ALEXANDRA RAXTER

*Western Carolina University - RTLE Transition Grant Coordinator*

Alexandra Raxter has her Bachelor's and Master's degree in Inclusive Education/Special Education from Western Carolina University (WCU). Currently, Alexandra serves as the Roads to Learning and Earning (RTLE) Transition Grant Coordinator, as she works in numerous ways with individuals, families, and masters-level school personnel working directly with individuals with disabilities. In conjunction with these roles, Alexandra also has several roles with the University Participant (UP) Program at WCU, serving as an unpaid and paid natural support, roommate/suitemate, graduate assistant, scheduler, and person-centered planning partner to current and former UP students. Although she is just beginning her professional career, Alexandra looks forward to continuing her line of research in the areas of transition, postsecondary education, implementing inclusive practices across all ages focused on teaching independent living and self-determination skills to young adults with intellectual disability.

## Supported Self-Employment for Consumers with Psychiatric Disabilities: A Talk Story Session (9D)

**Time: 12:00 PM - 12:45 PM**

**Presenters:** Dr. Sandra Fitzgerald; Leisha Ishikawa [[Slides](#)]

**Topic:** Employment; **Type:** Talk Story

**Abstract.** The public VR system is serving individuals with psychiatric disabilities at higher rates than any other disabilities (Chan, Wang, Muller & Fitzgerald, 2011; Ingraham et al., 2001) and yet the unemployment rate for this population is more than three times that of the general population (Lutterman, 2013) and as high as 85% nationwide, with states including Maine, West Virginia, Hawaii, Pennsylvania and California reaching unemployment rates at 90% and above (NAMI, 2014). Despite the dismal employment statistics, studies show that persons with psychiatric disabilities can be successfully employed at competitive jobs in integrated settings (Cook & Razzano, 2000; Crowther, Marshall, Bond, & Huxley, 2001; Rogers, Anthony, Lyass & Penk, 2006) when given appropriate employment supports. Research indicates that approximately 60% of persons with psychiatric disabilities who are not working report the desire to work, yet less than two percent receive adequate supported employment opportunities (NAMI, 2014). Often left out of the supported employment service delivery option is supported self-employment. The self-employment rate for people with disabilities is twice that compared to those without disabilities (Galle & Lacho, 2009) but most of the increases in self-employment opportunities have been focused on individuals with developmental disabilities (Dotson, Richman, Abby, Thompson, & Plotner, 2013). The advantages of self-employment for people with disabilities include easier implementation of illness self-management tasks and commitments to treatment schedules and accommodations in the areas of transportation, communication, and overall accessibility is easier to meet as many small business ventures are designed to meet the personal needs of the business owners. For individuals with psychiatric disabilities, self-employment accommodates the episodic nature of living with mental illness and impact of employment-related stigma often associated with psychiatric illness. This talk story session is designed to stimulate discussion about supported self-employment practices and innovations that support the entrepreneurial spirit of

persons living with the most disabling conditions, particularly for those living with serious mental illness. A cooperative model of supported self-employment where bookkeeping, marketing, and other business-related supports are offered to a coop of business owners with disabilities will be introduced along with an invitation to discuss innovative ways to support individuals to incubate their business ideas. Other discussion points will include ways to capitalize on the support from the business community along with experts from vocational rehabilitation agencies, family members, and the larger community to incorporate support at all aspects of the business process. This talk story session will include the presenter's experience incubating and supporting self-employment ventures through a cooperative effort with multiple partner agencies. This session welcomes all who are interested in the idea of a cooperative supportive employment model to support all aspects of starting a business and support the employment interests of consumers living with psychiatric disabilities and other disabling conditions.

#### Learning Objectives:

- Gain knowledge about the benefits of self-employment for persons with psychiatric disabilities.
- Understand the barriers to starting and maintaining a business without a cooperative model or support in other aspects of running a business.
- Gain knowledge about psychiatric vocational rehabilitation practices including supported self-employment.
- Understand the importance of engaging the business community in any successful supported self-employment service delivery.
- Understand how a self-determined work motivation model can be incorporated into any supported self-employment model.

*Keywords:* supported employment, vocational rehabilitation, psychiatric vocational rehabilitation, cooperative business model

**DR. SANDRA FITZGERALD**

*San Francisco State University - Associate Professor*

Sandra Fitzgerald is an Associate Professor with San Francisco State University's Department of Counseling. She worked previously as a Vocational Rehabilitation Counselor for the State of Hawaii and working primarily with persons with psychiatric disabilities. She currently has a training grant which focuses on training the next generation of counselors in psychiatric vocational rehabilitation and her research has applied self-determination theory to better understand the work motivational factors for consumers with psychiatric disabilities engaged in return to work activities. She conducts research in Hawaii with consumers from the Hawaii Clubhouse, and consumers of vocational rehabilitation services.

### LEISHA ISHIKAWA

Leisha Ishikawa has three years of experience as the Program Coordinator for a non-profit that aims to reduce social isolation and loneliness experienced by diverse older adults in San Francisco. At San Francisco State University, Leisha is pursuing a master's degree in clinical mental health counseling with an emphasis in gerontological counseling. She graduated with a Bachelor of Arts in sociology and minor in health studies from the University of San Francisco. She is determined to alleviate social inequities and barriers that older adults face in accessing mental health care. Through her work, she enjoys fostering intergenerational, multi-cultural connections between older adults and volunteers to build friendships across differences. She is originally from Hilo, Hawaii and is eager to work with older adults (Kupuna) and their caregivers in her home community as a mental health counselor in the future.

## **How to Create a Culturally Responsive and Inclusive Classroom with the ASLM (9E)**

**Time: 12:00 PM - 12:45 PM**

**Presenters:** Moa Viebke; Dr. Kaveh Abhari [[Slides](#)]

**Topic:** Education, Teaching and Classroom Practices; **Type:** Skill Share

**Abstract.** Today's students are tech-savvy and social, but in many classrooms, they are asked to put away their devices and stop talking. Students today struggle in the classroom

because the classroom environment is so different from every other setting in their lives. The answer seems obvious: bridge the gap between the classroom and the rest of the students' life experiences. To accomplish this, the STEM2 R&D group developed the Authentic Social Learning Model (ASLM). This model is a new approach to Authentic Learning by incorporating a Connectivist perspective. The ASLM has been taught to teachers in Hawai'i with promising results of improved classroom engagement and achievement. Siemens (2006) coined the term connectivism to describe learning in the digital age. According to Siemens (2005), the existing learning theories of behaviorism, cognitivism, and constructivism could not address the learning that occurs in classrooms that have been impacted by technological change. Technology may not have changed the look of classrooms, but it has certainly changed the thinking and learning styles of the students in the classrooms. It is time for teachers and administrators to realize that students are different and embrace new strategies to address their new style of learning. Using the ASLM model, teachers will no longer spend their days teaching from the pulpit at the front of the room. Instead, teachers will facilitate learning in a student-centered environment that increases motivation, engagement, and success. There are four major components to the ASLM: connectivist learning, inclusive education, project-based learning (PBL), and assessment. In this presentation, each component of the ASLM will be explained through practical examples with emphasis on how they relate to the 21st-century learners. Participants will be taught the ASLM model and its components as the fundamentals needed to master the skill of teaching 21st-century learners. Participants will walk away with the know how of creating a classroom environment that allows the teacher to individualize instruction for every student, support students in utilizing social learning strategies, including social technologies, to acquire and apply new knowledge, and encourage learning in collaborative effort between the teacher and the students.

#### Learning Objectives:

- Have an understanding of the Authentic Social Learning Model
- Be able to use ASLM strategies to design and implement social learning strategies to enhance collaboration in classrooms.
- Be able to individualize instruction for every student

- Be able to create a collaborative learning environment between the teachers and the students

Keywords: Inclusive Education, Diverse classrooms, Educational Strategies, 21st Century Learning, Professional Development, Connectivism, Authentic Learning

### MS. MOA VIEBKE

*Center of Disability Studies, College of Education at University of Hawai'i at Mānoa - Learning Management System Research Coordinator*

Moa Viebke earned her a B.S in Management Information Systems from San Diego State University. She is currently the Learning Management System Research Coordinator at the University of Hawai'i, Center on Disability Studies, STEM<sup>2</sup> R&D Lab, where she leads the learning management systems and the development and dissemination of research-based resources to enhance engagement and achievement for middle-school math students in Hawai'i. She also designed and delivered professional development programs to help teachers across the state to create inclusive and authentic, social learning environments.

### DR. KAVEH ABHARI

*Center of Disability Studies, College of Education at the University of Hawai'i at Mānoa - Principal Investigator and Affiliate Faculty, at STEM<sup>2</sup>, CDS*

Kaveh Abhari is an Associate Professor of Information Systems at San Diego State University and Associate Specialist at the Center on Disability Studies at the University of Hawaii at Manoa. His research focuses on the applications of digital technologies in democratizing innovation, entrepreneurship, and education. Dr. Abhari has founded the Digital Innovation Lab (DiLab) to research human-centered digital transformation, and STEM<sup>2</sup> R&D Group to support STEM education in underserved communities. He currently leads federally funded research and service projects on inclusive teaching, social learning, and alternative education. He holds a Ph.D. in communication and information Sciences, a Ph.D. in marketing, and a master's degree in electrical engineering with 20 years of experience in the industry.

## **Superfest Disability Film Festival**

**Time: 1:00 PM - 3:00 PM**

Superfest Disability Film Festival is the longest running disability film festival in the world. Since it first debuted in a small Los Angeles showcase in 1970 it has become an eagerly anticipated international event—hosted by Paul K. Longmore Institute on Disability at San Francisco State. For more than 30 years, Superfest has celebrated cutting-edge cinema that portrays disability through a diverse, complex, unabashed and engaging lens. Superfest is one of the few festivals worldwide that prioritizes access for disabled filmgoers of all kinds.

Line Up Superfest Pac Rim 2021 - The program addresses a mix of disabilities and global concerns:

- *Sign at All Times* (8 minutes): A young skateboarder shares his journey to find pride in his Deaf identity.
- *High Flying Jade* (22 minutes): Follow the true story of a bi-polar American white woman who tries to manage her unique brain chemistry by running away to join the circus in Hồ Chí Minh City.
- *Wheelchair Wendy* (6 minutes): An eager-to-please doll in a wheelchair is placed in the perfect world of the narcissistic Barbara, and must find a way to fit in or be thrown in the trash.
- *Indimenticabile* (20 minutes): Luna, who has Cerebral Palsy, and Angel, a sexworker, share an unusual story of love, which challenges the cages and the judgment of others.
- *Single* (14 minutes): Kim, who was born with one arm, gets set up on a blind date. When she finally meets Jake, she quickly realizes he also has a physical disability, and she is pissed.
- *My Grito* (5 minutes): A story about a young man, Cristian, and his love for mariachi music, which leads him to seek out his own grito for his communication device.

## **Modeling a Bicultural Partnership is the Only Way (10A)**

**Time: 3:00 PM - 3:45 PM**

**Presenters:** Sandra Tuhakaraina; Lesley Robinson [[Slides](#)]

**Topic:** Indigenous Knowledge, Perspectives, and Approaches; **Type:** Paper

**Abstract.** As lecturers in teacher education, we were inspired by Mason Durie's work which encouraged us to think about how we could teach in a bicultural partnership. There has been a renewed sense of partnership built around two sets of traditions, two bodies of knowledge and two cultures. The interface between the two approaches has become a rich ground for the expansion of knowledge and enhanced understanding without assumptions that one approach is necessarily more worthy than the other (2013, p 17). This presentation draws on a small research study that explored the impact on teachers who enrolled in a one year Graduate Certificate programme. The particular focus of the study was to find out how teachers experienced a co-teaching approach whereby a Pākehā (Settler) and a Māori (Indigenous) lecturers worked together to deliver a bicultural programme that celebrated and included Indigenous worldviews. The lecturers will share their experiences of developing and teaching this programmes and some findings of this study. It is hoped that the presentation will provoke thinking about bicultural practice in teacher education and illuminate ways that lecturers can strengthen their practice in relation to biculturalism.

Reference Durie, M. (2013). Towards social cohesion: The indigenisation of higher education in New Zealand. In Ngā tini whetu: Navigating Māori futures. Huia New Zealand: Wellington.

Learning Objectives:

At the end of this session, participants will: Learn how two lecturers of Te Rito Maioha Early Childhood Aotearoa New Zealand were programme co-ordinators and their experiences of developing and teaching in a one year programme together; Some findings of a small research study and; How the teachers (who had enrolled in the programme) experienced the bicultural model of teaching.

*Keywords:* Teacher education, Professional learning, Co-teaching, Biculturalism

MS. SANDRA TUHAKARAINA

*Te Rito Maioha Early Childhood New Zealand - Senior Lecturer, Course Leader*



Sandra Tuhakaraina (Ngāti Kahungunu ki Wairoa) is a teacher educator at Te Rito Maioha Early Education New Zealand Aotearoa (ECNZ). She is currently the Kaiārahi Marautanga, Course Leader and a Senior Pouako for Bachelor of Teaching (ECE) programmes ECNZ that promotes students' teaching and learning of Te Tiriti o Waitangi, bicultural partnership in early childhood settings. Her previous work was a learner and teacher in Te Kohanga Reo, Māori Language Nest. Her research focuses on the Māori language and Mātauranga Māori within teacher education and the early childhood sector. She presented at Pac Rim in 2017 and published these findings in a ECNZ publication.

### MS. LESLEY ROBINSON

*Te Rito Maioha Early Childhood New Zealand - Senior Lecturer*

Lesley Robinson is a senior lecturer with Te Rito Maioha: Early Childhood New Zealand. This organisation strives to provide programmes that are bicultural in that knowledge of Māori (the indigenous people of New Zealand) is positioned alongside knowledge of the Pākehā (settler) peoples across all programmes. Lesley has had teaching and course development experience in a range of initial teacher, graduate and post-graduate programmes with Te Rito Maioha and has also been involved in a number of research projects. Lesley's broad and enduring interests are ECE curriculum and pedagogy. Prior to her current position, she taught in a community-based care and education centre both with infants and toddlers and with young children.

## **Adaptive Recreation as a Means to Improve Quality of Life of Individuals with Intellectual and Developmental Disabilities (10B)**

**Time: 3:00 PM - 3:45 PM**

Presenter: Dr. Kelly Roberts [[Slides](#)]

**Topic:** Family and Community Engagement; **Type:** Talk Story

**Abstract.** The positive impacts of regular physical activity are well-documented (Diaz, Miller, Kraus, and Fredericson, 2019). The impact on people with a sedentary lifestyle due to disability have been shown to be significant (Shalin & Lexell, 2017). Studies have shown the positive impact of adaptive sports on those with intellectual and developmental disabilities

(IDD). Engaging people with IDD in sporting activities has been demonstrated to enhance their quality of life. This was a motivating factor in the creation of the Adaptive Ski and Snowboard Program, a collaboration between Northern Arizona University's Institute for Human Development (IHD) and the Northern Arizona Adaptive Sports Association (NAASA) with funding provided by the Arizona Developmental Disability Planning Council (ADDPC). The Northern Arizona Inclusive Recreation Project has a long-term goal of increasing the involvement of persons with Intellectual and/or Developmental Disabilities (I/DD) in adaptive recreation activities. The primary focus, in achieving this goal, is to actively assist persons with I/DD to experience adapted recreation activities. Initially, funding provided by ADDPC supported adaptive skiing and snowboarding activities. This is being expanded in the spring of 2021 to include hiking and kayaking. This presentation will discuss the initial findings. The speaker will also seek input from the session participants as to their experience and interest in adaptive recreation.

#### Learning Objectives:

- Gain an understanding of the the adaptive recreation program being implemented in Northern Arizona University by personnel from the Institute for Human Development at Northern AZ University.
- Understand the initial findings of the adaptive recreation program.
- Have the opportunity to learn from others about their interest in and consideration for growth of adaptive recreation programs.

*Keywords:* recreation, adaptive recreation, skiing, snowboard, hiking, kayaking, quality of life, physical activity, access, attitude, inclusion

#### DR. KELLY ROBERTS

*Institute for Human Development, Northern AZ University - Executive Director and Professor*

Diverse experience in the field of education including working with students across the life span and disability types in the areas of learning disabilities, assistive technology, postsecondary education access/transition, and multicultural education. Applied research experience in assistive technology, health, culturally responsive curricula, postsecondary

education, and transition. Evaluation experience related to mental health, early childhood interventions, teen pregnancy, and substance abuse. Administrative and supervisory roles in university and mental health settings. Applied knowledge in the disability field including direct interaction with persons with severe physical involvements; developmental disabilities including autism; learning disabilities; and intellectual and emotional impairments.

## **Positive Touch Access for Young Learners who are Deaf-Blind**

### **Positive Touch Access: Invitation to Touch Leads to Self-Actualization (10C)**

**Time: 3:00 PM - 3:45 PM**

**Presenter:** Susanne Morrow [[Slides](#)]

**Topic:** Deaf Community; **Type:** Skill Share

**Abstract.** For decades, the field of education of deaf-blind children has embraced respectful, hand-under-hand communication techniques to enable and empower early learners. This approach is exemplified by the work of Barbara Miles (Talking the Language of the Hands to the Hands) and other leaders in deaf-blindness. More recently, in the adult DeafBlind community there has been a major shift in the way touch techniques are labeled and used when referring to people who are DeafBlind. Various systems/languages are being discussed and used, including pro-tactile, haptics & active touch. This workshop will address these theories and techniques through modeling and video sharing and discuss their applicability to congenital learners who are deaf-blind. The system of haptics, an influence from Scandinavia, has made great impact among some institutions and DeafBlind community members in North America. While Pro-Tactile, a USA DeafBlind adult community movement, has taken great lead and influence in the community at large and higher education institutions. These similar yet differing approaches have all had positive influences; however, they have also caused some confusion on use and applicability. The presenter proposes a shift in approaching these often tension-laden ideas and suggests an overarching approach: Positive Touch Access. Research in the field of DeafBlind education indicates the critical aspect of touch in early cognitive and communication development, as richly documented in the works of Jude Nicholas (From active touch to tactile

communication: What's tactile cognition got to do with it?). The presenter will provide an overview of these concepts, show video samples and show how to apply these techniques to children who are congenitally DeafBlind.

#### Learning Objectives:

- Introducing touch at an early age encourages development of trust and social awareness.
- Various types and strategies for respectful touch are all acceptable as long as they are understood by communication partners.
- Touch techniques can encourage self-actualization in DeafBlind children and adults.

*Keywords:* deaf-blind, DeafBlind, tactile, haptics, touch

#### MS. SUSANNE MORROW

*New York Deaf-Blind Collaborative - Project Director*

Susanne Morgan Morrow, MA, CI, CT is the Project Director of the New York Deaf-Blind Collaborative (NYDBC), where she provides training and support for individuals with combined hearing and vision loss, their families and educators throughout New York. She has a masters degree in Rehabilitation Counseling for the Deaf from Gallaudet University and began her career working with individuals who are DeafBlind at Helen Keller National Center, over 25 years ago. Susanne has also worked on the national level with the National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind prior to her tenure with NYDBC where she gained great perspective on statewide systems and readiness for change. Susanne is an experienced host and coordinator of conferences at the state, national and international levels as the interpreter coordinator and conference host. She was the lead developer of the module on Introduction to Sign Language and Braille for the national training modules for interveners, "Open Hands, Open Access." Susanne has also designed educational manuals on best practices on deaf-blind interpreting and is a published author. She has been an adjunct professor at Hunter College where she designed curriculum on communication strategies for learners with multiple disabilities and deaf-blindness. Susanne is also a nationally certified sign language

interpreter and as a designated interpreter for a recognized world leader who is DeafBlind. In this role, her work has taken her abroad to multiple continents, providing communication access at large-scale deaf-blind related events.

## **A Journey Towards Equity in Family Engagement (10D)**

**Time: 3:00 PM - 3:45 PM**

**Presenter:** Dr. Kathleen O'Dell [[Slides](#)]

**Topic:** Family and Community Engagement; **Type:** Skill Share

**Abstract.** Walk with Dr. Kathleen O'Dell along the path of one Hawaii DOE complex in their journey towards equity in family engagement. From the initial gathering of information and analysis of needs to the action taken and reflections that guided the work, one question guided this journey: How can we offer quality, accessible, and welcoming family engagement at our of our schools for all of our families? Identifying and planning for barriers, organizing systems to build capacity, creating purposeful partnerships, and building a shared vision of quality family engagement can move our work forward on the path to equity. Find out how this work got started, how this complex worked together to build a program, and how they shifted to meet the needs of their families virtually in the face of a pandemic. Participants will learn how to self-assess their programs, gain knowledge of quality family engagement standards, utilize family's funds of knowledge to share in leadership and decision making, and connect with internal resources and community organizations to meet the needs and interests of their families.

Learning Objectives:

- Participants will have strategies and standards to improve the quality of family engagement.
- Participants will be given tools to design and implement family engagement webinars, family support groups, and family resource websites.
- Participants will understand how to identify and plan for barriers to families engaging with schools.

- Participants will be familiar with the benefits of Family Resource Centers and know how they might get them started.

*Keywords:* virtual family engagement, Family voice, community partnerships

### DR. KATHLEEN O'DELL

*Hawai'i Department of Education - Complex Academic Officer*

Kathleen O'Dell, PhD, is currently the Kailua-Kalaheo Complex Academic Officer for the Hawai'i Department of Education and the complex lead on Diversity, Equity, and Inclusion, Early Learning, and Family Engagement. Dr. O'Dell holds a BA in International Political Science from the University of Hawaii at Hilo and an MAT and PhD in Multicultural and International Early Childhood Education from Kent State University where she previously taught courses in preschool education, culturally responsive practices, and family and community engagement. In the past four years in her current position, Dr. O'Dell has started a complex Equity Committee to bring together those representing marginalized students and families to identify needs and work together to connect with resources and provides a monthly equity newsletter with resources for teachers and families. In addition, Dr. O'dell has developed and delivered homeless awareness trainings, early childhood professional learning opportunities, and quarterly district wide family engagement meetings. In response to Covid, Dr. O'Dell has partnered with the Hawai'i Statewide Family Engagement Center to provide a Parenting During the Pandemic webinar series for families. Her most recent project is connecting schools, state departments, and community organizations to form Family Resource Centers at three of the schools in the Kailua-Kalaheo Complex and assisting Hawai'i to join the National Family Support Network.

## **Socially Connected in a Virtual World – Supporting People with Disabilities to Stay Well During a Pandemic (10E)**

**Time: 3:00 PM - 3:45 PM**

**Presenters:** Erin Taylor; Lindsay Sauve [[Slides](#)]

**Topic:** Flourishing, Well-being, and Social-Emotional Learning; **Type:** Talk Story

## Abstract

People with disabilities experience significant physical and mental health disparities compared to people without disabilities. According to the 2017 Oregon Behavior Risk Factor Surveillance System, people without disabilities in Oregon include: (1) Approximately 3 times more people with disabilities are living with diabetes compared to people without disabilities; (2) 17.5% of people with disabilities experience depression, compared to 6% of people without disabilities; (3) 35% of people with disabilities are less likely to partake in physical activity, compared to 16.3% of people without disabilities; and (4) People with disabilities are five times more likely to see their quality of life as poor or fair than people without disabilities.

These disparities can be linked to a lack of access to wellness and social opportunities. The shut-downs in 2020 due to the COVID-19 pandemic further isolated people with disabilities and led to even fewer opportunities for people with disabilities to engage in wellness opportunities. The University Center for Excellence in Developmental Disabilities and the Oregon Office on Disability and Health, both housed at Oregon Health & Science University in Portland, Oregon, saw a need for online and virtual health promotion activities to engage people with disabilities in wellness despite restrictions of the pandemic. We immediately developed new products and materials to support Oregonians with disabilities to navigate the COVID-19 pandemic. We pivoted several of our ongoing programs to provide virtual classes to connect, engage, and promote health. This presentation will share examples from our services and programs and describe how we developed new content and/or made changes to each program in response to the pandemic. Examples include: (1) Creating video resources to help people with disabilities understand COVID-19, provide suggestions for connecting socially while staying physically distanced, and utilizing mindfulness, breathwork, and yoga to help maintain emotional well-being and mental health; (2) Providing a virtual version of Walk with Ease, a program developed by the National Arthritis Foundation, and adding time for social connection for participants to develop relationships with the group; (3) Delivered a virtual version of the Friendships and Dating curriculum, a class for people with intellectual and developmental disabilities to learn about how to have healthy relationships; (4) Pivoted our advocacy and leadership programming to finish the program on line during the pandemic, revamped our program to be virtual or in-person in

2021, and added additional social engagement; and (5) Provided a virtual Healthy Lifestyles curriculum train-the-leader workshop in 2020 and are developing a virtual version of the curriculum to launch 2021.

Shifting to virtual programming created some challenges, but we also learned the many benefits of having a virtual component to our programs even beyond the pandemic. Through this experience, we have learned that virtual engagement provides many opportunities, such as offering programming to a wider audience, including participants in rural areas; lowering the cost of programs so we can do more with our funding; providing participants a way to interact online in a safe environment; and creating opportunities for people to connect with others when few other opportunities exist.

#### Learning Objectives:

- Learn how to pivot from in-person to online learning to maintain wellness for people with disabilities.
- Utilize best practices for online health promotion curriculum delivery.
- Apply virtual techniques and lessons to their work after the pandemic.
- Learn and understand how virtual platforms can facilitate social connection and improve people's emotional well-being.

*Keywords:* Social connection, mental health, virtual learning, health promotion, emotional well-being

#### ERIN TAYLOR

*University Center for Excellence in Developmental Disabilities and the Oregon Office on Disability at OHSU - Health Promotion Coordinator*

Erin Taylor is the health promotion coordinator for the Oregon Health & Science University Oregon Office on Disability and Health and the University Center for Excellence in Developmental Disabilities (UCEDD). Her work focuses on creating accessible, universal, and age-appropriate materials for training, workshops, and curricula for transition-age youth and adults with intellectual and developmental disabilities. She is a certified lay



leader on several evidence-based self-management programs. Taylor also sits on the board of Inclusion Inc., a brokerage in Portland, Oregon, and is the vice-chair for PHAME, a school of the arts and performance for people with disabilities. She is currently attending the City University New York (CUNY) School of Professional Studies for an M.A. in Disability Studies.

## LINDSAY SAUVE

*University Center for Excellence in Developmental Disabilities - Program and Evaluation Manager*

Lindsay Sauvé, M.P.H., is the program and evaluation manager for the University Center for Excellence in Developmental Disabilities at Oregon Health & Science University. Lindsay leads the evaluation activities of the UCEDD's core grant, oversees the Center's 5-year work plan, and develops and manages outcome-based model programs for community members with disabilities, with a focus on health promotion for transition-age youth.

## **Strategies for Creating Inclusive and Engaging Online Classrooms using GAFE (11A)**

**Time: 4:00 PM - 4:45 PM**

Presenters: Dr. Robyn Rice; Emily Maxwell [[Slides](#); [Text only slides](#)]

**Topic:** Online Learning and Technology; **Type:** Skill Share

**Abstract.** There has not been as disruptive an event to K-12 education as the COVID-19 pandemic. Overnight schools shifted to distance learning which was viewed as an emergency solution, and not the ideal solution (Girelli, Bevilacqua, & Acquaro, 2020). According to Girelli et al. (2020), educators view face-to-face teaching as vital to building relationships and motivating students and many teachers do not consider remote teaching to be sufficient. Nonetheless, educators were left to learn a new way to teach students who are not physically in the classroom with them with little or no training. As a result, there has been a widening of the achievement gap and high-needs students are falling further behind (Anderson, 2020). Online learning looks to be a new normal in K-12 education, so educators need opportunities for training and sharing best practices in this new setting. This skill share session will provide strategies designed to engage all online learners and create inclusive online classrooms. The presenters are technology integration specialists and

professional development trainers who have worked with many K-12 teachers as they learned new technology skills and implemented online classrooms during the 2020-2021 school year. The presenters will share their experiences and observations as they worked with teachers to create online classes and discuss the major barriers to engagement and inclusion in these classes. The most common barrier to inclusion in online classrooms has been student engagement. Social learning is a key component used in almost all face-to-face classrooms to enhance engagement and inclusion, but it is more difficult to implement during remote learning. Teachers have struggled to get students to interact in online settings. We will exhibit practical strategies used by the most effective teachers for engaging all students in social learning and creating inclusive online classrooms. We will also discuss the best research-based use of synchronous and asynchronous instruction. All of the strategies presented in this session will use tools and extensions that are free to all educators through Google Apps for Education.

Anderson, T. C. (2020). Academics, Achievement Gap, and Nutritional Health: The Impact of Coronavirus on Education. *Delta Kappa Gamma Bulletin*, 87(1), 14–17.

Girelli, C., Bevilacqua, A., & Acquaro, D. (2020). COVID-19: What Have We Learned From Italy's Education System Lockdown? *International Studies in Educational Administration* (Commonwealth Council for Educational Administration & Management (CCEAM)), 48(3), 51–58.

#### Learning Objectives:

- Explore the major barriers to engagement and inclusion in online classrooms.
- Understand the role of social learning in creating inclusive classrooms.
- Learn effective ways to utilize synchronous and asynchronous learning to support the needs of diverse learners.
- Learn strategies to implement social learning in inclusive online classes to engage all learners using free tools and extensions from GAFE.

*Keywords:* Online Education, K-12 Education, GAFE, Inclusion, COVID-19, Synchronous and Asynchronous

### DR. ROBYN RICE

*Maricopa Unified School District / University of Hawai'i at Mānoa - Technology Integration Specialist*

Dr. Robyn Rice is a Technology Integration Specialist for Maricopa Unified School District in Maricopa, Arizona. She has been in education for 20 years and started the award-winning blended learning program for MUSD. In addition, she is an Education Specialist and Researcher for the Ne'epapa Ka Hana Professional Development Series STEM2 R&D Group through the Center on Disability Studies. She is passionate about helping educators learn to use technology to increase individual student achievement.

### MS. EMILY MAXWELL

*Maricopa Unified School District / Grand Canyon University - Technology Integration Specialist*

Emily Maxwell is currently the Technology Integration Specialist for the Maricopa Unified School District. She has been an educator for 11 years, starting her career at a charter school. At this school, she started the use of Google Classroom and supported teachers throughout the process. She has taught 5th-8th grade and enjoyed teaching middle school science the most. She holds a Master's degree in Administration and Supervision from the University of Phoenix. She also has experience with technology integration as she is earning her doctorate through Grand Canyon University. Her dissertation topic revolves around technostress and teachers. Her current role as Technology Integration Specialist and relevant research has put her in a position to support and encourage healthy technology use while allowing teachers to be excited about incorporating more technology.

## **Experiences of Fatigue with Deaf and Hard of Hearing Students (11B)**

**Time: 4:00 PM - 4:45 PM**

**Presenter:** Dr. Shiva Zarezadeh kheibari [[Slides](#)]

**Topic:** Deaf Community; **Type:** Paper

**Co-authors:** Natalia Rohatyn-Martin, Early Learning & Community Studies, MacEwan University; Denyse Hayward, Educational Psychology, University of Alberta

## **Abstract**

**Background:** Research has shown that classrooms comprise an ongoing array of cognitive, visual, auditory, and attentional demands (Rohatyn-Martin & Hayward, 2016). Students who are Deaf and hard of hearing (D/HH) must navigate these demands with varying hearing levels amidst competing auditory sounds (e.g., teacher's voice, chair movements, hallway conversations). However, the effort needed to focus simultaneously on the information presented auditorily and visually across multiple, overlapping speakers for up to six hours a day, five days a week has a lasting impact on social and educational outcomes for D/HH students (Howard et al., 2010). The increased effort needed to learn contributes to greater levels of fatigue that is compounded when students are denied resources known to minimize fatigue. While fatigue has been acknowledged as one explanatory factor for lower academic outcomes for D/HH students, fatigue is poorly understood by educational stakeholders (i.e., educators, parents, and policymakers). Unfortunately, these stakeholders rarely consider the daily cognitive, visual, auditory, and attention demands students who are D/HH face that may result from fatigue (Marschark et al., 2012). Teaching teams often do not understand the importance of educational support in mitigating fatigue, and frequently misconstrue ineffective coping behaviors as a lack of motivation, and mislabel fatigue symptoms as laziness, stubbornness, or a behavioral problem (Dalton, 2013). Students, themselves, often disregard fatigue symptoms or internalize the causes, have limited or maladaptive coping strategies, and minimize the serious consequences these actions have on their learning and academic success.

**Methods:** The present study conducted focus groups with three post-secondary-students who identify as D/HH. One student communicated orally, one student communicated in American Sign Language (ASL), and one student who was a dual-language communicator (oral and ASL). Students were asked about their educational experiences that supported or impeded their learning, fatigue triggers, effective and ineffective coping mechanisms, and advocacy strategies. Having participants who communicated orally, in ASL, or through both languages allowed us to capture nuanced experiences based on cultural and

communication modes used by D/HH students in schools. Furthermore, D/HH post-secondary students are uniquely positioned since these are individuals who have been successful in their educational experiences in highly competitive academic environments, which will provide insight into what fatigue is like for them and the coping strategies that have supported their success.

Data analysis: Interview data has been analyzed to explore emergent themes, ideas, and relationships between themes and ideas. Analysis of the qualitative data, themes, and concepts identified added to our understanding of the fatigue experiences of D/HH post-secondary students and its impact on their cognitive, physical, and social-emotional life and will be discussed during this presentation.

Learning Objectives:

At the end of this session, participants will gain a deeper and broader understanding of:

- What are post-secondary D/HH students' experiences of fatigue in educational settings?
- How has fatigue impacted post-secondary D/HH students' education?
- What are post-secondary D/HH students' strategies to mitigating fatigue?

*Keywords:* fatigue, Deaf and hard of hearing students, educational context

DR. SHIVA ZAREZADEH KHEIBARI

*University of Alberta - Graduate Research Assistant*

I'm interested in the field of clinical psychology, with a focus on developmental psychology. My research interests center around improving mental health outcomes for children with special needs in educational settings. My current research involves developing a survey for recognizing fatigue and its consequences in educational settings for deaf and hard of hearing children.

**Bridging the Communication Chasm between Deaf Patients and Masked Medical Professionals (11C)**

**Time: 4:00 PM - 4:45 PM****Presenter:** Dr. Renuka Sundaram [[Slides](#)]**Topic:** Flourishing, Well-being, and Social-Emotional Learning; **Type:** Skill Share

**Abstract.** This pandemic has created a huge chasm in communication between government and healthcare professionals and the deaf/hard of hearing population. A few weeks ago I was turned away from the post office because of my deafness and the supervisor's and the agent's refusal to wear a clear mask or write things down on paper. Recently, I was turned away from making a medical appointment for much needed medical care, again due to my disability. The office informed me quite bluntly that the doctor would not wear a clear mask or write things down. This chasm in communication and lack of disability awareness among healthcare professionals remain areas in much need of awareness and education, even more so during this unprecedented time. Aren't these medical professionals violating the Hippocratic Oath by denying patients much needed medical care because of the patient's disability, in my case, my deafness? Medical professionals need more awareness and education in developing alternate strategies in working with their patients, how to become informed and inclusive, rather than biased and isolating. We now exist in a time when everyone has had to rapidly and drastically discard old, taken-for-granted ways of thinking and doing, now we need to create new ways of interacting. For most of us, such an action requires now thinking outside the box, creating innovative solutions to ensure the highest medical care for patients regardless of condition, disability, and circumstances. Patients are even more in need of medical care with the coronavirus impacting all aspects of health. How can they get the care they need if healthcare professionals are not willing to accommodate? Filing a complaint with the American Medical Association or even the ADA (Americans with Disabilities Act) will not create effective, long term solutions. We should use the pandemic as an opportunity to put on our creative hats and devise solutions that will bring inclusivity, education, awareness, and, subsequently, bridge the communication chasm that masks have created.

**Learning Objectives:**

- Discuss communication barriers that masks create for deaf and hard-of-hearing and other disabilities especially in the healthcare setting
- Problem solve how to address those barriers
- Create solutions that healthcare professionals and deaf patients could utilize to ensure the highest quality of care

*Keywords:* Inclusivity, Deafness, Communication, Awareness, Healthcare, Medicine

## DR. RENUKA SUNDARAM

*Adjunct Professor*

Renuka Sundaram, Ph.D has a doctorate in Education and a Masters in Art Therapy. She is board certified with the Art Therapy Credentials Board and the American Art Therapy Association as well as a yoga teacher with Yoga Alliance. Renuka Sundaram has more than 25 years of clinical and academic teaching experience with forensic, psychiatric, pediatric, and adolescent populations. She has also published extensively and presented at numerous conferences. The majority of her work has revolved around disabilities. Renuka, herself, was born with profound sensorineural deafness. Currently, her interests lie in inclusivity and awareness for people who are deaf/hard-of-hearing and other disabilities, which has been heightened in light of the pandemic.

## **Ways to Assess Home-School Partnerships (11D)**

**Time: 4:00 PM - 4:45 PM**

**Presenters:** Dr. Chuan Chinn; Angela Matian [[Slides](#)]

**Topic:** Family and Community Engagement; **Type:** Talk Story

**Abstract.** This presentation will provide an overview of tools available for assessing school-wide family engagement practices including the partnership school rubric, family friendly walk through, and home-school partnership assessment. The purpose of conducting a Family Engagement Assessment is to have a framework for conversing with a school about their family engagement practices. The assessment provides information on

which elements and domains a school is doing well already, and on which they may need to improve and therefore be interested in training and technical assistance from the Hawaii Statewide Family Engagement Center? For example, the home-school partnerships will be assessed under 4 goal areas. Goal 1—Strengthening Relationships. Goal 1 includes information on staff beliefs about partnerships as well as information on how the people who work in schools build trusting relationships with families. Goal 2 —Welcoming Places and Spaces. Goal 2 helps educators understand how well they welcome families in the school and how well they welcome families in other ways. Goal 3—Learning at School. Goal 3 documents how well the school shares information about student learning goals and student progress. Goal 4—Supporting Learning at Home. Goal 4 measures how well the school helps families take action at home to support student learning. Data for these 4 Goals is gathered through the following 5 sources: (1) A physical walkthrough of the school. (2) A review of documents the school has shared with families. (3) A review of technology the school uses to communicate with families (school websites, school social media, educator apps etc.) (4) A customer service call in English and other appropriate languages. (5) Surveys of school staff who interact with families (administrators, teachers, front office staff, specialists/supporting staff, family liaisons).

#### Learning Objectives:

- Increase awareness of family engagement as a learning and equity strategy
- Gain understanding of school-wide family engagement assessment tools
- Gain understanding of what effective home-school partnerships may look like

*Keywords:* Family Engagement, Home School Partnerships, Rubrics; Family Friendly Walkthrough

#### DR. CHUAN CHINN

*Center on Disability Studies, University of Hawai'i at Mānoa - Associate Specialist*

Chuan Chinn, Ph.D., is an Associate Specialist with the Center on Disability Studies at the University of Hawai'i at Mānoa. She is currently the principal investigator on two federally funded projects to build effective home-school partnerships that support student and



school improvement through training and technical assistance. Besides, she monitored the implementation and evaluated the effects of over ten federally funded projects and state contracts using evidence-based strategies to support a wide range of disadvantaged groups of students and adults to better education, employment, and healthcare opportunities. Her experience includes program implementation, mixed-method evaluation, and quality assurance, and she maintains strong working relationships with state agencies, parent groups, and community-based organizations.

### MS. ANGELA MATIAN

*Center on Disability Studies, University of Hawai'i at Mānoa - Assistant Specialist*

Angela Matian is an assistant specialist with Center on Disability Studies, University of Hawai'i at Mānoa (UHM). She is the project lead on the Hawaii Statewide Family Engagement Center and primarily responsible for the coordination of statewide family engagement training. She is currently a doctoral candidate in the University of Hawai'i at Mānoa Education Professional Practice program and her area of research is in adolescent social-emotional development.

## **Incorporating Movement into Learning Experiences to Enhance Learning and Social-emotional Development of Children with Disabilities (11E)**

**Time: 4:00 PM - 4:45 PM**

**Presenter:** Dr. Kelle Murphy [[Slides](#); [Transcription of slides](#)]

**Topic:** Flourishing, Well-being, and Social-Emotional Learning; **Type:** Skill Share

**Abstract.** This session is appropriate for teachers, practitioners, and community members-individuals who are looking for strategies to promote learning and social-emotional development of children with disabilities. In these uncertain and stressful times, it's important to continue to pay attention to the health and well-being of our children. A way to promote health and well-being is to implement movement into activities. Cross lateral movements, which are movements that cross the mid-line of the body, stimulate different parts of the brain and promote learning. The production of endorphins, also known as the

“feel good” neurotransmitters, are increased when we engage in movement. When children are happy, they are more receptive to learning. Incorporating movement strategies into all types of environments (home, school, recreational) can assist with concentration, reduce repetitive behaviors, improve behavior, and reduce reactions to stress. Results can also include enhanced learning as well as improved social emotional development. In this interactive session, participants will learn cross lateral movements that can be used to help redirect and motivate all children and promote positive environments. Modifications and adaptations for various disabilities including but not limited to: autism spectrum disorder, cerebral palsy, paraplegia, deaf and hard of hearing, intellectual disabilities, will be incorporated.

#### Learning Objectives:

- Understand the importance of cross lateral movements and how it can enhance learning and improve motivation of children
- Learn cross lateral movements that can be incorporated into various environments (home, school, recreational) to help with learning and motivation of children.
- Incorporate modified movements for children with various disabilities

*Keywords:* movement, learning, social-emotional development, disabilities

#### DR. KELLE MURPHY

*Center of Disability Studies, University of Hawai‘i at Mānoa - Associate Specialist*

Dr. Murphy is an Associate Specialist in the Center on Disability Studies at the University of Hawai‘i Mānoa and has expertise in physical education and adapted physical education. Dr. Murphy has over 15 years of experience teaching PE and APE in higher education and over 30 years of experience teaching swimming. For the last 3 years, she has concentrated her research interests on autism spectrum disorders and swimming and she offers her Swim Safe: ASD program to individuals with ASD and their families in the surrounding communities.

### **Audio Description as an Aesthetic Innovation (12A)**

**Time: 5:00 PM - 5:45 PM****Presenter:** Dr. Joel Snyder [[Slides and Materials](#)]**Topic:** Creativity and the Arts; **Type:** Skill Share

**Abstract.** In his introduction to the second edition of *The Mastery of Movement*, Rudolph Laban wrote: “What really happens in a theatre does not occur only on the stage or in the audience, but within the magnetic current between both these poles.” (Laban, 1950.) He suggests that the performers on stage form the “active pole of this magnetic circuit [and] are responsible for the integrity of purpose” (p. 6) in the performance that determines the quality of the “exciting current between stage and audience.” (p. 6) But what happens when the exchange between performer and audience is interrupted or incomplete, not by lack of clarity on stage or screen, but rather by an audience member’s lack of access to full perception. How can a blind person “see” a film? Audio Description (AD) is a translation of images to words — the visual is made verbal and aural and oral. Using words that are succinct, vivid, and imaginative, media describers convey the visual image from television and film content that is not fully accessible to a significant segment of the population (more than 26 million Americans experience significant vision loss – American Foundation for the Blind, 2019). AD also provides benefits for the sighted audience who may never fully realize all that can be perceived with the eyes—who see but who may not observe. On television, it is for people who are blind or have limited vision and sighted people who want to be in the kitchen washing dishes while the show is on. The theory of inclusive design describes one common approach to accessibility. The main tenets are: 1) the designers consider as many different human abilities, limitations and needs as possible; and 2) these factors should be included from the beginning of the design process (Cremers et al., 2013). Innovative practice suggests how access techniques can be incorporated within the development of a film. It is then not an “add-on” but an aesthetic innovation and an organic part of the work that can benefit all people. This session will explore how recent video projects have created access as a part of the whole following the tenets of inclusive design; members of the creative team took responsibility for accessibility as part of the production process eliminating the need to add a separate layer after the fact. The production then become accessible to a wider audience. This notion allowed filmmakers to meet an obligation for

inclusion while incorporating innovative techniques thus increasing the production's aesthetic viability. I will share several examples of video incorporating alternative audio description from the perspective of inclusive design as well as its use as a novel media production technique, including: – Stevie Wonder's "So What The Fuss" – Odd Job Jack "Donut Jack" – Hamlet "Ballroom"

#### Learning Objectives:

- Understand the dimensions of the audience for audio description
- Be exposed to an outline of the history of audio description
- Know the four fundamentals of audio description: Active Seeing / Visual Literacy-concentration and observation; the art of "editing" what you see/identifying key visual elements; vivid, succinct and objective language; using the spoken word to make meaning
- Experience an example of "traditional" audio description developed for a commercial feature film
- Understand how an assistive technology–audio description–can function as an aesthetic and "built-in" element of media

*Keywords:* blindness, audio description

#### DR. JOEL SNYDER

*Audio Description Associates, LLC-Audio Description Project of the American Council of the Blind  
- President, Director*

Dr. Joel Snyder is known internationally as one of the world's first "audio describers," a pioneer in the field of Audio Description, a translation of visual images to vivid language for the benefit, primarily, of people who are blind or have a vision impairment: the visual is made verbal—and aural, and oral. Since 1981, he has introduced audio description techniques in over 40 states and 63 countries and has made hundreds of live events, media projects and museums accessible. In 2014, the American Council of the Blind published Dr. Snyder's book, *The Visual Made Verbal – A Comprehensive Training Manual and Guide to*

the History and Applications of Audio Description, now available as an audiobook voiced by Dr. Snyder, in screen reader accessible formats, in Braille, and in English, Polish, Russian and Portuguese—a Spanish edition will be released in 2021; versions in Greek and Chinese are planned for 2022. He serves on the Disability Advisory Committee of the Federal Communications Commission and the Audio Description Subject Matter Expert Committee of the ACVREP—the Academy for Certification of Vision Rehabilitation and Education Professionals. His PhD is from the Universitat Autònoma de Barcelona with a focus on audiovisual translation/audio description. Dr. Snyder is the President of Audio Description Associates, LLC ([www.audiodescribe.com](http://www.audiodescribe.com)) and he serves as the Director of the Audio Description Project of the American Council of the Blind ([www.acb.org/adp](http://www.acb.org/adp)).

## **Moving Online: Transforming an Algebra Enrichment Program for Online Instruction and the Impacts on Student Learning Experiences and Outcomes (12B)**

**Time: 5:00 PM - 5:45 PM**

**Presenters:** Dr. Hye Jin Park; Kendra Nip [[Slides](#)]

**Topic:** Education, Teaching and Classroom Practices; **Session:** Paper

### **Abstract**

Hispanics, Native Americans, Native Hawaiians, and Pacific Islanders continue to be significantly underrepresented in both K-12 gifted and talented education programs as well as science, technology, engineering, and mathematics (STEM) college majors and careers. One way to open up the doors for these students in the STEM fields is to promote their participation in gifted math education programs and successful completion of algebra, which is the ‘gatekeeper’ course of STEM pathway, in middle school.

To provide such an early opportunity and to research the effectiveness of providing a culturally responsive, accelerated, and enriched algebra intervention, we have designed a program called Project BEAM (BE A Mathematician). The model consists of three main components: hands-on, culturally responsive math activities; real-world math exploration; and math project development. The model uses the Renzulli Enrichment Triad Model as a core structure to guide students through a progression of activities. In delivering the

program to the students, we utilize an array of evidence-based teaching strategies. So far, the model has been tested with 332 students from 24 middle schools across Hawai'i, Arizona, and the Commonwealth of the Northern Marianas Islands.

Originally, the program has been implemented as an in-person, after-school or summer intensive math program. However, due to the school closures by the pandemic, we modified the program and implemented it online since March 2020. The purpose of the study is to describe how we transformed the program for online instruction and examine how the impacts of the online math program on the student learning experiences and outcomes are compared with those of the in-person math program and online non-math, English Language Arts (ELA) program.

In order to maintain the original program components, intensity, and quality as well as research design, we substituted activity materials for common household items. We used Zoom to meet students, used Canvas to post instructional materials and assessments, and used Google Classroom to post student worksheets and remind assignments. We also used Google Docs and Spreadsheets for our project instructors to monitor students' problem-solving process and provide feedback in real-time.

We compared the data from in-person Summer 2019 math camp (n=28), online Summer 2020 math camp (n=71), and online Summer 2020 ELA camp (n=39). As a result of data analysis, we found that the online math program made significant positive impacts on students' growth mindset, sense of excellence and responsibility, attitudes towards math, and engagement in math learning. In turn, these positive attitudinal changes were translated into increased confidence in learning and solving algebra skills as well as mastering a project-based math curriculum. Furthermore, the online math program students were as likely as in-person math group students to view the math camp as fun and engaging. In part, this might be because project staff had fostered a supportive and engaging online learning environment in which students could interact with the teachers and their peers. It implies that online learning can yield positive outcomes, comparable to or better than the in-person instruction when appropriate adjustments are made to assure students' engagement.

Learning Objectives:

- Learn how an in-person math program can be shifted for an online instruction
- Learn whether online math instruction can yield comparable outcomes as in-person math instruction

*Keywords:* culturally responsive education, enrichment, online math program

### DR. HYE JIN PARK

*Center of Disability Studies, University of Hawai'i at Mānoa - Associate Professor*

Hye Jin Park, Ph.D. is an interim associate director and associate professor at the Center on Disability Studies, University of Hawai'i at Mānoa. Her research interest includes education for exceptional students and evaluation. She is currently a PI and Co-PI of five STEM research projects for underrepresented students.

### MS. KENDRA NIP

*Center on Disability Studies, University of Hawai'i at Mānoa - Junior Specialist*

Kendra Nip, M.Ed, serves as the project coordinator for several federally-funded research studies that supports and mentors students in Grades 7-12 to prepare for post-secondary programs and careers in science, technology, engineering and math fields. These research programs implement evidence-based strategies that are designed to reach all learners in a variety of instructional settings. Kendra has also served as the data coordinator for several research studies in the areas of education, disability studies, and psychology. She is currently completing her dissertation in educational psychology from the University of Hawai'i at Mānoa. Her research interests also include culturally relevant assessment and program evaluation.

## **Changing Careers During COVID-19: The Window of Opportunity for Remote Work (12C)**

**Time: 5:00 PM - 5:45 PM**

**Presenters:** Synge Tyson; Dr. Vincent Martin [[Slides](#)]

**Topic:** Employment; **Type:** Skill Share

**Abstract.** Gaining employment for people with severe disabilities has traditionally presented numerous challenges. These challenges include lack of dependable transportation, delayed and poor implementation of reasonable workplace accommodations, and attitudinal barriers and social stigma associated with people who experience a disability. In prior PacRim conference presentations, we have discussed topics related to the provisions of reasonable accommodations, building more inclusive post secondary learning environments, and creating a more diverse, inclusive and equitable society. The global pandemic caused by COVID-19 has shined a brighter light on some of these challenges with the reduction of public transit services and even fewer job opportunities for people with disabilities. However, COVID-19 has created some significant positive changes for a more inclusive work environment and remote work opportunities. This presentation will provide an overview of careers that are hiring employees to work partially or permanently remote, the skills necessary to obtain these types of career opportunities, how a person with a disability can start “right now” to obtain or transition into a remote career, and participate in an engaging questions and answers (Q&A) with the presenters who have a disability, and have careers working remotely. COVID-19 sent many knowledge workers home to work remotely. Roughly about 30 percent of the U. S. population was able to transition from working in the office to working at home. This transition opened a window of opportunity and minimized some of the challenges people with disabilities often face when seeking employment. Employees with disabilities who could work from home no longer had to worry about lengthy commutes, irregular or poor paratransit services, or limiting their job search to areas that were accessible via public transportation or other manageable transportation options. Employers provided equipment for all employees to work from home including employees with disabilities or allowed employees to use their existing assistive technology at home. They no longer balked at the idea of an employee with a disability needing to work from home or having an alternative work schedule to work around medical appointments or situations. These changes (in some environments) also changed how we communicate, dress, and engage at work. Thus creating a window of opportunity for people with disabilities to become employed or change career paths. This presentation will show how a person can use their



existing education and skills sets, add additional skills, or gain new skills and credentials through online learning such as Webex, LinkedIn, Coursera, or professional continuing education courses through most colleges and universities. There are careers in certain financial, computing, informational technology, and health care industries that have experienced an increase in job opportunities for remote work. We will share our own experience as people who experience a “targeted” disability and work remotely, and provide information for attendees to start their own path towards remote career opportunities.

#### Learning Objectives:

- Attendees will learn about career opportunities in specific fields that will enable them to work remotely (i.e.: at home).
- Attendees will receive information about necessary skills, and be able to discuss with presenters how to leverage their disability to their advantage to pursue or change careers.
- Attendees will learn about and receive valuable resources they can immediately use to start the transition to a new career!

*Keywords:* Employment, Career, Remote Work, Coding, Online Education, Professional Education Certificates

#### MS. SYNGE TYSON

*Usercessible, LLC - Accessibility Consultant and Researcher*

Ms. Synge Tyson, MA, OMS, CPACC is an Accessibility Consultant and researcher. She holds six degrees, a paralegal certificate, is a Certified Professional in Accessibility Core Competencies (CPACC), and a User Experience Certified (UXC) practitioner. She has held positions as a paralegal in the area of civil litigation, an Orientation and Mobility Specialist with the Department of Veterans Affairs, Reasonable Accommodations Coordinator within federal government, and Research Faculty at the Georgia Institute of Technology (GA Tech). Currently, she is an Accessibility Consultant working in User Experience (UX) for a fortune 500 company in the United States.

## DR. VINCENT MARTIN

*Usercessible, LLC - Digital Accessibility Engineer*

Dr. Vincent Martin is a usability and accessibility engineer and developer. He holds seven technical degrees in STEM related fields, and has held positions of research scientist and rehabilitation engineer. He is the first totally blind graduate of the Georgia Institute of Technology (GA Tech), Paralympian (1996, 2000, 2004), and record holder.

### **Negotiating Place, Establishing Identity: A Qualitative Analysis of the Shaping of Educational Experiences by Disabled Children and Their Caregivers (12E)**

**Time: 5:00 PM - 5:45 PM (Session Cancelled)**

**Presenter:** Kim Fernandes [[Slides](#)]

**Topic:** Flourishing, Well-being, and Social-Emotional Learning; **Type:** Paper

**Abstract.** Academic and popular media discussions of child well-being often do not center the needs of disabled children. When disabled children are centered, ideas about the life skills that are essential to their well-being are often heavily influenced by underlying assumptions about normative childhoods, as well as unstated expectations that well-being education can serve as a means through which to ensure their proximity to normalcy. How does the fashioning of inclusive well-being attend to differing notions of ability? What underlying ideas of well-being are forwarded within inclusive extracurricular educational spaces aimed primarily at disabled children? Further, what assumptions about requisite skills guide the development of these programs? In simultaneously pushing back against and reifying ableist hierarchies, how do spaces broadly focused on well-being education for disabled children engender particular kinds of well dis/abled subjectivities? How do disabled children participate in and negotiate their own educational experiences? What are some of the ways in which childhood is constituted for disabled children in the Indian context, and how do these particular notions of childhood shape ideas of educational achievement? This paper will explore the above questions through an analysis of themes emerging from fieldwork on after school extra-curricular educational programs in Delhi.

Conceptualizing the field as a set of extracurricular activities and events across different sites that were identified by disabled child interlocutors and their caregivers as integral to their educational experiences, the paper will discuss inclusive well-being programs in sports, theater and the arts. Each program designed inclusive approaches to well-being to create environments that critically investigated normative assumptions about ability and participation. The paper will draw upon participant observations, interviews and ethnographic work around the interactions between disabled children, their caregivers and the facilitators of these after-school programs to argue that extra-curricular spaces outside of the realm of formal K-12 schooling play a crucial role in allowing disabled children to negotiate their identities and shape their educational experiences both within and outside the space of these programs. While the paper will outline some of the dominant narratives originating from the bio-medical model that are often taken up and produced in both home and school settings, it will also move beyond this model by analyzing recent ethnographic data to highlight how both children and their caregivers respond to, wrestle with and continually negotiate the socio-political pressures generated by these narratives. Given the significant diversity in the experiences of disabled children as well as the many constructions of both childhood and disability, this work will pay careful attention to creating spaces where the voices of disabled children are prioritized. Subsequently, the paper will turn to a discussion of some of the ways in which disabled children and their caregivers make meaning of some of their current educational experiences while continuing to compose others that are able to better meet their needs. The paper will conclude with a discussion of the forms of social and community support that enable the co-construction and re-shaping of disabled children's educational experiences.

Learning Objective: Participants will consider the ways in which definitions of well-being are shaped by local and global contexts.

*Keywords:* childhood, after school, India

## MX. KIM FERNANDES

*University of Pennsylvania - Doctoral Candidate*

Kim Fernandes is a fourth year joint doctoral candidate in Interdisciplinary Studies in Human Development at the Graduate School of Education and Anthropology at the School

of Arts and Sciences. Prior to coming to Penn, they worked with the Ministry of Rural Development (Government of India), the Poverty Action Lab (J-PAL) and Teach For India. They earned their Ed. M. in International Education Policy from Harvard's Graduate School of Education and their B.S. in Foreign Service from Georgetown University's School of Foreign Service in Qatar. Their dissertation project focuses on the identification and enumeration of disability in India, and they are particularly interested in studying how bodies are made legible to the state.

## **Closing Keynote: A Conversation with Haben Girma, the Deafblind Woman Who Conquered Harvard Law**

**Time: 6:00 PM - 7:00 PM**

### MS. HABEN GIRMA

*Disability Rights Lawyer, Author, Speaker*

The first Deafblind person to graduate from Harvard Law School, Haben Girma is a human rights lawyer advancing disability justice. President Obama named her a White House Champion of Change. She received the Helen Keller Achievement Award, a spot on the Forbes 30 Under 30 list, and TIME100 Talks. President Bill Clinton, Prime Minister Justin Trudeau, and Chancellor Angela Merkel have all honored Haben. Haben believes disability is an opportunity for innovation, and she teaches organizations the importance of choosing inclusion. The New York Times, Oprah Magazine, and TODAY Show featured her memoir, *Haben: The Deafblind Woman Who Conquered Harvard Law*.

Haben was born and raised in the San Francisco Bay Area, where she currently lives. Her memoir takes readers on adventures around the world, including her parents' homes in Eritrea and Ethiopia, building a school under the scorching Saharan sun, training with a guide dog in New Jersey, climbing an iceberg in Alaska, fighting for blind readers at a courthouse in Vermont, and talking with President Obama at The White House. Warm, funny, thoughtful, and uplifting, this captivating book is a testament to Haben's determination to resist isolation and find the keys to connection.

The hard cover, paperback, eBook, and audiobook (narrated by Haben herself) are available at most bookstores. Learn more at the book page: <https://habengirma.com/book/>.

## KAPUA‘ALA SPROAT

*Professor of Law at the University of Hawai‘i’s William S. Richardson School of Law; Director of Ka Huli Ao Center for Excellence in Native Hawaiian Law*

Kapua‘ala Sproat is a Professor of Law at the University of Hawai‘i’s William S. Richardson School of Law and the Director of Ka Huli Ao Center for Excellence in Native Hawaiian Law. Ka Huli Ao is an academic center that promotes education, scholarship, community outreach, and collaboration on issues of law, culture, and justice for Native Hawaiians and other Pacific and Indigenous Peoples. Professor Sproat also directs the law school’s Environmental Law Clinic and teaches doctrinal and clinical courses in Native Hawaiian and environmental law and legal writing. In 2014, she received the Board of Regents’ Medal for Excellence in Teaching, the University of Hawai‘i’s highest teaching award. Professor Sproat’s areas of scholarship and interest include Native Hawaiian law, water law, indigenous rights, climate justice, the public trust doctrine, and natural resource protection and management. In 2015, the International Union for the Conservation of Nature’s Academy of Environmental Law named her the 2015 Environmental Law Education Award “Emerging Scholar.” Professor Sproat has a special interest in empowering and supporting Kānaka Maoli (Native Hawaiian) culture and communities and works to preserve the resources necessary to perpetuate her culture.

## Pac Rim Recorded Sessions

### Indigenous Knowledge, Perspectives, and Approaches

#### **Designing Socio-Culturally Responsive Problem-Based Learning Activities for Middle School Mathematics with Ne‘epapa Ka Hana 2.0**

**Presenter:** Mr. Robert Young

**Abstract.** Over the past decade, there has been a decline in mathematics performance for at-risk students in underserved communities. Forty percent of students nationally are falling behind in high school mathematics, which is the main indicator of graduation,

college entrance, and STEM enrollment. In Hawai'i, only 28% of students entering high school are at or above proficient level in mathematics, placing Hawai'i 42nd in the nation. Compared to Hawai'i's average, Native Hawaiian (NH) students have amongst the lowest mathematics proficiency rates with a gap of 8.6% in Grade 3 that widens to 14.8% in Grade 10. These gaps in education contribute to NHs being the most underemployed ethnic group in Hawai'i and among the most underrepresented ethnic groups in the nation in STEM employment. One way that Ne'epapa Ka Hana (NKH) 2.0 project addresses these achievement gaps is by developing mathematics curricula that foster interest and motivation and value diversity (societal, cultural, racial, disability, etc.) as a source of knowledge contributing to personal and social development. The NKH curricula utilize the concepts of Socially and Culturally Responsive (SCR) Education and Contextual Problem-based Learning (PBL). SCR Education improves social interaction, cultural understanding, social harmony, and learning and innovation through affinity. Contextual PBL increases student motivation, engagement, and instructional satisfaction due to situational interest in the context of the problem itself. PBL has also been shown to support at-risk students' motivation and interest in STEM careers and improve students' perceptions of mathematics. The previous NKH project developed four curricula (Let's Build a Canoe, Let's Play the 'Ukulele, Let's Go Fishing, and Let's Make Da Kine) for eighth-grade mathematics integrating SCR-PBL while aligning with all math standards for the grade level. Each curricula had a teacher and student version and one was published in English and 'Ōlelo Hawai'i. Teachers who've used the eighth-grade curricula reported that students often approach the activities with prior knowledge and unique insight about its context, and felt empowered to lead and engage the class in learning activities with confidence. With feedback from participating teachers, NKH 2.0 improved its existing curricula and developed two more curricula for grade six (Let's Go from Mauka to Makai and Let's Chant for Rain) and grade seven (Let's Take Care of the Lo'i and Let's Collect Lauhala). To develop the NKH curriculum, math learning goals and engaging stories about Hawai'i were chosen. The stories provide exposure to Hawaiian environmental conservation, mythology, history, traditional and modern culture, and language. Then key aspects of the math and the stories are woven together to illustrate that mathematics is part of Hawai'i. Once the math and the stories are woven together, carefully selected prompts guide the students through the mathematical learning. When the math goals are met, engaging prompts for social learning are included to enable at-risk and NH students to embrace their diversity, strengthen their

connections, and take ownership in their learning. The activities are then polished with final edits and illustrations.

Learning Objectives:

- Participants will learn how Ne‘epapa Ka Hana’s socio-culturally responsive problem-based mathematics curricula support Hawai‘i’s middle schools.
- Participants will learn about the curriculum development process.

*Keywords:* middle school, mathematics curriculum, culturally-responsive, social learning, problem-based learning, place-based learning

## MR. ROBERT YOUNG

*University of Hawai‘i at Mānoa - Junior Specialist*

Robert Young earned his MA in Mathematics, BS in Mathematics, BA in Psychology, and Cert. in Mathematical Biology from the University of Hawai‘i at Mānoa. He is currently a mathematics (junior) specialist at the University of Hawai‘i, Center on Disability Studies, STEM<sup>2</sup> R&D Lab, where he leads the curricula and student learning activity development for Ne‘epapa Ka Hana (NKH) Project and NKH 2.0. This resulted in the publishing of eight middle school math curricula: Let’s Build a Canoe (2016), Let’s Play the Ukulele (2017), Let’s Go Fishing (2017), Let’s Make Da Kine (2017), Let’s Take Care of the Lo‘i (2019), Let’s Collect Lahaula (2019), Let’s Go From Mauka to Makai (2019), and Let’s Chant for Rain (2019). He also designed and delivered a professional development program to help teachers across the state to implement the curricula and gain professional credits. Recently, he taught middle and high school mathematics, science, and computer science at Ke Kula ‘o Samuel M. Kamakau LPCS. He also taught mathematics at Kapi‘olani Community College. Previously, led numerous STEM curricula development for SUPER-M (funded by NSF), and founded an afterschool math and science program at the Institute for Human Services.

## **Going Beyond the Classroom: Service-learning to Apply STEM Skills in the Community**

**Presenter:** Mrs. Samantha Wee; Dr. Kiriko Takahashi

**Abstract.** Hawaii's educational system has been dominated by Western thinking, disregarding indigenous knowledge as a source of knowledge within the classroom and omitting it to teach curriculum (Chinn, 2011). Particularly, the norm of science, technology, engineering, and mathematics (STEM) is traditionally based on Western European white males (National Research Council, 2009), resulting in a cultural barrier to learning for Native Hawaiian students. To provide Native Hawaiian students opportunities in Hawaii to thrive in STEM, we developed the Ka Pilina No'eau (KPN) math and science learning (MSL) model for K-5th graders. The MSL model uses Native Hawaiian and local cultural contexts to teach STEM knowledge and skills and concepts through culture and make Pilina (connection) to daily living. One way of making this connection is through community service-learning activities. This presentation describes what service-learning students have participated in, investigates what they have learned from the activities, and shares how going beyond the classroom should be part of learning experiences so students have a better sense of place to illuminate the interconnectedness of their culture and their knowledge of STEM learned in the classroom. Service-learning activities intend to: (1) showcase Native Hawaiians applying STEM in culturally relevant ways; (2) cement knowledge gained in the classroom through hands-on activities; (3) and show the importance of giving back to the community. Examples include activities at Mānoa Stream, Ka Papa Lo'i 'o Kānewai (Kānewai), and Camp Pālehua. Traditional protocol of entering new places requires asking permission before entering; students learned an 'oli, or chant, to ask permission to enter our service-learning locations. At Mānoa Stream and Kānewai, participants heard mo'olelo (history/genealogy) of Kāne and Kanaloa and learned how mo'olelo were tied to those places. Additionally, they learned to care for those environments through culturally appropriate methods and the importance of native species in conservation efforts. At Camp Pālehua, students learned the Camp's history and their efforts to teach traditional Native Hawaiian knowledge, partially through the restoration of traditional Native Hawaiian plants to the mountain ecosystem, which our participants were able to assist with. Service-learning activities taught participants (1) mo'olelo of Mānoa; (2) how mo'olelo explain geological features and phenomena; (3) how to use STEM to care for these places; (4) what indigenous methods were used to care for the land and resources; and (5) how communities benefit from people giving back to them. These community-based activities further cement the language and mo'olelo that were introduced and taught in our classes. Through KPN



activities, 2-3rd graders feel more connected with Hawaiian culture and demonstrated a stronger sense of belonging and place. 4-5th graders also demonstrated stronger connectedness with Hawaiian culture, making statements such as: "I understand the Hawaiian ways of understanding the world," "I know what I do affects people around me."

Learning Objectives:

- Describe what service-learning students have participated in,
- Investigate what they have learned from the activities,
- Share how going beyond the classroom should be part of learning experiences so students have a better sense of place to illuminate the interconnectedness of their culture and their knowledge of STEM learned in the classroom.

*Keywords:* service-learning, indigenous knowledge, hands-on

### MRS. SAMANTHA WEE

*Center on Disability Studies, University of Hawai'i at Mānoa - Junior Specialist/Project Coordinator*

Samantha Wee, M.Ed., is a Junior Specialist at the Center on Disability Studies at the University of Hawai'i where she is a Project Coordinator for after school STEM programs for elementary school students. Her interests are assisting students with disabilities with their post-secondary educational goals, as well as making STEM curriculum more culturally relevant and engaging for all learners.

### DR. KIRIKO TAKAHASHI

*Interim Director/Principal Investigator – Center on Disability Studies, University of Hawai'i at Mānoa*

Kiriko Takahashi, Ph.D. is an Interim Director at the Center on Disability Studies, University of Hawai'i at Mānoa, and is involved in a number of research projects to improve the STEM outcomes of underrepresented students. She is also a Project Associate Professor at Research Center for Advanced Science and Technology, The University of Tokyo, Japan. Her background is in Learning Disabilities and Disability Studies. Her research interests include

assistive technology, culturally responsive teaching, transition of students with disabilities into higher education and employment, and universal design for learning.

## **The Potential of Indigenous-led Tourism for Socio-Ecological Justice, Activism and Disability Awareness**

**Presenter:** Ms. Bobbie Chew Bigby

**Abstract.** This presentation proposes that Indigenous voices, knowledges and values can be raised, strengthened and shared with others through a deeper understanding of Indigenous-led tourism carried out on Native lands, waters and sites of activism and stewardship. Beginning with a glimpse of lands promised to a diverse set of Tribal Nations forcibly removed to northeastern Oklahoma in the 19th century, this presentation starts by examining the Tar Creek region and its story of Indigenous activism since the 1980s. The landscape and waterways of Tar Creek and surrounding communities have been irrevocably assaulted by toxins, pollution and illness as a result of 20th century lead mining and the waste left behind (Manders & Aber, 2014). But the land and water have not been the only ones impacted. Since the 1990s, a large percentage of children have tested positive for high blood lead levels, indicating toxic lead exposure and in many cases, impacts on health and development, including learning disabilities (Karkowski, et al, 2014). At the forefront of efforts to keep the clean-up and support of the Tar Creek Superfund Site going are the Tar Creek Toxic Tours put on by the Local Environmental Action Demanded (LEAD) Agency, an organization co-founded and led by Rebecca Jim (Cherokee Nation). By exploring the potential offered by these Tar Creek Toxic Tours, this article echoes claims made by Pezzullo (2007) that toxic tourism—along with activism tourism—can harness processes of connection between visitors, locals and living landscapes towards the goals of agency, empowerment and social-ecological change. Yet by bringing in Indigenous perspectives to the conversation on tourism, this paper asserts that the capabilities of toxic and activist tours can be expanded to also include meaningful engagement with the histories, values and priorities of sovereign Native Nations. Turning from Tar Creek to other sites of Indigenous-led stewardship and activism that face possible exploitation—including the Protect Mauna Kea Movement (Goodyear-Ka’ōpua, 2017; Casumbal-Salazar, 2017), the Keystone XL Pipeline Protest (Lightfoot & MacDonald, 2017), the Standing Rock Protest (Estes, 2019), among others—this study begins an exploratory conversation about the

potential for Indigenous-led tourism to educate the wider community, strengthen Indigenous values and knowledges and ultimately, support the connections to land and water at the heart of these struggles. In utilizing tourism as a tool for these Indigenous-led struggles, toxic and activism tourism present potential pathways not only for social and ecological justice from an Indigenous perspective and embodied “everyday acts of resurgence” (Corntassel et al, 2018), but also possibilities for tourism—an industry that has long had a difficult legacy with Indigenous peoples—to be transformed (Higgins-Desbiolles, 2020).

#### Learning Objectives:

- Participants will learn more about the Tar Creek Superfund Site, Indigenous history in Oklahoma and Indigenous-led activism, environmental remediation, lead exposure and impacts on health including disability.
- Participants will learn about toxic tours and activism tours and the potential they present for education, socio-ecological justice, Indigenous sovereignty, disability awareness, storytelling, Indigenous languages and building relationships between people and the environment.
- Participants will be able to think more critically about how Indigenous and community-led tourism may serve as an important tool in their community for raising awareness about important issues central to Indigenous lives and wellbeing.

*Keywords:* Indigenous knowledges, Indigenous activism, toxic tourism, activism tourism, socio-ecological justice, disability and lead toxicity awareness, Native sovereignty

#### MS. BOBBIE CHEW BIGBY

*University of Notre Dame Australia, Nulungu Research Institute - PhD Student*

Bobbie Chew Bigby is an enrolled member of the Cherokee Nation of Oklahoma and a native of Tulsa, Oklahoma. Bobbie has BA degrees in Chinese Language/Literature, as well as Anthropology. Bobbie obtained her MA degree in International Studies, Peace and Conflict Resolution at the University of Queensland in Brisbane, Australia as a Rotary Peace Fellow from 2014-2015. Bobbie also holds an MS degree in Arts and Culture Administration

as an Aianta Scholar from Drexel University. Bobbie completed her thesis research on examining the potential for cultural tourism development among Tribal Nations (Quapaw, Shawnee and Miami Tribes) in far Northeastern Oklahoma. Bobbie has engaged in research focused on Indigenous peoples, tourism and connections to traditional culture in China, India, Cambodia, Myanmar, Australia and back home in Oklahoma Indian Country. Bobbie is currently based between Broome, Australia and Tulsa, Oklahoma where she is pursuing a PhD at the University of Notre Dame Australia focused on comparative Indigenous cultural tourism. This research is being supported through the West Australian Government's JTSI Science/Tourism Fellows program and the University's Research Training Program. Bobbie is also engaged in co-editing and co-writing a book focused on reexamining the possibilities for tourism post-COVID 19 and the ways that tourism can better support social and ecological justice. Bobbie has a deep passion for Indigenous-participation in tourism and believes that tourism can be used as a tool for culture and language revitalization, along with environmental stewardship.

## Education, Teaching and Classroom Practices

### Leadership of Inclusive Special Education

**Presenter:** Dr. Chelsea Tracy-Bronson

**Abstract.** This article proposal synthesizes qualitative research data that reveals moments of advocacy and the decisions that seven district-level special education administrators share about their enactment of inclusive educational practices. Grounded in leadership for social justice, these were tactics to intentionally cultivate inclusive services and educational strategies for all students with disabilities across district-wide practices. Data demonstrates these leaders employ advocacy tactics to ensure students with disabilities receive appropriate special education services within general education, as well as re-shape and adhere critical district policies and procedures, as a means of doing social justice leadership. The objective is to present these data around district-wide practices that lead to a theory of district reform for inclusive education that is grounded in leadership for social justice.

Learning Objectives:

- Attendees will learn practical strategies, actions, and decisions that are grounded in disability advocacy that educational leaders used to enact inclusive educational opportunities for all students.
- Findings around complex advocacy strategies, student-level advocacy, capacity building, and advocacy through formal actions will be shared that will allow attendees to turn-key these tactics in their own educational settings.

*Keywords:* Inclusive Education; Leadership for Social Justice: Educational Leadership

### DR. CHELSEA TRACY-BRONSON

*Stockton University - Associate Professor*

Chelsea P. Tracy-Bronson is an Associate Professor at Stockton University. Her research, teaching, and consulting center on creating and sustaining inclusive education in districts, schools, and classrooms. She has co-authored three books with Brookes Publishing Company about how to seamlessly provide inclusive education and inclusive related service provision entitled, *The Educator's Handbook for Inclusive School Practices*, *The Occupational Therapists Handbook for Effective Support in Inclusive Classrooms* and *The Speech and Language Pathologists Handbook for Effective Support in Inclusive Classrooms*. Her research articles have been published in the *Journal of Special Education Leadership*, *The International Journal of Whole Schooling*, and *Teachers College Record*. She won three national awards at the American Educational Research Association for her dissertation research, including the Division A Administration Dissertation Award Honorable Mention, the Districts in Research and Reform SIG Outstanding Dissertation Award, and the Leadership for Social Justice SIG Dissertation Award.

## **Learning Crisis (1): School Closure and Learning Crisis of Special Education by COVID-19**

**Presenters:** Dr. Yoshimi Matsuzaki; Kuniomi Shibata

**Abstract.** The COVID-19 pandemic has created the largest impact on all learners, especially students with disabilities. In Japan, all schools are asked to close to prevent the coronavirus's spread in February 2020. The Japanese government made a sudden

shutdown of all schools at the beginning of April, although April is the new school year's timing in Japan. Under the pandemic, some schools decided to extend school closure till June. During the closures of schools, some online educational content was supplied. However, little online content was designed for children with disabilities. Adjusting educational environments and encouraging children to learn, an essential part of special education, faced a serious challenge. COVID-19 pandemic caused a "Learning Crisis" for children with disabilities, which deprived them of their learning motivations and chances of keeping to learn. Counter Learning Crisis Project planned to survey 1153 special education schools (schools for the Intellectually Disabled, the Physically Disabled, and the Health Impaired, the Blind, the Deaf) in Japan. We have four parts in the questionnaire; part one focused on the influence of long-term school closure, the second part is a question about the conditions after reopening school, the third part contains questions about conducting a class on each subject, the last part is about the impact on children and family. Questionnaires were administered from the last of August till the middle of December. (Recovery rate is 16%) During school closure, 58.7% of schools tried to implement online support. However, whether implemented or not implemented, almost all schools experienced a shortage of internet access infrastructures neither in schools nor at homes, dis-communication between school teachers and staffs. Implementation of online support depended on a human resource that enables to make actions for something break through the situations. The reopening school timing was considered to have been affected by the school's locations, types, and size. After reopening the school, teachers had to manage classes by making physical distancing, mask-wearing, temperature checks. Students could not sing in music class because of infectious disease prevention, and the foreign language class did not contain the activities of communication. Most of the learning opportunities off-campus, like school excursions, were canceled; these decisions disappointed many students. In this questionnaire, teachers pointed out that there were difficulties in making collaborative experiences and taking an alternative way of practical learning, and they experienced a dilemma between student health and learning. 88% of the respondents answered they had tough challenges because of the COVID-19 pandemic. Some teachers worried about children's inner impact, who normally keep daily life and adapted to "New Normal," though suppressing assertiveness. Moreover, online support would allow have shown an alternative way for distance learning for children with disabilities, but there has been serious inequality in internet accessibility. Highly individual continuous support is

essential for learning by children with disabilities. To counter the Learning Crisis, Manakiki suggests that students with disabilities need continuous attentive supports and cultivate good relations in the community and society under the “New Normal” life.

Learning Objectives:

At the end of this session, participants will:

- Grasp the trend in the Japanese Learning Crisis impacted by the COVID-19 pandemic.
- Talk about tough challenges in special education brought by the COVID-19.
- Discuss serious problems in conducting classes in schools under the “New Normal.”
- Notice the inner impact on students.
- Have a chance to consider how to counter the Learning Crisis.

*Keywords:* Counter Learning Crisis Project, COVID-19, special education, school closure, Manakiki

### DR. YOSHIMI MATSUZAKI

*Tsuda University - Associate Lecturer*

Yoshimi Matsuzaki, Ph.D., is an associate lecturer at Tsuda University, specializing in medical sociology, emphasizing mental health and social inclusion. She has begun research for reasonable accommodation of reading accessibility (RARA), aiming to examine and consider better accommodation to learn and understand reading material deeper. Since 2020, she has engaged in the project, Research Inclusive Assistant (RIA), which focuses on assistant training to make inclusive accommodation for researchers with disabilities. Furthermore, she is in charge of the office in the Counter Learning Crisis Project, and she manages “Manakiki” (<https://learningcrisis.net/>), the website for students with disabilities.

### KUNIOMI SHIBATA

*Tsuda University - Associate Professor*

Kuniomi Shibata, Ph.D., is an associate professor at Tsuda University and specializes in assistive technology, especially focusing on information technology for persons with disabilities. Currently, he is in charge of support programs for students with disabilities and is the director of the Inclusive Education Support Division, also the president of the “Counter learning Crisis Project” (Manakiki) <https://learningcrisis.net/>.

## Deaf Community

### **A Toolkit for Becoming an Exceptional Ally for the Deaf Community**

**Presenters:** Ms. Sandy Scott; Vicky Floyd

**Abstract.** This workshop will focus on the four areas of cultural mediation, interpretation, education and oppression in the Deaf community. Participants will have the opportunity to analyze their privileges and discuss how their privileges can be used to empower Deaf people in healthy and positive ways. Group discussions will facilitate reevaluation of the hearing person’s role in the Deaf community. Brainstorming will be used as a strategic approach to help improve the hearing person’s understanding of what is needed as a partner when advocating with the Deaf community. Various scenarios and videos will be shown, giving the audience members, the opportunity to expand their understanding of how they can contribute to the developmental process, by becoming an ally. We strive to give all workshop attendees the inspiration and tools needed to become an exceptional ally for the Deaf community. Through introspection each workshop attendee should become aware of why they have a responsibility to serve as an ally to the community.

Learning Objectives:

- Explain how to utilize their privileges in a healthy and positive way;
- Examine and discuss strategies used in the presentation for daily collaborations with Deaf individuals;
- Recognize and use the tools presented and discussed during the presentation to become an exceptional ally;
- Identify how Deaf and hearing cultures cross each other and advocate for individuals involved in various situations; and



- Demonstrate an understanding of how to empower the Deaf community as they proceed to becoming allies.

*Keywords:* Deaf Community, Deaf Culture, ASL, Interpreting, Allyship

### MS. SANDY SCOTT

*Utah Schools for the Deaf - ASL/English Specialist*

Sandy Rae Scott has taught at Utah Schools for the Deaf, Ogden Campus, as an ASL/English Specialist for five years. Prior to her relocation to Utah, Sandy taught at three different residential schools of the Deaf in the states of Virginia, North Carolina, Alabama and at a public high school in Seattle, Washington. Sandy has served as an ASL instructor at the University of Virginia, Seattle Central Community College and Gallaudet University. In addition to her teaching job, Sandy has been passionately contributing her bilingual lessons to the ASL/English Enrichment page on Facebook which she implemented in 2014 and 2017. Her broad experience in a variety of diverse settings has given her professional and personal experience creating synergistic relationships that build and elevate the Deaf community.

### VICKY FLOYD

*Utah Schools for the Deaf - Reading Specialist*

Hailing from Utah, Vicky is a Reading Specialist who teaches Deaf and hard-of-hearing preschoolers – high school students. She also works for Sorenson Communications as an ASL interpreter. Vicky collaborates with other professionals in the Deaf community and volunteers her time advocating individuals in the Deaf community. Vicky mentors new teachers in the field of Deaf Education at Utah State University. She is a very well-respected member of the Deaf community.

## **Navigating the Accessibility in A Mixed Methods Study**

**Presenters:** Dr. Manako Yabe

**Abstract.** Mixed Methods research becomes an important technique for advocacy and social justice for the Deaf community. As an international Deaf researcher, I address the

challenges and solutions of providing accessibility in a mixed-methods study with deaf and hearing participants. I discuss designing the reliability and validity in methods to understand this accessibility, including data collection, data analysis, and data interpretation. I offer contributions to the field of mixed methods study for research scholars who are interested in conducting their research with deaf/disabled populations and vice versa. I hope that those discussions help researchers in preparation for mixed methods research during the pandemic with transcultural and linguistic competence.

#### Learning Objectives:

- Participants will increase their knowledge of mixed methods study and its design types.
- Participants will discuss the challenges and solutions of making accessibility in mixed methods study.
- Participants will prepare for their mixed methods research with transcultural and linguistic competence.

*Keywords:* Mixed Methods Study, Accessibility, Transcultural and Linguistic Competence, Hearing and Deaf Populations

#### DR. MANAKO YABE

*University of Tsukuba - Research Assistant Professor*

Dr. Yabe is the first Deaf faculty in the Division of Disability Sciences at the University of Tsukuba. Her research interests are Technical Communication, Accessibility, Universal Design, Deaf Studies, and Disability Studies. She has earned a Ph.D. degree in Disability Studies at the University of Illinois at Chicago, where she pioneered a campus safety app to improve emergency communication access.

## Family and Community Engagement

### **Special Needs and Social Distancing**

**Presenter:** Dr. Lakshmi Mahadevan

**Abstract.** School children with special needs faced unusual disruption to the end of their school year in May/June 2020; and, teachers, parents, and caregivers scrambled to turn the living room into a classroom. School closures and social distancing did not just cause impromptu homeschooling, it also has the effect of causing a longer at-home time and the need to prepare for a “new normal”. Parents, caregivers, and teachers are now required to address such questions as: (1) How did my role as a member of my child with special needs team change?; (2) What does his or her IEP look like?; (3) What shape will services take in this school year?; (4) How do I continue to advocate for my child given the new circumstances?

Learning Objectives:

- Self-assess their accomplishments
- Plan for school closures and long-term absence from schools
- Ask appropriate IEP Questions
- Access resources and appropriate services
- Plan for children with specific health issues
- Plan to stay engaged and advocate

### DR. LAKSHMI MAHADEVAN

*Texas A&M AgriLife Extension - Associate Professor*

Lakshmi Mahadevan has a Ph.D. in Educational Psychology with an emphasis in Career Development Education from Texas A&M University. Her areas of expertise include career assessment, post-secondary options for individuals with special needs, special education and multicultural career counseling. Dr. Mahadevan has over fourteen years of experience in conducting face-to-face and online professional development with educators in Texas addressing various special populations-related issues (particularly students with disabilities and English Language Learners).

## Flourishing, Well-being, and Social-Emotional Learning

### **What Does “Accessible” Mean in Sensitive Interviews? – Method Choices of People with Physical Disabilities**

**Presenter:** Dr. Etsuko Sakairi

**Abstract.** In 2016 Japan started to enforce domestic legislation in the form of the Act of Elimination of Discrimination against Persons with Disability, along with ratifying the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2014. However, it is not clear what kind of situations would be considered cases of discrimination in relation to issues of sexuality according to this legislation. Furthermore, in March 2016, the United Nations Committee on the Elimination of Discrimination against Women (CEDAW) made a recommendation to the Japanese government to conduct a study of the forced sterilization of women under the Eugenic Protection Act. This research is carried out against this background in which the experiences of people with disabilities have often been restricted by caregivers and family members—as evidenced by the high number of eugenics surgeries performed on people with disabilities without their consent. In this paper, I will discuss part of my method section and its associated conundrums by focusing on the participants' choices of method. First, the gap between what I expected and what participants actually chose regarding the means of communication with me is discussed. Second, issues surrounding the conducting of interviews in public spaces is discussed, by introducing part of my data collection adventure from my research on the topic of sexuality and people with physical disabilities in contemporary Japan. I hope that sharing this data collection adventure provides an opportunity for other researchers to think about how and where interviews on sensitive topics should take place, especially with people with physical disabilities, and how to accommodate those populations. Also, to be aware of the current situation regarding how some spaces are still hard to access for those populations.

Learning Objectives:

- Think about how and where interviews on sensitive topics should take place especially with people with physical disabilities.
- Be aware of the current situation regarding how some spaces are still hard to access for people with physical disabilities.

*Keywords:* People with physical disabilities, sensitive topic, interview, research methods

## DR. ETSUKO SAKAIRI

*The University of Auckland - Researcher*

Etsuko Sakairi, received her MA in Social Work from the University of Hawaii at Manoa and Ph.D. in Education from the University of Auckland. She researches sexuality and the experience of people with physical disabilities in Japan.

## **The Potential of Restorative Justice Practices to Foster Healing and Trust in Inclusive Settings**

**Presenters:** Ms. Mary Mendez Bonnell; Dr. Doran Gresham

**Abstract.** Much of the literature generated from the beginning of the rise of the use of RJPs, around 1999, until the present, examines the effects of RJPs on discipline measures such as suspension, expulsion, attendance, and violent offenses (Fronius et al, 2016) and presents RJPs as a means of addressing this social justice issue. In the last ten years, the amount of research conducted and published around Restorative Justice Practices (RJPs) has increased significantly. The work regarding RJPs as a means of addressing racial inequity in the educational system is a prime springboard for examining the effects of RJPs in inclusive settings since similar issues of equity present and the body of literature around this topic is almost non-existent. Although we know that RJPs can have a significant effect on the amount of time students spend in the classrooms by reducing suspensions and expulsions, and perceptions of the school and classroom climate, there is little known regarding the effects of RJPs on students with disabilities (SWD). This review further outlines the following emergent themes in the literature: disagreements in the field, issues of equity, racial bias, and loss of trust. Since the research around the effects of RJPs on SWD is lacking, there have been few connections made between Disability Studies and the guiding philosophies of RJ. However, the recently established field of DisCrit Theory (Annamma, Connor, & Ferri, 2013), a combination of critical race theory and dis/ability studies in education, can help us understand how race and ableism interact in school systems. This layer of nuance is important to this work because in many cases “difference” is interpreted as deviance and has a negative connotation (Bornstein, 2017). An example of how this framework can be applied is taken from Conrad and Schneider (1992) and the

classification of energetic children as having attention deficit hyperactivity disorder (ADHD). He explains that as institutions analyzed individuals in scientific systems, the informal and formal diagnosis of ADHD were supported by the schools' lack of accommodation of active learning. This tunnel vision which focused on any difference becoming a deviance is further nuanced by the understanding that school systems institutionalize and prioritize White behavioral patterns (Broderick & Leonardo, 2016). Most response to intervention systems (RTI) are based on White norms for acceptable academic performance (Broderick & Leonardo, 2016; Ferri, 2012; Artiles, 2015), with interventions designed to "return all students to normalcy and which do so by placing them in some form of classification scheme." (Bornstien, 2017, p. 138) This review is important to examining the perceived effects of RJPs in inclusive classrooms because it emphasizes the need for awareness of the fact that teachers, administrators and students are interacting in a context that pushes and pulls from their participation in a racially and dis/ability charged system. This work will show that RJPs are vital in order to regain the trust and promote healing in inclusive classrooms.

#### Learning Objectives:

- Understand the basic body of literature regarding Restorative Justice Practices.
- Summarize the themes in the literature regarding restorative justice practices as they apply to inclusive settings
- Relate the need for further research on restorative justice practices for students with dis/abilities to their own research/understanding/practice

*Keywords:* Restorative Justice, Inclusion, Trust, Well-being, Teacher Education, Trauma Informed Pedagogy

#### MS. MARY MENDEZ BONNELL

*George Washington University - Program/Research Associate*

Mary Bonnell is a doctoral candidate at The George Washington University's Graduate School of Education and Human Development in the Ed.D. program in Special Education and Disability Studies. She has taught students with disabilities and emerging bilingual

students in monolingual and bilingual secondary schools in New York, Connecticut, Rhode Island, and Mexico. Her professional and personal mission is to improve educational equity and the use of research-based practices to progress diversity and inclusion for educators and students around the world. Her research interests include restorative justice for students with disabilities and educational contexts to increase equity in bilingual special education.

### DR. DORAN GRESHAM

*George Washington University - Assistant Professor*

Dr. Gresham's primary research interest pertains to the overrepresentation of minorities in classrooms for students with special needs. To that end, he created "The Gresham Survey" to quantitatively assess the perceptions of general educators and administrators about the overrepresentation of elementary aged African American males identified as having an emotional disturbance. The purpose of this research is to shed light on to this chronic institutionalized civil rights issue, which leads to systemic poor outcomes for students of color. Prior to joining the faculty at The George Washington University, as a culmination of his years as an educator, Dr. Gresham worked for 5 years as a master Educator and 1 year as a Senior Master Educator with the D.C. Public School system. In 2015, Dr. Gresham published a collection of essays and interviews called *Why the SUN Rises: the faces and stories of women in education*.

## **The Quest to Being Recognized as a Valued Person: First-person Account of Ecological Approach to Inaccessibility of Arts and Cultural Activities**

**Presenter:** Gloria Yuet Kwan Ma

**Abstract.** Arts and cultural activities enable body-mind rejuvenation, representation and appreciation of our surroundings. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) Article 9 clearly asserts the significance of ensuring accessibility, and the Article 30 recognizes the right of people with disability to participate in arts and cultural activities on equal basis with others. However, fundamental choices and opportunities for people with disability in arts and cultural activities are still seriously

denied under the ableist culture. At the most basic level, “accessibility” plays a significant role in determining whether people with disability can literally “join” the arts and cultural activities. Going to concerts is a common example of participation in arts and cultural activities. As a wheelchair user with congenital muscular dystrophy and an enthusiastic concert-goer, I observe that the access to concerts has been greatly improved throughout the years, but the user experiences are often stigmatizing which reflect ableism. This presentation serves two purposes. First, it aims to share my first-hand experiences of negotiating with the inaccessibility of concerts as a kind of self-empowerment and awareness-raising. It would unravel the ableist nature of inaccessibility across different stages of concert arrangement, e.g., overall service culture, scope of target audience, promotional materials, ticketing, seating options, venue accessibility, symbols and terminology, and attitudinal responses of the personnel. Second, it would discuss the stigmatization and detrimental impact on wellbeing of inaccessibility of concerts on different stakeholders, such as patrons with disability, the companions, concert staff, and bystanders. Ecological framework would be adopted to systematize and synthesize these real-life experiences which would cut across various ecological levels such as the individual, interpersonal, organizational, intergroup, and societal levels. Although the present first-person account would focus on pop music concerts as an illustrative example, the user experience and rationale could be reasonably extended to other arts and cultural activities such as theater performances and museum exhibitions to inform future research and practices. Recommendations of inclusive practices that could enhance accessibility of arts and cultural activities will be discussed.

#### Learning Objectives:

At the end of this session, participants will:

- Learn about first-hand experiences of a wheelchair user in Hong Kong in negotiating with inaccessibility of concerts.
- Be more aware of the plausible stigmatization through the inaccessibility of concert management.
- Gain ideas of inclusive practices of arts and cultural activities.



*Keywords:* people with disability, accessibility, ableism, human rights, ecological model, Convention on the Rights of Persons with Disabilities CRPD

## DR. GLORIA YUET KWAN MA

*The University of Hong Kong - Postdoctoral Fellow*

Gloria Yuet-kwan Ma is a postdoctoral fellow at the Faculty of Education, The University of Hong Kong. She received her PhD from the Chinese University of Hong Kong. Her research areas focus on ecological approach to addressing ableism and promoting environmental accessibility as well as the perceptions of the International Symbol of Accessibility. She co-founded the Wheel Power Charity Limited in 2014 to promote social inclusion through experiential programs and disability advocacy. She is a power wheelchair user living with congenital muscular dystrophy.

## **Neurodivergent Identity: Disabled or Different?**

**Presenter:** Dr. Gloria Niles

**Abstract.** Neurodiverse students are often disadvantaged in educational settings by deficit thinking, a learned mindset that skews our treatment of students with disabilities and can limit their success. For students who have other marginalized aspects of their identities, disadvantages in the classroom are compounded, and the implicit biases we hold can unintentionally disempower them and curb their academic progress. Without special care and preparation, these hindrances are further exacerbated in an educational setting. By approaching Neurodiversity from an intersectional lens and implementing strength-based practices, we can begin to promote equity, inclusion, and diversity in the classroom. This talk story session will explore how to approach neurodiversity from an intersectional lens to promote equity, inclusion, and diversity. Participants will share experiences of how to create space for students to be supported with the agency to define their own identity as a learner from a strength-based, talent-focused perspective.

Learning Objectives:

- Define neurodiversity as an intersectional aspect of identity.

- Create space for individuals to positively express neurodivergent distinction.

*Keywords:* Neurodiversity, identity

## DR. GLORIA NILES

*University of Hawai'i-West O'ahu - Director of Distance Education & Coordinator, Office of Professional Development & Academic Support*

Gloria Niles serves as the Director of Distance Education in conjunction with her duties as Coordinator of the Office of Professional Development and Academic Support (OPDAS) for the University of Hawai'i-West O'ahu. Dr. Niles has enjoyed a varied career in academia from the time she became a Doctor of Chiropractic with post-doctoral training in Neurology. She holds a bachelor's degree in Organizational Management, a Master's degree in Online Teaching and Learning, and a Ph.D. in Education with a focus on Special Education Leadership. Dr. Niles is also a 2019 alumnus of the Institute for Emerging Leaders in Online Learning (IELOL). In addition to a teaching career in Special Education and the training of educators in the UH West O'ahu Education Division, Dr. Niles earlier served as Dean of Academic Affairs at Palmer College in Florida. The combination of experience and training in distance education modalities with practical experience in the classroom and as an administrator drives Dr. Niles' scholarship that centers the praxis of diversity to center the needs of diverse learners in digital teaching and learning. Additionally, Dr. Niles' dedication to serving the profession is demonstrated by her role as a peer evaluator for WASC Senior College and University Commission (WSCUC), and a variety of volunteer leadership positions with several professional organizations including the Online Learning Consortium, Council for Exceptional Children, and the POD Network. Dr. Niles has been an invited speaker for the WICHE Cooperative for Educational Technology (WCET) Annual Meeting, and the Distance Teaching and Learning Conference.

## **Diversity and Intersectionality Through the Disability Lens**

**Presenters:** Mrs. Leigha Shoup; Mrs. Katherine Yoder

**Abstract.** Presenters will pull back the curtain on diversity and intersectionality through the disability lens. This is a new perspective that is rarely trained on. It is crucial for service

providers, educators, medical and mental health professionals, and others to understand intersectionality and how it impacts the disability community. This presentation will facilitate a more in-depth look into this topic by building a foundation of knowledge, reviewing the historical perspective, and discussing individuals' intersections from the disability community. Participants will receive the information in a myriad of forms, including lectures, facilitated group discussion, videos, and other activities.

#### Learning Objectives:

- Gain an understanding of diversity and intersectionality.
- Understand how intersectionality impacts the disability community and how individuals are marginalized.
- Understand the concepts of diversity and intersectionality through the disability lens.

*Keywords:* Diversity, Intersectionality, and Disability

#### MRS. LEIGHA SHOUP

*Adult Advocacy Centers - Deputy Director*

Leigha 김소연 Shoup, MS, RA Leigha is the Deputy Director of the Adult Advocacy Centers. Leigha holds a Master's of Science in Applied Behavior Analysis and Behavior Therapy from Southern Illinois University, Carbondale, as well as a Bachelor's of Science in Hearing, Speech, and Language Sciences from Ohio University. She is a Registered Advocate in the State of Ohio. She has served as the secretary of the Northwest Ohio Rescue & Restore Coalition, the regional response to human trafficking. Leigha has over 17 years of experience working with children and adolescents living with disabilities. She is a state, national, and international presenter on the topics of diversity, inclusion, and accessibility when working with multi-disciplinary teams to serve survivors of crime. In July 2018, she co-published *Serving Survivors with Disabilities- An Advocate's Guide*. She was the recipient of the Children Safety Award in Allen County in 2017. Leigha works at the state and regional levels to review and create best practices that are inclusive and accessible to under-served

populations. Her extensive knowledge of educational and victim advocacy for individuals living with disabilities propels her to continuously learn and lead in this movement.

### MRS. KATHERINE YODER

*Adult Advocacy Centers - Executive Director*

Katherine Yoder, CFI, MS Katherine Yoder is a certified forensic interviewer and has been an advocate for people with disabilities for 20 years. She holds a Master's degree in criminal justice from the University of Cincinnati and a Bachelor's degree in social psychology from Park University. She currently serves as the Executive Director of the Adult Advocacy Centers, which she founded in March 2019.

## Online Learning and Technology

### **Learning Crisis (3): Vocational Education for Students with Disabilities : From the Campaign of Essential Workers to the Concept of Essential Functions**

**Presenters:** Kuniomi Shibata; Ms. Wakaba Hamamatsu

**Abstract.** The global spread of COVID-19 significantly restrained economic activity worldwide. The COVID-19 crisis highlights how much society depends on Essential Workers. They are respected all over the United States. Hundreds of businesses and people nationwide express gratitude to Essential Workers. Essential Worker are also important to maintain Japanese society under the COVID-19 crisis. However, "Thanks to Essential Workers Campaign" is not familiar to most Japanese people. Most Essential Workers in Japan face discrimination despite heightened social media efforts to recognize their contribution. To explain differences in public attitudes towards Essential Workers in both countries, we compare American campaign with Japanese one. While most American people pay attention to Essential Functions for discussing Essential Workers, most Japanese people pay little attention to Essential Functions. In the field of employment of people with disabilities in the United States, Essential Functions is an important concept. Essential Functions is an unfamiliar concept in Japan's system of hiring people with disabilities. When hiring people with disabilities, most Japanese provide reasonable accommodations for people with disabilities without taking notice of the concept of Essential Functions. The

difference in attention for Essential Functions arises from vocational perspective between the United States and Japan. We realized that the lack of awareness regarding which skills are important for a job could lead to a Vocational Education Crisis for students with disabilities in Japan. In Japan, very few websites provide job explanations for students with disabilities. To tackle this crisis, we post an article on the Counter Learning Crisis Project website (Manakiki) entitled “Special Feature about Thanks to Essential Workers”. Additionally, we held an online workplace visit because students are finding it difficult to arrange physical visits due to the pandemic. We broadcasted a Zoom meeting that featured three employment leaders, Sapporo Challenged, Social Good Roasters Chiyoda, and Odamaki Koubou, as good examples of the workplace for persons with disabilities in Japan. Sapporo Challenged encourages people with disabilities to make use of computers to achieve their full potential. Social Good Roasters Chiyoda locates near the heart of Tokyo’s coffee hub, Jimbocho, the cafe is staffed by baristas and roasters with disabilities. Odamaki Koubou is a welfare studio for people with disabilities. People who work in Odamaki Koubou weave bags and other decorative accessories. Each panelist joined the meeting from their workplace and introduced their job. Students could see people with disabilities at work and asked questions about Essential Functions of each work through the Zoom screen. This event allowed students to learn what skills they will need in their future careers, even in an online environment. More online opportunities for students to learn Essential Functions of a job are required under the COVID-19 crisis. Through the Counter Learning Crisis Project, we accumulate expertise in children’s vocational education.

#### Learning Objectives:

At the end of this session, participants will be able to understand the following things:

- Differences of vocational perspective between the United States and Japan.
- An analysis of Vocational Education Crisis for students with disabilities in Japan.
- Advantages and benefits of good examples under the COVID-19 crisis.

*Keywords:* Counter Learning Crisis Project, Vocational Education, Essential Functions, Manakiki

## KUNIOMI SHIBATA

*Tsuda University - Associate Professor*

Kuniomi Shibata, Ph.D., is an associate professor at Tsuda University and specializes in assistive technology, especially focusing on information technology for persons with disabilities. Currently, he is in charge of support programs for students with disabilities and is the director of the Inclusive Education Support Division, also the president of the "Counter learning Crisis Project" (Manakiki) <https://learningcrisis.net>.

## MS. WAKABA HAMAMATSU

*Tsuda University - Graduate Student*

Wakaba Hamamatsu is a graduate student at Tsuda University. She majors in disability studies. When she was an undergraduate student, she learned how media and technology influenced the support for people with disabilities. She practiced it through "Scene Description" for students with visual disabilities as a volunteer staff in IES. Since 2019, she has been employed by IES as a teaching assistant and held several events and workshops regarding reasonable accommodation. She belongs to the Counter Learning Crisis Project and works as the head of Social Studies. Her main research interest is how to improve the situation of employment of people with disabilities in Japan.

## **The Virtual Shift: Early Childhood Intervention Therapies for Pakistani Children with Down Syndrome During COVID-19**

**Presenter:** Ms. Samar Naqvi

**Abstract.** The paper will aim to discuss the impact of Karachi Down Syndrome Program (KDSP)'s virtual Early Childhood Intervention (ECI) service, comprising of speech and language therapy, occupational therapy and physical therapy clinics, for children with Down syndrome and their caregivers in Pakistan during the culmination of the COVID-19 pandemic from March 2020 to August 2020. Government sanctioned support services at regional and national levels are nearly absent for an approximate populace of 300,000 individuals with Down syndrome residing in Pakistan. Due to the lack of specialized services within the country, in 2014 KDSP was formed by a group of concerned parents who

recognized the need of a platform which would not only advocate the value, acceptance and inclusion of individuals with Down syndrome, but provide them an opportunity to enhance their quality of life and realize their life aspirations. KDSP achieves this through six key areas of service; Early Childhood Intervention (ECI), Family Support, Healthcare, Education, Enrichment and Skills Development and Awareness. ECI was one of the first services initiated by KDSP, guaranteeing children with Down syndrome aged 0 – 7 years would have access to high quality and subsidized therapies. An outbreak of the COVID-19 pandemic led to a significant impact on the marginalized communities of the Global South, which exacerbated matters when major cities within Pakistan were put under strict lockdown and individuals with Down syndrome were confined to their houses with limited to no access to crucial services. Given this, KDSP decided to halt its on-ground services and make a 100% shift to offering virtual services in the best interest of individuals with Down syndrome and their caregivers. The ECI services incorporated a tele-therapy practice, conducting one-on-one sessions customized to the needs of each child. By August, 55 % sessions were conducted via video calls, 41 % via audio calls and 4% via both. Since the shift to the virtual space, 4800+ tele-therapy sessions have been offered to children till August, along with fee waivers to alleviate the financial burden for parents during the pandemic. The impact of virtual therapy services was measured through a telephonic survey with 100 parents and through service monitoring records. The results yielded; 42% parents reported virtual therapy sessions contributed toward their child's developmental progress, whereas only 8% felt it was delayed, while 55% parents reported feeling more empowered and trained to practice therapy with their child independently. A 26 % increase was recorded in out of city therapies scheduled due to ease of access and a language of love, 'physical touch' was expressed and received by the child, through the parent, as parents practiced and followed therapists' carefully guided instructions. The virtual shift has not been without its challenges, as 15% parents found it difficult to practice therapy with their child, due to connectivity issues and / or a lack of resources at home. Throughout the COVID-19 pandemic, KDSP aims to continue innovating its virtual methodologies to empower caregivers and to transform the developmental outcomes of children with Down syndrome.

Learning Objectives:

- Understand the larger framework of disability access and inclusion in the Global South from a country such as Pakistan.
- Understand the barriers and challenges which exist within Pakistani society for individuals with Down syndrome and how KDSP mitigates these challenges by contributing toward the enrichment and evolution of the Down syndrome community within Pakistan, adding to the Sustainable Development Goals.
- Recognize the importance of early intervention and how it lays a foundation for the future of individuals with Down syndrome.
- Be inspired by speech and language therapy, physical Therapy and occupational Therapy innovations borne out of need and a lack of resources during a global pandemic and how it empowered parents to independently practice therapy with their child at home, in a developing economy such as Pakistan.
- Gain inspiration through the perseverance and determination of children to remain digitally connected to their therapists, in an unfortunate era of being physically distanced.

*Keywords:* Down syndrome, Digital Therapy, Early Childhood Intervention, Speech and Language therapy, Physical therapy, Occupational therapy, COVID – 19, Inclusion

### MS. SAMAR NAQVI

*Karachi Down Syndrome Program - Chief Operating Officer*

Samar Naqvi is a mental health counselor and the Chief Operating Officer at the Karachi Down Syndrome Program (KDSP). She has been a disability inclusion advocate, trainer and consultant since 8 years. She is a Fulbright Scholar and a graduate of New York University (NYU), with an MA in Applied Psychology. Professionally, she has previously worked for United Nations, St. Luke's and Roosevelt Hospital's Family and Child Care Division, the Cooke Center for Learning and Development in New York and the Aman Foundation in Karachi. She has also contributed a chapter in American Psychological Association's Handbook of Multicultural Psychology, 2013.



## Transition, Inclusive Postsecondary Education, and Self Determination

### **Development of a Guideline on Fostering Inclusive Practices at Universities in Hong Kong**

**Presenter:** Dr. Gloria Yuet Kwan Ma

**Abstract.** As part of a teaching development project on examining the learning experiences of students with visual impairment in universities in Hong Kong, a set of recommended practices was developed to serve as a guideline to promote the co-creation of an inclusive campus. This presentation would share the process and insights of the guideline development. Data was collected from multiple sources including document analysis, focus group interviews, external review, and research team members' input. First, a document analysis was conducted to review existing policies and support to students and staffs with disabilities in universities. Relevant information was collected from reviewing websites of 41 higher education institutions in Hong Kong, the top 10 universities listed on the "Overall", "SDG 4 Quality Education", and the "SDG 10 Reduced Equality" of the University Impact Rankings 2019 by the Times Higher Education, as well as the top 10 most "inclusive" universities based on the QS Stars University Rating System 2019. Websites of nongovernmental organizations serving people with disabilities, government papers, and research reports relevant to accessibility and inclusive education were also reviewed. Second, fifteen students, alumni, and staff from various universities in Hong Kong were interviewed to understand barriers students with visual impairment encountered, challenges university staff encountered when supporting students with visual impairment, as well as good practices of accessibility services at universities in Hong Kong. Comments on the first draft of the guideline were also collected from twelve international and external review panel including academic staff with and without visual impairment, non-academic staff, current university students with and without visual impairment, alumni with visual impairment, and human rights advocates. Overall, the diverse background and experiences of the research team members, such as living with congenital mobility disability, further enriched all the data collected. Ecological framework and person-oriented approach were adopted to synthesize and systematize all the data collected from the four sources to

compile a set of recommended inclusive practices across different stages of tertiary education, namely admission, orientation, living on campus, academic study, graduation, and post-graduation. Ecological framework also emphasizes the significance of co-creation of inclusive learning and teaching environment that would cut across the temporal, cultural, government, community, inter-university, intra-university, environmental, language and symbolic, technological, interpersonal, and individual domains. It is expected that the guideline would help enhance the teaching and learning experience of students with disabilities at universities. It can serve as a common ground for the ongoing discussion of inclusive practices at universities. Besides current university staff and students, the guideline could help facilitate prospective students with disabilities to be better prepared for the transition from secondary school education into university education for timely arrangement. Further research directions based on this guideline will be discussed.

#### Learning Objectives:

- Participants will learn about the development and usage of this newly developed guideline on inclusive practices at universities.
- Participants will gain insights of future research directions in relation to this guideline.

*Keywords:* inclusive education, ecological model, diversity, accessibility, diverse learning needs, disability

#### DR. GLORIA YUET KWAN MA

*The University of Hong Kong - Postdoctoral Fellow*

Gloria Yuet-kwan Ma is a postdoctoral fellow at the Faculty of Education, The University of Hong Kong. She received her PhD from the Chinese University of Hong Kong. Her research areas focus on ecological approach to addressing ableism and promoting environmental accessibility as well as the perceptions of the International Symbol of Accessibility. She co-founded the Wheel Power Charity Limited in 2014 to promote social inclusion through experiential programs and disability advocacy. She is a power wheelchair user living with congenital muscular dystrophy.

## Self-Advocacy Starts Young

**Presenters:** Ms. Cindy Camp

**Abstract.** Self-advocacy has become a buzzword in special education. It is the ability to make one's own decisions and learn how to speak up for oneself. While it may sound simple, it can be a difficult concept to teach. Think of all the mixed messages we give our children. We tell them to self-advocate but then decide what accommodations they need and implement those accommodations without asking the student if they are effective. Self-advocacy should begin at a young age. Children learn through day-to-day activities, like picking out what they will wear to school, or what after-school snack they want. As they grow older, the decisions they make should increase in frequency and difficulty. Unfortunately, this is not always the case for children with disabilities. Oftentimes it is just easier to make decisions for them. Children with sensory disabilities frequently miss out on incidental learning opportunities; thus, parents and teachers must intentionally create educational situations. This takes time and considerable effort. If a student falls behind, it can become easier and easier to make their decisions for them. Self-advocacy becomes extremely important for high school students as they begin to consider options for their futures. The IEP process encourages students to be active participants and be fully engaged in deciding their goals. However, school personnel being overworked, often find it easier to "handle things" rather than teach students all they need to know in order to make informed decisions. The Described and Captioned Media Program (DCMP) has videos for all ages that can help teach self-advocacy. And because they are fully accessible, can promote independent learning opportunities. These videos can help children from preschool through high school learn self-respect, increased self-esteem, and self-advocacy skills. There are also videos for adults to improve their knowledge and skills in fostering self-advocacy.

Learning Objectives:

- Identify strategies for promoting self-determination in children.
- Explore opportunities for fostering self-advocacy skills.
- Review self-advocacy videos and learn how to individualize the lessons.

*Keywords:* self-advocacy, deaf, hard of hearing, self-determination

## MS. CINDY CAMP

*The Described and Captioned Media Program - Spartanburg, SC - Marketing and Communications Specialist*

Cindy Camp is the Marketing and Communications Specialist with The Described and Captioned Media Program. She holds a Master's degree in English, is a nationally certified interpreter, certified in mental health interpreting in AL, as well as a C-Print captionist and trainer. She has provided access services for students who are deaf and hard of hearing for over 30 years.

## Creativity and the Arts

### **Dancing Disability Culture: Online and In-Person**

**Presenters:** Maggie Bridger; Sydney Erlikh

**Abstract.** As our collective understanding of disability deepens and shifts, disability culture constantly shifts and widens to provide community, care and a sense of commonality to those that have most often been forced to the margins of society. As Petra Koppers and Melanie Wakefield note in their entry on Disability Culture in the Encyclopedia of American Disability History, "Disability culture is always emerging, never quite yet there, for certainly hierarchies and normative ways-of-being characterize many congregations of disabled people. Oppression and shame are deeply embedded qualities, and it takes more than just a call for disability culture to undo the rigorous regime of denying disabled people's right to be in the world" (270-271). Essential to disability culture and to our practice as educators are the constant shifts that our bodies and art must make as new bodies enter and move with us. This constant flux may feel unwieldy and chaotic, but in fact, is highly methodical and requires a deep knowledge of the community to successfully and effectively implement. In this experiential workshop, we will provide a brief history of disability culture, as well as an overview of some of the emerging conversations around disability aesthetics. Using this grounding in disability culture, theory, and knowledge, we will work together as a group to explore how we, as dance educators and co-founders of the Inclusive Dance

Workshop Series in Chicago, IL, deploy the basic tenets of disability culture in our workshop to make the space not only more accessible but actively welcoming and inviting for disabled students. By introducing and deeply exploring common disability cultural products and practices like crip time, alternative communication and collective access, we will demonstrate how disability culture enables dance educators to create radically accessible classes where dancers have the opportunity to collectively construct community. Additionally, we will share some of the key lessons we have learned as we moved our workshops online in response to the COVID-19 pandemic, focusing particularly on the challenges and opportunities of working in a cross-disability, virtual space.

**Learning Objectives:** Participants will have tangible ways to center disability culture in arts education programming, tips on working in a cross-disability dance space, and lessons we have learned about delivering online workshops to dancers with sometimes conflicting access needs.

*Keywords:* Dance, Disability, Culture, Teaching

## MAGGIE BRIDGER

*University of Illinois at Chicago - PhD Student*

Maggie Bridger (MS) is a graduate student at the University of Illinois at Chicago in the Department of Disability and Human Development and a dance artist working in disability dance. She earned her Bachelor of the Arts degree in Dancemaking and Dance Studies from Columbia College Chicago in 2011. Her research and artistic interests center around disabled bodyminds in dance, with a focus on chronic illness, pain and the ways that disabled artists reimagine the dancemaking process. Her work has been shown at Access Living, Columbia College Chicago, and Cottey College, among others. She was part of the inaugural cohort of the Dancing Disability Lab at UCLA and serves on the committee to organize CounterBalance, Chicago's annual integrated dance concert. Together with Sydney Erlikh, Bridger was a 2019 Chicago Area Schweitzer Fellow, through which they co-founded the Inclusive Dance Workshop Series at Access Living, which recently debuted their dance film, *Shared Time*, at the 2020 CounterBalance.

## SYDNEY ERLIKH

*University of Illinois at Chicago - PhD Candidate*

Sydney Erlikh (MSEd) a graduate student in Disability Studies at the University of Illinois Chicago. There she is studying dance and disability to create multi-sited ethnography on mixed-ability dance groups that include individuals with intellectual disabilities. Sydney taught special education in alternate assessment classrooms for seven years in New York City and California where she created dance opportunities for students. Sydney is a DanceAbility certified teacher and has attended the AXIS dance teacher training. She was awarded a Chicago Area Schweitzer Fellowship with her partner Maggie Bridger which lead to the creation of Inclusive Dance Workshop Series at Access Living in Chicago.

## Employment

### **Impact of COVID-19 Crisis on Job Seekers with Intellectual and Developmental Disabilities (IDD) and Employment Consultants**

**Presenters:** Dr. Seunghee Lee; Ms. Danielle Mahoehney

**Abstract.** People with intellectual and developmental disabilities (IDD) are vulnerable during the best of times, and it is obvious that this group in particular is under serious crisis during this current Covid-19 pandemic situation. Therefore, it is important to understand how the Covid-19 crisis, including associated stay-at-home orders and business closures, impact job seekers with IDD in particular. As service providers of the job seekers with IDD, employment consultants are situated to provide us with information at two levels: (a) how service providers' practices have changed and (b) how the lives of the job seekers with IDD the employment consultants support have changed. To examine the information at two levels, we conducted semi-structural interviews with 11 employment consultants for 60 minutes via video-conferencing software in the United States. Interviews were digitally voice recorded and transcribed verbatim. Transcript data were analyzed using a thematic approach by three researchers. In the currently proposed presentation, we will discuss how employment service providers' practices have changed and how the lives of job seekers with IDD have changed during the current Covid-19 crisis, and what we can learn from how the service providers responded to the crisis. Beyond understanding the impact of the

current Covid-19 crisis, smaller crises happen every day. Understanding the Covid-19 crisis in this context will guide us to develop plans, strategies, policies, and procedures for responding to different crises as they occur in ways that will minimize disruption and detrimental impact for people with IDD.

#### Learning Objectives:

- At the end of this session, participants will understand how the Covid-19 crisis has affected job seekers with IDD.
- At the end of this session, participants will understand how the Covid-19 crisis has affected employment consultants who support job seekers with IDD.
- At the end of this session, participants will understand the common experiences of employment consultants and job seekers with IDD across different states during the Covid-19 crisis.
- At the end of this session, participants will understand the different experiences of employment consultants and job seekers with IDD across different states during the Covid-19 crisis.
- At the end of this session, participants will learn innovative strategies/approaches to support job seekers with IDD from how other employment consultants have responded to the Covid-19 crisis.

*Keywords:* Employment consultant, impact of Covid-19 crises on practices and individuals with disabilities

#### DR. SEUNGHEE LEE

*Institute on Community Integration, University of Minnesota - Postdoctoral Associate*

Seunghee Lee, Ph.D., is a Postdoctoral Associate at the University of Minnesota's Institute on Community Integration. She has over ten years of clinical and research experiences in the field of special education and disability related services. Her research interests focus on secondary special education, specifically evidence-based practices and predictor associated with employment outcomes of youth and young adults with intellectual and developmental

disabilities, family involvement/engagement, and professional development for practitioners, including teachers and employment specialists. With these research interests, she has engaged in varied research projects and interdisciplinary collaboration work with practitioners, relevant service providers, and families across different settings to enhance the quality of life for people with intellectual and developmental disabilities.

### MS. DANIELLE MAHOEHNEY

*Institute on Community Integration, University of Minnesota - Education Program Specialist*

Danielle Mahoehney is an education program specialist at the University of Minnesota's Institute on Community Integration (ICI). At ICI, she provides training and technical assistance and supports research in the area of community living for people with disabilities, particularly employment and day supports. Danielle has a Master of Social Work from the University of Minnesota and a decade of experience in disability services and advocacy. Before coming to ICI, Danielle worked as an advocate for several disability advocacy organizations in the Twin Cities, including the Metropolitan Center for Independent Living and The Arc Minnesota. The focus of her advocacy at these organizations includes employment and day supports, post-secondary transition, and person-centered planning and supports. She has served on the board of directors for the Minnesota Association of People Supporting Employment First since 2015.

## **Reached the Oppressed, Reformed Structure, Valued Disability and Age in Covid-19 Pandemic in Indonesia**

**Presenter:** Dr. Nuah Perdamenta Tarigan

**Abstract.** The legacy of marginalization of people with disabilities and older adults has been going on since time immemorial, and they encounter marginalization in areas of their lives. The different characteristics they carry are disability and ageing, and likely up to threefold, including women, leprosy, or other chronic infectious diseases. They are not always statistically counted. They are most weak and needy. Higher education and education are important areas for educating young people to the future. However, the aged and the disabled have the same values as those who are either millennial or are not disabled. Higher education specifically requires primary and secondary education for all



and provides social justice to the advancement of others and a comprehensive/comprehensive approach to disability and people with disabilities, both individual and socio-cultural. System change is important for the field of education because it affects future generations to create sustainable development for people with disabilities and the elderly. They have a level of intellectual capacity and character that is no less good than those with disabilities and young people. So the myth that people with disabilities and the elderly are often judged not to be necessary or minimal in accommodation in a pluralistic society because they are not capable of doing so is false. Pancasila, particularly in the second and fifth precepts, has accommodated all people, including the disabled and the elderly; humanity and social justice should be the spirit that builds up all members of society.

*Keywords:* disability, seniority, higher education, reform, sustainable growth

### DR. NUAH PERDAMENTA TARIGAN

*Bina Nusantara University; Gerakan Peduli Disabilitas Dan Lepra Indonesia (GPDLI) - Senior Faculty Member; Chairman*

Born September 6, 1964, in Medan, North Sumatra, 1989 Graduated from FT UGM Yogyakarta majoring in ARCHITECTURE, worked for some time as a Planning Consultant and Architect, then switched to the business at BHP STEEL then LAFARGE ASIA PACIFIC Pte Ltd, Singapore, and Australia and then in In the early 2000s, he attended LEADERSHIP training in Maui, Hawaii. Finally, he entered community empowerment and LIVELIHOOD training with TLM UK in London for Southeast Asia, especially representatives or LEADING TLM Indonesia. Simultaneously, he continued his Masters and finished in 2005 with a Master of Arts degree at the Institute for Community Development Studies in Cross-Cultural Studies, and then a Doctorate in the same field as the previous Postgraduate and completed in 2013 with the title dissertation LEADERSHIP. Then the DRM Study – Researching inclusiveness and disability. Last, Since 2010, he has worked as SENIOR FACULTY MEMBER at CBDC – Computer Science Bina Nusantara University, Jakarta and CHAIRMAN OF GENERAL CHAIRMAN OF DISABILITY AND LEPROSY INDONESIA MOVEMENT (GPDLI).

### **Employment Support Professionals and the Skills Required to Support Employment**

**Presenters:** Ms. Michelle Sparling; Ms. Erica Belois-Pacer

**Abstract.** Are you an Agency Administrator, Employment Services manager, work with transition age youth, or in a policy-making role? Let's focus on employment and the skill sets needed to help support People with Disabilities! Employment competencies represent the skills and standards of practice for providers of supported, customized, and self-employment services for ALL people with disabilities. These research-based competencies, foundational elements which APSE and ACRE uphold, guide best practice in employment services today. This session will explore staff competency standard frameworks as well as share information about the ACRE competency based training certificates and the APSE Certified Employment Support Professional™(CESP) credential.

Learning Objectives:

- Attendees will explore APSE and ACRE research-based competencies and understand why these foundational elements are important in employment services.
- Attendees will leave with a familiarity of APSE and ACRE as available resources for employment services best practices.
- Attendees will better understand employment services best practices and the purpose of establishing agency and/or state competency standards.
- Attendees will learn about state initiatives to establish competency standards and where Employment First efforts are headed.

*Keywords:* APSE, ACRE, Credentials, Certification, Certificates, Employment, Best Practice, Competency, Professional Development, Skills

### MS. MICHELLE SPARLING

*Networks for Training and Development, Inc. - Director of Program Development*

Michelle Sparling, M.Ed, CESP, has worked with Networks for Training and Development, Inc. since 1995. During her time at Networks, Michelle has provided training and consultation to organizations in Philadelphia and beyond. She has expertise in employment

training and support, with an emphasis in career planning, customized employment, on-the-job support and organizational development. She has spent her career working with individuals who have disabilities, starting as a job coach providing employment supports. She has been co-chair of Philadelphia's Employment Steering Committee since 2018, and is the current Vice President of ACRE. She has her Masters of Education from Temple University and earned the Certified Employment Supports Professional (CESP) credential in 2105. In her spare time, Michelle loves the great outdoors, bike riding, traveling, and therapy dog work with her dog Maverick.

### MS. ERICA BELOIS-PACER

*Association of People Supporting Employment First (APSE) - Professional Development Director*

Erica spent the first half of her career as a teacher in an integrated classroom from 2000-2006. She then worked in the private sector, advancing to Director of Educational Programs at Falls View Academy where she developed program opportunities through Supplemental Educational Services (SES) and Extended Learning Programs (ELT) across the state for students with disabilities and underserved populations. In 2015 she began working in Vocational Rehabilitation Community Employment at the Center for Human Services Education, create materials and provide trainings to school personnel on options for students with disabilities after high school. As a Special Education teacher herself she was unaware of how many young adults with disabilities are unemployed. Bridging the gap between the high school and college/work became her passion. In her most recent role as the Associate Director of the CHSE, she had the opportunity to oversee contracts that provided training and education to agencies that provide Supported Employment across NYS. A highlight of this position was collaborating and organizing the yearly NYS APSE Conference in Lake Placid, NY. Erica and her husband live in Fairport, NY with their three children. In her free time she volunteers as a Parent Representative on the Committee for Special Education.

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