



Putting the Pieces Together

PEPNet 2008 Biennial Conference Session Descriptions

8:30 - 12:00 am Tuesday April 15, 2008 Pre-conference Sessions (pre-registration required)	
<p>Anticipating Diversity: Weaving Universal Design into Your Campus Tapestry and Beyond (part 1)</p> <p>Sharon Downs & Melanie Thornton</p>	<p>You are cordially invited to a highly confidential planning meeting for a campaign for change here at Anytown University. Only those who are openly committed to the values of inclusion and universal design are invited. Join us as we explore the strategic planning process as a tool for moving our campus forward. We will review the values that drive current practice, explore the tenets of organizational change, and discuss the social model of disability and universal design as guiding principles for reframing disability and moving our campus forward toward the vision of universal design. Please come prepared to share your ideas and begin the work of opening minds and changing the culture here at Anytown U. and in our community.</p>
<p>Serving Hard of Hearing Students: Interpreting Documentation, Understanding Functional Impact, and Providing Appropriate Accommodations (part 1)</p> <p>Cheryl D. Davis & Samuel R. Atcherson</p>	<p>Service providers face a number of challenges in evaluating the needs of hard of hearing students who rely on auditory/oral and/or print means of communication. While documentation for some students clearly justifies specific accommodations, for others it does not. Many service providers are faced with the difficult task of justifying to administrators why the services are necessary. This session will provide participants an understanding of the functional limitations created by hearing loss and the access options available, arming them with the knowledge and confidence to advocate for students' access needs. Participants will have the opportunity to talk with an audiologist who is himself a cochlear implant user to have their hearing loss and documentation questions answered. Hearing assistance technologies also will be available to explore.</p>
<p>More Bang for Your Buck: Using Technology to Enhance Services</p> <p>Cindy Camp, Jennie Bourgeois, Amy Hebert, & Michelle Swaney</p>	<p>In today's technologically fast paced world of Deaf and Hard of Hearing services, we are constantly being asked to provide more with less. This presentation will focus on advances in technology that can help us provide quality training to our staff and resources to our consumers while saving money. Not all technology is economical or efficient. We will talk about the pros and cons of various systems and techniques that are being used in communication and service delivery.</p>
1:00 – 4:30 pm Tuesday April 15, 2008 Pre-conference Sessions (pre-registration required)	
<p>Anticipating Diversity: Weaving Universal Design into Your Campus Tapestry and Beyond (part 2)</p> <p>Sharon Downs & Melanie Thornton</p>	<p>Continuation of part 1</p>
<p>Serving Hard of Hearing Students: Interpreting Documentation, Understanding Functional Impact, and Providing Appropriate Accommodations (part 2)</p> <p>Cheryl D. Davis & Samuel R. Atcherson</p>	<p>Continuation of part 1</p>

<p>Growing Your Own: One Approach for Increasing the Quantity and Quality of Service Providers in Your Organization</p> <p>Ginny Chiaverina, Bambi Riehl, & Chris Skoczynski</p>	<p>Many postsecondary institutions and agencies experience difficulty finding sign language interpreters and speech to text providers. Not only are there not enough service providers, in addition, those available are often new to the field. One approach to addressing this issue is “growing your own,” by incorporating interpreter and speech-to-text provider hard and soft skill development into the daily life of the organization. The workshop, geared towards those in leadership roles, will begin by offering four “frames” that can be used to develop an organizational foundation in which effective in-house professional development programs can flourish. Participants will then explore examples of in-house professional development strategies that can be instituted once an appropriate organization foundation has been established.</p>
<p>7:00 – 8:30 pm Tuesday April 15, 2008 Opening Plenary Session</p>	
<p><i>iTransition</i>: Empowering Students Through Transition Planning</p> <p>PEPNet Transition team Panelists</p>	<p>PEPNet proudly presents iTransition: It’s All About Me! This plenary session will commence the national “kick-off” event to market PEPNet’s free, online transition curriculum for deaf and hard-of-hearing students. This interactive presentation will demonstrate how professionals can use this four-part online training to empower deaf and hard of hearing adolescents to engage in the career exploration process which will enable them to learn more about themselves, their career goals, and postsecondary education.</p> <p>Join us for a fun overview of <i>iTransition: It’s All About Me!</i>, PEPNet’s free, online transition curriculum for deaf and hard-of-hearing students. This multi-media presentation will demonstrate how professionals can use this four-part training to help teens and young adults learn more about themselves, their career goals, and postsecondary education. Online trainings include:</p> <ul style="list-style-type: none"> - Career Interests and Education Choices: It’s My Plan! - First Year College Success: Be the One! - Essential Skills for College Living: It’s My Life! - eFolio: My Online Portfolio!
<p>8:00 – 9:00 am Wednesday April 16, 2008 Poster Sessions</p>	
<p>Expand your Networking Base with the PEPNet Listserv!</p> <p>Cassie Franklin</p>	<p>The PEPNet Listserv is one of the highlights of PEPNet. It is a listserv that has over 600 members, creating a forum where interpreters, disability service providers, program managers and those with a connection to the postsecondary environment can discuss a variety of issues related to working for and with Deaf and Hard of Hearing students either preparing for a postsecondary program or are enrolled in a postsecondary program. Additional benefits of the listserv will also be available, including the new PEPNet Posts (formerly the FAQ’s).</p>
<p>There’s More Than Meets the Eye: Features of the PEPNet Website</p> <p>Van Nguyen</p>	<p>The PEPNet website was revamped and launched anew in August 2007. This poster session will give participants an opportunity to meet the PEPNet website developers and learn about specific features of the new site, including the following:</p> <ul style="list-style-type: none"> - Helpful links - PEPNet listserv past posts and archives - Training materials - Free online trainings - Online calendar for upcoming events
<p>Deaf Initiative In Technology</p> <p>David Hazelwood, Kurt Stoskopf</p>	<p>Over 496 deaf and hard-of-hearing professionals have taken advantage of 66 separate DiiT workshops over the last seven years. The rapid pace and complexity of technology puts increasing demands on companies, organizations, and professionals. To stay knowledgeable and competitive, deaf and hard-of-hearing professionals get up-to-the minute technical skills through DiiT workshops. DiiT workshops are unique because they are designed for and offered to deaf and hard-of-hearing professionals by instructors with sign communication skills. Without the need for interpreters that most professional workshops require, workshop participants get the benefit of direct interaction with the instructors. DiiT offers workshops in Graphic Communications, Information Technology, and Business.</p>

<p>Finding the Right Pieces with Service Agencies: Redefining the Relationship</p> <p>Naomi Sheneman</p>	<p>With the increasing need of service providers to provide classroom accommodations, more institutions are finding themselves outsourcing to service agencies. Outsourcing is a costly option, yet necessary. The presenter will explain how the San Diego Community College District, with the support of the Purchasing department, redefined the relationships with agencies to ensure accountability, quality assurance and justify the costs.</p>
<p>Sister Brother Deaf Inc. Research Study: Relationships between Deaf Adults and their Hearing Siblings</p> <p>Judy Jonas, Marla Berkowitz</p>	<p>Sister Brother Deaf Inc. is conducting research about the relationships between adult Deaf and hearing siblings. To accomplish this goal, open-ended interviews were held with ten pairs of Deaf and hearing adult siblings between the ages of eighteen and seventy+. This session will share their stories and offer insights to assist families, educators, counselors and researchers improve sibling relationships.</p>
<p>Fitting Together the Pieces of Program Review, Self-Study, & Accreditation</p> <p>Dan Miller, Timothy King</p>	<p>This presentation will give an overview of one institution's systematic approach to integrate the varied components of a disability support services office doing program review, working to meeting institutional accreditation, and meeting institutional criteria for funding. New regional accreditation standards are driving the local systems to develop an integrated design/review/request/evaluation information loop that is a spiral. Old objectives when evaluated present data that impacts requests for funding and development of new objectives.</p>
<p>Harmonizing the Pieces through Peace: OH _ OP _ OP!!!</p> <p>Vinson Ballard, Pat Varner-Bland</p>	<p>Many professionals agree that there is room for improvement as well as approaches that are utilized to contend with many of today's challenges. In that regard, this session will offer valuable information relative to dealing with some introductory aspects of pursuing a better understanding of this issue. This primarily will involve highlighting meeting the needs of diversity in non-traditional students and other under-represented populations. This will be further pursued by the disseminating of information and interactive ness from the creative, committed, compassionate introductory concept of _OH _ OP _ OP__ or Offering Harmony _ Organizing Pieces and Offering Peace. The participants will be offered this by two professionals who have an array of experience in this very humbling but yet service oriented area.</p>
<p>Our Piece of the Puzzle: A comprehensive cooperative program helps students put it all together.</p> <p>Leslie Garber, Denise Huff</p>	<p>In 1986, The South Carolina School for the Deaf and the Blind (SCSDB) and Spartanburg Community College formed an alliance to offer postsecondary educational opportunities to deaf, hard of hearing, blind, and low-vision students from across the state of South Carolina. The program, known as the Cooperative Program for the Deaf and the Blind (CPDB), offers a variety of support services including sign language interpreters, tutors, note-takers, reader/writers, brailled, and large print materials. This year, the college began a successful program offering instruction to deaf and hard of hearing students through an instructor fluent in American Sign Language. Based on the successful outcome of this pilot program, the college is considering expanding the program to include instruction through sign language to other classes as well.</p>
<p>Facebook: An Introduction to a Popular Social Networking Tool</p> <p>Joan Naturale, Jennifer Freer</p>	<p>We will discuss what Facebook is and emphasize its popularity, the pros and cons of this social networking tool, who uses the services and why and how to create a profile.</p>
<p>LOL: Learning On Line--A Notetaker Training!</p> <p>Josie Durkow</p>	<p>Online training of student notetakers is now available-it's comprehensive, it's interactive and it's free! Presented in three modules, the training takes 90 minutes. Students learn effective notetaking strategies and complete the training at their convenience. At the end, notetakers receive a printed certificate and present a set of notes to their local administrator for review. DSS Coordinators can access a toolkit for implementing a notetaker program that suggests selection criteria, policies, and practices for using student notetakers effectively. The outcome of this training will be improved quality of notes for students who are deaf and hard of hearing! The training includes information about -- why notes are critical for students with disabilities -- deaf awareness-- how to take good notes for someone else -- qualities of a good notetaker -- roles and responsibilities of notetakers -- techniques and mechanics of good notes -- formatting strategies --preparation of notes -- common notetaking problems -- collaborating with faculty and students This much-needed training was developed by the northeast region of PEPNet, the Postsecondary Education Programs Network.</p>

<p>SAA Day: Students Accessing Abilities Day</p> <p>Paula Mason</p>	<p>Deaf/Hard of Hearing Mentors who participate in the Idaho School for the Deaf and the Blind Post Secondary Transition Program at the College of Southern Idaho developed a manual to teach other colleges and high schools how to set up and manage a one day workshop called SAA Day: Students Accessing their Abilities Day. This one day workshop is targeted to teach high school students about their role and responsibilities in transitioning to college. SAA Day is coordinated and facilitated by the student mentors.</p>
<p>Take Another Look - Achieving Goals website</p> <p>Loriann Macko</p>	<p>PEPNet Northeast is proud of the Achieving Goals website and videos! The project features individuals who are Deaf and hard of hearing in various career fields. The website includes a list of different job categories where you can learn more about many individuals who work in a particular career area. You can read their stories and find out how they reached their goals. The website includes individual photos, names, position descriptions, and much more. The videos feature individuals from diverse cultural groups, educational backgrounds, and professions. If you know people who are Deaf or hard of hearing, please encourage them to share their career stories. If you are Deaf or hard of hearing yourself, please join this website! Visit the website at www.netac.rit.edu/goals.</p>
<p>Seeing the Puzzle Completed: If I Knew Then What I Know Now... Advice for Service Providers for Individuals Who Have Hearing Loss</p> <p>Lynn Woolsey</p>	<p>This interactive Poster Presentation will invite individuals to write their “pearls of wisdom” on large puzzle pieces. Once the message is written participants will add their piece to the outline of a puzzle. Focusing on important information that might be lost in the transition of employees or not passed along, tips of the trade or simple advice; this poster has the potential to synthesize advice from those of us in all areas of postsecondary education and service.</p>
<p>Accessible Media Policies: Creating, Implementing and Sustaining Them in Higher Learning Environments</p> <p>Karen Walker</p>	<p>The historic <i>Accessibility for Ontarians for Disabilities Act</i> was passed into law in Ontario Canada in June, 2005 and will see the development, implementation and enforcement of accessibility standards in removing and preventing barriers for individuals with disabilities. Societal attitudes have been a leading barrier to achieving equity and inclusion. This new legislation will ultimately lead to a post-secondary environment where the principles of universal design are applied in curriculum planning and delivery. One of the ways that George Brown College in Toronto is responding to the challenges of barrier removal and prevention is by implementing a Captioned Media & E-text Policy. This poster session will highlight the best practices and strategies integral to this Policy that have been developed to raise the awareness of all faculty and staff with respect to implementing new measures for meeting the accommodations needs of Deaf, Deafened and hard of hearing students and students with disabilities.</p>
<p>Resources Available from the National Secondary Transition Technical Assistance Center (NSTTAC)</p> <p>Jennifer Hill</p>	<p>The National Secondary Transition Technical Assistance Center (NSTTAC) is an U.S. Department of Education, Office of Special Education Programs funded project. Its focus is to build state education agency capacity (in the context of a framework, the Taxonomy for Transition Programming) to improve secondary transition education and services. Information regarding evidence-based practices which reflect student-focused planning, student development, interagency collaboration, family involvement, and program structures will be available. This poster will provide an overview of NSTTAC’s work and resources.</p>
<p>The New DCMP (Described and Captioned Media Program)</p> <p>Cindy Camp, Jennifer Yocum, April Prater</p>	<p>The DCMP has a long history of serving individuals who are deaf through a free loan library of open captioned media. Beginning in 2006 there were many changes to the program due to changes in federal guidelines. This session will introduce the new and improved DCMP. Now the program not only serves deaf and hard-of-hearing but also blind and low-vision. Come see what else is new.</p>
<p>Six Habits of Highly Successful Disability Support Service Coordinators: Motivating Faculty to Work with Students who are Deaf and Hard of Hearing</p> <p>Cindy Camp, Jennie Bourgeois</p>	<p>College instructors may not always see the advantages of having students who are deaf and hard-of-hearing in their classrooms. The successful DSS coordinator uses a variety of strategies to create an accessible and welcoming campus environment for students who are deaf and hard-of-hearing. This session will provide participants with resources to work with faculty and administrators.</p>

<p>An Itinerant Teacher “Tool-kit” Your expertise is needed! Help choose the “essentials” of this kit</p> <p>Desiree Duda</p>	<p>An Itinerant Teacher “Tool-Kit” is being developed by PEPNet to assist itinerant teachers as they make their rounds to various schools. The “kit” will contain information that can be given to students, teachers, principals, parents, social workers, audiologists and speech-pathologists. It will include handouts, DVDs, links to materials and resources, websites, pods casts and other pertinent information. Stop by and offer your suggestions for items to include in this “tool-kit”. Your input important!!</p>
<p>9:15 – 10:45 Wednesday April 16, 2008 Plenary Session</p>	
<p>The real world...living is learning</p> <p>Susan Jacoby</p>	<p>“I can’t wait to get out in the real world!”, “I will do it when I get to the real world”, “I can do what I want in the real world!” The “real world” – such an interesting concept. It is as if school isn’t the real world but is a place where students wait before joining the real world. What a disconnect. But the world is real. Its expectations are real. Its opportunities are real if young people are ready to take advantage of them. Its consequences are real too...whether they are ready or not. Students look forward to the real world with such a sense of confidence. They don’t want advice, they have all the skills they’ll need, and they know they’ll be able to do what they want, when they want. Then they enter the real world. They need advice but aren’t sure who to ask. They realize they need new skills but don’t know where to learn them, and they quickly see they can’t do what they want, when they want.</p> <p>This session will consider life-long learning, how it can develop at school and at home, the importance of making the idea intentional and explicit, and the essential roles of educators, family members, and community allies.</p>
<p>11:00 - 12:15 Wednesday April 16, 2008 Concurrent Sessions</p>	
<p>Determining Appropriate Testing Accommodations for Deaf and Hard of Hearing Students</p> <p>Mary Morrison & Ruth Loew</p>	<p>Determining accommodations for deaf and hard of hearing (D/HOH) students is not straightforward; this may be especially true when the accommodations include extended test time and/or an interpreter for test content. Practices often appear to be arbitrary or idiosyncratic. In fact, there is little if any research on extended time for D/HOH students and no generally accepted body of best practices. This session will focus on:</p> <ul style="list-style-type: none"> - some of the challenges confronting D/HOH test takers at the postsecondary level, and - how documentation, intake protocol, and an understanding of test construct (what the test is intended to measure) and purpose can be used in determining appropriate testing accommodations on both standardized and course-based tests.
<p>Academic ASL: It looks like English, but it is not</p> <p>Linda Ross & Marla Berkowitz</p>	<p>If you are currently using ASL for teaching, interpreting, training or doing a presentation, then this session will help you to distinguish how you are using ASL in academic settings. This presentation is also for those who use ASL daily. We will discuss how the delivery of ASL impacts the learning experience by identifying the semantics of ASL and the use of its features required to effectively use ASL in an academic setting. Participants will be given opportunity to assess their own ASL usage and identify strategies to incorporate Academic ASL more effectively into their work.</p>
<p>Teaching Your Colleagues, Community, and Policy Makers about Adults who are Deaf and Lower Functioning</p> <p>Greg Long, Nancy Carr, Theresa Johnson, & Amy Hebert</p>	<p>Often, professionals lack knowledge, resources, and experience when working with individuals who are deaf and lower functioning. It is particularly important to teach generalist service providers about the fundamental barriers and handicaps faced by these individuals. Participants in this workshop will receive information and resources they can use to educate and consult. Three targets of intervention will be described. The first target is individual professionals and related service providers who have little deafness background. The second target includes programs and agencies designed to serve individuals who have disabilities. The third target of intervention will focus on advocacy for systems change.</p>
<p>When Life Gives you Lemons... Managing Conflict with Skill and Confidence</p> <p>Annette Leonard</p>	<p>The work of today’s Student Affairs Professional is ripe with conflict. Whether you are working with helicopter parents, coordinating services with students, handling demands from administration, or working out difficulties in your own office, conflict and disagreements are an unavoidable part of the job. While it’s typical to experience these challenges as disruptive and potentially destructive, conflict also offers opportunities for learning, growth, and the possibility of transforming yourself and your relationships. This interactive session focuses on practical techniques for enhancing communication practices, building confidence in one’s approach to managing conflict, and provides strategies for conflict analysis. Participants will leave with</p>

	Technologies such as video remote interpreting, distance captioning, wireless technologies and speech-to-text systems will be discussed. Each technology will be presented in context for its use.
Meaning-for-Meaning Speech-to-Text Services: A Better Understanding Pamela Francis, Cindy Camp, & Judy Colwell	Speech-to-text support services are growing rapidly in popularity and use. While it is easy for most people to envision what a verbatim class transcript includes, many people do not know or understand what a meaning-for-meaning transcript includes. A common misconception about meaning-for-meaning transcription is that its a summary or "dumbing down" of the message. In reality, a meaning-for-meaning transcript contains a concise and thorough message, richly detailed and in full English grammar. This presentation will describe the process and product of meaning-for-meaning speech-to-text services, as well as examine methods to quantitatively analyze the completeness, accuracy, and readability of a resulting transcript.
3:15 - 4:30 Wednesday April 16, 2008 Concurrent Sessions	
Beyond the Classroom: One Institution's Approach to Integration and Student Development Nancy Kasinski & Jenifer Montag	This interactive presentation is one institutions approach to creating inclusiveness, awareness, and student development through housing opportunities and student involvement in organizations. Presenters from Northern Illinois University will describe housing approaches including a unique living learning floor offered at NIU, as well as other current approaches to meeting the needs of students who are deaf or hard of hearing living in the residence halls. They will also describe the history, development and current status of DeafPride, a student organization that provides members, deaf, hard of hearing, and hearing, opportunities to develop cross cultural skills through deaf awareness, social, and service activities, benefiting the communiversity. Opportunities will be given to attendees to share their experiences related to these topics.
Interpreting and Speech-to-Text Services in English Courses for International Students Mary Ann Higgins, Kim Thiessen, Brian Buma, & Pamela Molina	International students who are Deaf / Hard of Hearing are appearing on U.S. campuses eager to learn American Sign Language or improve their English skills. Learn practical methods to interpret or provide speech-to-text services for international students with minimal language skills in the target languages. Also learn to assess these students and advise them on navigating new technologies, providing needed documentation, and adapting to U.S. culture. For U.S. Deaf / Hard of Hearing students learning foreign languages both at home and abroad, similar issues arise. Problem-solve some of the situations interpreters or speech-to-text providers face in the foreign language classroom, and better understand how to plan services for overseas language study when U.S. student go abroad. Free resources will be provided following the session.
Hand in Hand: Education and Community Employment of Individuals who are "low functioning deaf" Terrye Fish	Community employment is based on the premise of being employed at a business in the community along with people without disabilities. Earning competitive wages plays a vital part in a job seeker discovering personal value and a fulfilling life. There are various types of employment supports that occur in community employment. Some of those types include competitive employment (with or without support), individual supported employment, entrepreneurship (including self-employment), transitional employment, and group supported employment (including enclaves and mobile crews). The job seeker and his/her support system needs to determine the type of employment model and training needed.
Deaf Professionals in Education and Social Services: Their Career Mobility Experiences -- An Anecdotal Study Denise Kavin & Kim Brown Kurz	There is limited information available on the mobility experiences of deaf and hard of hearing professionals, particularly in the fields of education and social services. An anecdotal study, supported by the PEN-International program at NTID/RIT, was done where eleven deaf and hard of hearing professionals across the country were interviewed via videophone (in American Sign Language) about their career experiences. Stories of their trials and tribulations as deaf professionals navigating the career ladder were gathered and analyzed, and common themes identified in the areas of: technology, interpreting, communication, attitudes, educating others, networking, supervision, career issues (highs/lows, glass ceiling), the deaf community, impact of their deafness on career choices, and strategies for success. This presentation will discuss the findings of this study according to these themes.
Finding just the right fit -- Coordinating all the pieces of service delivery Carole Collier & Kathy Peterson	Two veteran coordinators of services for Deaf and hard-of-hearing university students present practical insights to everyday and ever expanding issues. The audience and presenters will share best practices, innovations, forms and options for service delivery. The presentation will include a facilitated discussion of a variety of subjects including but not limited to: Finding, managing, scheduling, supporting and evaluating service providers including remote provision; Innovations in Grad/Professional student delivery; Collaborations to bridge service with those inside and outside of the university beginning with our immediate administrators and including faculty; The use of expanded technology including remote and on-site realtime transcription, closed captioning of analog and digital materials, pod-casting, vod-casting, decisions regarding outsourcing or in-house; and

	loaning procedures for ALDs, professional development materials and equipment.
You Want Me to Transcribe WHERE??? Glenna Bain & Amanda Twiggs	Due to the nature of our profession, Speech-to-Text Providers may find themselves working in very unusual and unexpected settings. Imagine providing communication access in a darkroom or on a mushroom-hunting field trip! How about transcribing in a ceramics studio, with clay flying through the air all around you, and the kiln heating up the work room to a fever pitch! This presentation will give you strategies for anticipating such challenging settings, and tips for optimal performance.
4:45 – 6:00 Wednesday April 16, 2008 Opening Plenary Session	
The Diversity Piece -- Where Does It Fit in the Puzzle? Sam Atcherson (facilitator) Student Panelists	“Multiculturalism” and “diversity” are terms that are frequently used on campus and in the work environment, but what do these really mean? How do we as educators help to build a more inclusive environment? How do students from underrepresented ethnic or racial groups survive and thrive in postsecondary settings? A panel of students and young professionals will share their thoughts and experiences about deafness and diversity as it relates to their secondary and postsecondary educational programs.
8:30 - 9:45 Thursday April 17, 2008 Concurrent Sessions	
A Model State Plan for VR of Deaf Persons Doug Watson, Tim Beatty, Rubin Latz, Terrye Fish, & Steve Boone	Since the early 70’s, the field of deafness rehabilitation has benefited from a series of five editions of a “Model State Plan for Services to Persons who are Deaf or Hard of Hearing.” These documents have laid the foundation for quality service delivery across the United States by presenting guidelines on how to initiate and provide services to deaf and hard of hearing persons. Unfortunately, the last MSP was developed over ten years ago. Since that time, there have been many changes in the nation’s rehabilitation services legislation, models of service delivery, and the needs of persons who are deaf or hard of hearing. In light of these changes, there is urgent need to develop a new Model State Plan Document to Guide Rehabilitation Services for Persons with Hearing Loss. This need has been endorsed by the CSAVR Subcommittee on Deafness as a key goal, leading to a FIFTH edition of the MSP which will be available for dissemination in 2008.
One Size Does Not Fit All: Determining Effective Reasonable Accommodations for Deaf and Hard of Hearing Students Cassie Franklin & Dann Trainer	Disability service providers are required to gather information and students documentations prior to determining reasonable accommodations. This is often done during the first intake appointment with a deaf or hard of hearing student. Often times the disability service provider focuses only on the information from an audiogram and tries to determine reasonable accommodations based on the db loss indicated in the audiogram. It is important to look at each student individually and take into account their history of service use, their experiences in an educational environment, their communication profile, their self-advocacy skills and their identity. All of these factors should be considered when determining appropriate accommodations at the postsecondary level.
Developing Strategies to Serve the Underserved Anne Levy, Ann Ventola	This presentation will focus on useful service strategies with persons who are underserved: deaf youth at risk and persons labeled as low functioning deaf. Both populations often have substance abuse problems, family dynamic issues, co-occurring disabilities and life challenges that have impacted learning. This presentation will examine these issues and evaluate strategies in service delivery. This presentation will discuss the development of partnerships and collaborations with schools and social service agencies to build an individual program of service. Partnerships, strategies, funding options, and approaches in working with school personnel and youth will be addressed. Four partnerships to be discussed include: - A Work Experience Model for youth - A Substance Abuse Model for youth - Community Workshops/In-services - A Pilot Model on Cognitive Restructuring Techniques.
Mentoring the Mentors Kim Thiessen & Brian Buma	Every new service provider should have a mentor to help them build skills and make the transition from beginner to experienced provider. In addition to being a skilled service provider, a mentor must also be an effective teacher for their new colleague and be an excellent model of all aspects of the work. Learn how to ‘mentor’ the mentors and help them to develop the skills they will need to guide new service providers. This presentation will give practical ideas for beginning your own mentoring program.

Session to be confirmed	
Continuing Education for Speech-to-Text Providers: A Fundamental Piece of the Puzzle Jennie Bourgeois & Judy Colwell	One of the most important pieces of the "high-quality speech-to-text service puzzle" is on-going skill development, for both service providers and supervisors overseeing service delivery programs. The Speech-to-Text Services Network (STSN) has made the on-going skill development of those in the speech-to-text community one of its primary missions. This presentation will provide details about the STSN Continuing Education Project, including the Professional Development Recognition Program. It will also demonstrate several of the "remote" learning tools developed by STSN. These include an on-line tool for service provider skill enhancement, which includes audio practice materials, self-journaling/feedback forms and progress tracking forms. Audience participants will have the opportunity to work with one of these continuing education tools.
10:00 – 11:30 Thursday April 17, 2008 Plenary Session	
HELP! High School's Almost Over... What's Next? Greta Palmberg (facilitator) Parent Panelists	<i>What do you want to be when you grow up? Will you go to college? What kind of a job would you like?</i> These questions are typically asked of teenagers as they progress through high school and start planning for the future. And it's pretty common for parents to wonder, <i>Will my daughter succeed in college?</i> or <i>Will my son be able to get a good job?</i> Parents of a deaf or hard of hearing teenager may also have additional questions and concerns, and the professional community may not always be sure how to respond. This panel includes a group of parents who have been an integral part in helping their son or daughter consider the options and develop a plan for the future. Each of them has a set of unique experiences related to making decisions, learning about the array of adult services available, and re-tooling their plan, as needed. For professionals, these insights into the parents' experiences will give them a better understanding of how they can be supportive of parents during the transition process, especially during the gradual, but often difficult, process of letting go.
11:45 – 12:30 Thursday April 17, 2008 Emerging Issues Discussions	
Using Social Networking Sites Facilitator: Dianne Brooks	FaceBook, My Space, and other social networking sites have exploded in recent years. How can you use these sites to enhance communication with students – either prospective students or those who are currently enrolled – who are interested in accessing your services?
Parental Involvement Facilitator: Theresa Johnson	Concerned and supportive? Or helicopter parent? How can service providers work effectively with parents as they support the transition of their son/daughter from high school to postsecondary training, education, and other adult services?
Remote Speech-to-Text Services Facilitator: Shannon Aylesworth	The captioner is on campus, but the student is at a satellite site 30 miles away. Welcome to the world of remote services! Who is the wizard behind the curtain and what does he (or she) do? Participants will be invited to share technical and procedural strategies that worked, as well as some of the lessons learned about implementing this type of service.
Test Equity, Student Assessments, and English Facilitators: Mary Morrison, Katherine Bruni, Ruth Loew	This session will provide a forum to discuss issues and challenges involved in providing test equity for people who are Deaf and Hard of Hearing. Topics covered will include but are not limited to normed assessments, "high stakes" testing, impact of English, reasonable accommodations for academic testing (extended test time, the use of an interpreter, etc.) valid and reliable assessments and evaluations.
Campus in Crisis -- Emergency Planning and Access Issues Facilitators: Nancy Carr, Jennie Bourgeois	The semester doesn't always run along smoothly and without incident. Severe weather such as Hurricane Katrina, terrorism actions on 9/11, and other threats to individual safety have had a significant impact on how campuses and community agencies plan for emergency situations. How can Disability Services work together with other campus offices to develop a plan that addresses safety in an accessible manner? What are some strategies that have been implemented that work effectively in notifying all students and staff in crisis situations?
Tour of Duty Over, Veterans on Campus Requesting Services Facilitators: Dann Trainer, Elise Knopf	Not for at least a decade have colleges, universities, and training programs seen an influx of new students/participants who are veterans. As combat veterans return home with hearing loss from the war in Iraq, are service providers prepared for their unique needs? In addition to hearing loss, some veterans may have additional physical and psychological trauma that impacts their ability to access education and training programs. This discussion will provide participants with the opportunity to discuss

	campus access and services with returning veterans who have sustained severe injuries and disabilities, including hearing loss.
1:45 - 3:00 Thursday April 17, 2008 Concurrent Sessions	
PEN-International's Summer Leadership Institute for Postsecondary Deaf and Hard of Hearing Students Denise Kavin, James DeCaro, & E. William Clymer	The Nippon Foundation of Japan has provided funding to NTID/RIT to establish PEN-International, an international university network to serve deaf/ hard of hearing students. This project works to technologically link universities around the world serving such students, primarily in developing countries, through state-of-the-art instructional technologies, improving and updating curriculums, and updating instructional computer hardware and software. This presentation will describe PEN-Internationals first Summer Leadership Institute, a multinational week-long program for postsecondary students which took place August 2006 at Herstmonceux Castle in England. The goals of the Institute were to promote development of leadership skills, focus on advocacy skills in general access, support services and employment, and to engage in learning about Deaf Culture and awareness. A second Institute is being planned for August 2008, also at Herstmonceux Castle.
Emerging Technologies: How to Talk with Your Technology Department. Do You Know What You Need to Know? Michelle Swaney, Bambi Riehl, & Pat Watson	Are you considering setting up any of the following services on your campus: video remote interpreting, voice recognition, assistive listening devices hooked into classroom systems, webcasting distance learning, or videoconferencing? Doing any of the above probably requires that you interact with your campus technology department. Do you know how to talk their talk, use their vocabulary? A lack of background often holds back disability service providers in developing new approaches to service provision. This workshop will detail a variety of working relationships between campus disability service providers and their IT departments, as well as provide general vocabulary necessary to communicate about current technology.
There's More of it Than We Thought: Looking Again at Visual Impairment in the Deaf and Hard of Hearing Community Larry Rhodes	There is a tendency to think of visual impairment simply as a loss of visual acuities (i.e., the inability to see an image "clearly") and/or the loss of visual field (i.e., part - or parts - of the visual field is blurred or completely missing). Visual impairment includes much more: loss of ocular motor control, loss of contrast sensitivity, and loss of visual processing. For individuals who are deaf or hard of hearing and who visual systems of communication (e.g., Sign, print, picture symbols, and so on), any of these forms of visual impairment can have an adverse impact on communication. This presentation will explore the five types of visual impairment and their impact on communication. The presentation will also provide information regarding resources to address visual impairment.
College Students who are Hard of Hearing: A National Task Force Publication on Addressing Service Models of an Underserved Population Debra Brenner, Douglas Watson, & Cheryl Davis	Students who are hard of hearing are often overlooked and misunderstood in terms of service provision. This session will provide an overview of a national collaborative project that resulted in a publication designed to help postsecondary education institutions and state offices of vocational rehabilitation to better identify and provide more effective services to this population. Access to the publication will be available.
From Idea to Implementation -- Universal Design in Action Arlene Stewart & Tara Seyllers	The presenters will demonstrate how one relatively small public university has managed to employ universal design concepts in certain settings across campus. Presenters will share their experiences in providing open captioning for commencement exercises as an example of how collaborative efforts can pay off in increasing access to all types of university programming.
Math-to-Text: Tips and Tools Steve Colwell & Sharon Allen	It is challenging to provide speech-to-text services in math and science classes. Besides the often unfamiliar content of many math and science classes, there are the added challenges of quickly and clearly showing symbols, formulas, multi-line equations and specialized vocabulary. This presentation will present a wide range of tools and techniques for meeting these challenges. Tips and tools for use by both meaning-for-meaning speech-to-text service providers and verbatim speech-to-text service providers will be described and demonstrated.
3:30 - 4:45 Thursday April 17, 2008 Concurrent Sessions	
Transition Puzzles: High School to Postsecondary to JOB! Putting It Together	This presentation pragmatically presents a continuum of support services, questions, and avenues for that assists the professional, parent, and student to bring clarity to the process for any individual who has a goal to go into competitive employment. While utilizing a universal instructional design, specifics to the uniqueness of the individual who is Deaf or Hard of

Dan Miller, Linda Turner, Jamie Glass, & Tammy Adams	Hearing are given. Participants will leave with hands-on materials gleaned from some of the most successful programming in the nation. A directory of additional resources will be made available.
Distance Learning Oops, forgot that accessibility piece Phil Hyssong	If you don't know about distance learning in the academic environment, then you haven't been reading or listening too much lately. It is all the buzz and growing on a daily basis. Institutions of learning are recognizing that they can reach large numbers of folks via the internet and closed circuit systems. The benefits of the system are individualized learning. Sleepless at night, watch a lecture. Have a few minutes during lunch, jump on line. Need to participate in a group project? Dial up your team on a conference call. While the convenience of this form of academics is wonderful, the accessibility factor becomes an issue. How can you make this form of learning accessible? Such questions will be asked and answered during this workshop.
From 0 to 99: Creating Services for Individuals with Hearing Loss Around a Core Program at the Community Level Heidi Adams	Outreach to individuals who are hard of hearing can be a real challenge! The opening of a hearing clinic in our community based rehabilitation agency created an opportunity to develop a framework of services to attract and serve these individuals. This session will describe how this process unfolded at the Center for Sight & Hearing, a community rehabilitation program in Rockford, Illinois, which serves individuals with hearing loss and vision loss. Stumbling blocks, funding, surprises, and lessons learned will all be discussed in this interactive session.
Shift Happens: Reframing Disability and Reconsidering Paradigms Sharon Downs, Melanie Thornton, & Amy Hebert	Come join us as we discuss the current paradigm shift about how we frame disability. We'll show you how business as usual is not an option and accessibility should be seen not as a matter of compliance but as a matter of social justice. The presenters will explore what's wrong with the status quo, where our field is headed, and how you can bring your colleagues and your institution with you on this exciting journey. We will present a case study in making the paradigm shift, and will provide participants with tangible changes that were made, including mission statement, office structure, documentation guidelines and job descriptions. In addition, we will brainstorm with participants on what changes they could make in their own institutions and environments.
PREP = Plan, Research, & Execute = Precision Lauren Kinast & John Aintablian	Coordinators providing interpreting services assign interpreters to a variety of assignments: classroom, theatrical, medical, academic advisement appointments, and extra-curricular activities outside of the classroom. Are we doing a good enough job of placing qualified interpreters in these assignments according to their abilities, skill level, and knowledge of the content/subject matter involved? How can we improve the quality of services from our service providers? One strategy is through preparation time given, along with the necessary tools and resources. This proposal will address the importance of providing preparation time and materials to interpreters if we are to achieve the goal of providing quality interpreting services. Strategies, policies/procedures, and survey responses will be incorporated into this presentation to provide participants examples and tools collected to fit the needs of a given institution.
Using Tablet PCs to Integrate Graphics with Text to Support Students who are Deaf and Hard of Hearing Pamela Francis, Michael Stinson, & Lisa Eliot	In recent years speech-to-text systems have provided support services to a growing number of deaf and hard of hearing (deaf/hh) students in mainstream classrooms. While there is evidence to confirm that speech-to-text systems have successfully supported access and learning for some deaf/hh students, a remaining challenge for support service providers is the inability to capture graphical information in conjunction with the text. This presentation will discuss use of Tablet PCs and the C-Print system to provide support service options for students who are deaf/hh. Presenters will share information about research trials conducted using the Tablet options, demonstrate the C-Print Tablet software with graphical input capabilities, and discuss how integration of graphics will affect the role of students and service providers.
8:30 - 9:45 Friday April 18, 2008 Concurrent Sessions	
"Transition: Constructing a Path to Success with the Appropriate Tools Theresa Johnson & Jennie Bourgeois	Presenters will address some of the skill sets and knowledge every student should acquire prior to completing high school in order to experience a successful transition to his/her next phase in life. Strategies for using the Summary of Performance (SOP); collaborating with parents, students, teachers, vocational rehab counselors, and disability service providers; and teaching self advocacy skills will be discussed. Attendees will be encouraged to participate by sharing strategies they have found successful when preparing students for work, postsecondary education, or other goals.
Assistive Listening Devices -Why, When, and Which One Becky Morris & Tricia Davis	The numbers of people with hearing loss have shifted in recent years, and 15% of the United States population experiences hearing loss. Even though new hearing aid technologies and cochlear implants have emerged, the need for assistive listening devices is as important as ever. "Assistive Listening Devices - Why, When and Which One" will provide basic information about progressive hearing loss and how this impacts students in postsecondary settings. Assistive listening devices will be showcased,

	and discussion on how they can facilitate effective communication will be included.
Leadership: It's In You! Melanie Thornton, Amy Hebert, & Sharon Downs	Do you want to make a difference in your world? Do you desire more passion in your work and life? Would you like to feel more capable of initiating change in your work? Many of us have misconceptions about leadership thinking of leaders only as gregarious extroverts. But leadership takes many forms. In fact, many leaders of our time have made a difference through quiet courage. Each of us can find ways to engage others and enact change. Facilitators will provide strategies to help participants: - Firm up your vision - Find your leadership niche - Decide to take action - Build alliances Take the first step -- walk through the door and into this session and we will all begin this journey together.
Deaf Employment and Business Solutions Debra Self, Todd Morrison, Amy Vashon, William Sleight	This session will explain the Deaf Navigator program, the Pre-employment and Post-Employment services that are currently being provided for the Michigan Works One Stop Center, including the outreach staff members are doing into the deaf community to bring the collaboration with all agencies to fruition. An explanation about funding sources and agency roles will be provided. Time for questions and answers will be available. The session will include a demonstration of the newest technology available within the one-stop centers partnering with this program.
Web Access Issues on Campus: Becoming More Proactive Barbara Keefe, William Welsh, Joeann Humbert, Richard Fasse	As faculty become more entranced with media, Disability Support Offices daily face challenges in providing access to their students. Come and listen to this renowned panel explore the issues and decisions that work on their campuses! High tech and low-tech solutions will be suggested, as well as campus policies and best practices.
10:15 - 11:30 Friday April 18, 2008 Concurrent Sessions	
Putting the Pieces of Electronic and IT Accessibility Together: Building Partnerships to Meet the Challenge of 508 Kaye Ellis	How do you make IT (information technology) accessible to students who are deaf and hard of hearing? You can't do it alone. After a brief a story of attempts to bring electronic and IT accessibility to the attention of one community college, this workshop will provide a forum for participants to share their successes and barriers and identify partners at their institutions to address the accessibility issues surrounding the growing electronic and IT environment. A brief overview of Section 508 will be included.
Transition Services for Students who are Deaf-Blind Deidre Dockery & Cynthia Ingraham	This workshop is designed to introduce service providers to the many faces of individuals who are deaf-blind. The term deaf-blind is one coined by the federal government used to capture the unique needs of those with significant hearing and vision loss. Although transition services are important for all students with disabilities, it is essential to initiate planning for students who are deaf-blind as early as possible to ensure that students are prepared for employment and independent living. Transition planning should begin by the age of 14 or sooner if appropriate. Participants will learn about the many etiologies of deaf-blindness, and the accommodations and services necessary to adequately plan for adult services. Participants will view a series of coordinated activities and strategies designed based on each student's individual needs, interests, and goals. This presentation will introduce participants to the many faces of deaf-blindness and show how varied the accommodations can be for students who are deaf-blind in post secondary training.
Wellness: It Does a Body Good! Amy Hebert, Melanie Thornton & Sharon Downs	Do you feel run down and drained of physical or emotional energy? Do you feel that there is more work to do than you practically have the ability to do? Do you find yourself getting easily irritated by small problems, or find that you are prone to negative thinking about your job? If you answered yes to any of these questions, you could be approaching burnout. Burnout promotes an unhealthy, unbalanced life that leads to physical, emotional and mental fatigue. If we as professionals are burned out, then the passion to provide effective services will also be extinguished. Come along on a journey to wellness and allow the presenters to lead you on the path to incorporating passion back you're your life!
"Got College" Linda Turner	Tired of ineffective transition programs? Then this presentation is for you! The presenters will describe the summer transition Deaf Prep program hosted at Jacksonville State University with both mainstreamed and residential deaf and hard of hearing students from all over the State of Alabama. Attendees will get an in-depth view of how this unique program is structured and

<p>Stephen Cain Dan Miller</p>	<p>its collaborative partnership with the Alabama Department of Rehabilitation, the Alabama Institute for the Deaf and Blind, and PEPNet-South. The information presented about this program will provide practical information on developing a program in your state, establishing collaborative agreements and a plethora of information on how to better prepare students to enter the postsecondary arena. The curriculum and schedule for this multi-year program will be highlighted.</p>
<p>The Zen of Preparation Glenna Bain</p>	<p>As communication access providers, we are regularly expected to clearly relay complex information on topics with which we may have little or no background knowledge. At that point it becomes especially crucial to be able to find ones "peaceful center" in order to process information with optimal efficacy. This presentation will cover specific techniques, including metacognitive strategies, to help ensure that we are bringing our highest and best to the task on a daily basis</p>
<p>12:00 – 2:00 Friday April 18, 2008 Closing Luncheon and Plenary Session</p>	
<p>25 Years Later: Board of Education v Rowley: A Look at the Past and Looking Towards the Future Amy June Rowley</p>	<p>Amy June Rowley will share her personal experience as a child caught in the middle of a special education litigation when her parents and her school district went to court regarding the issue of whether or not an interpreter was necessary for Amy to receive a Free and Appropriate Public Education (FAPE). In Hendrick Hudson v. Rowley, many issues were encountered and many directly impacted Amy's experience in school. Participants will have the opportunity to analyze the information shared and see the transition from 25 years ago, when the Supreme Court decision was made to now. Amy June Rowley is a parent of deaf children and her experience in the case impact the decisions related to her children's education.</p>