

**Tuesday, October 10, 2006**

**Day-At-A-Glance**

<b>Time</b>	<b>S.S. Stanford</b>	<b>S.S. Blaisdel</b>	<b>S.S. Emerald</b>	<b>S.S. Nevada</b>	<b>S.S. Flying Cloud (CCC Confer)</b>	<b>S.S. Tallac</b>	<b>S.S. Meteor</b>	<b>S.S. Mamie</b>
<b>7:30-4:30</b>	Registration in <b>Atrium I</b>							
<b>7:00-8:30</b>	Breakfast in <b>Atriums II &amp; III</b> Exhibitor Hall: Opening Ceremony							
<b>8:45-10:00</b>	<b>T1</b> Model for Strategies Intervention	<b>T2</b> Communication Access what's the difference	<b>T3</b> County Mental Health—the psychologically disabled student: medication, collaboration, inspiration	<b>T4</b> Post secondary programs—are they effective	<b>T5</b> Student Success and Challenges in Distance Ed	<b>T6</b> DSPS Students are “In The Chips”	<b>T7</b> You too can have input into CAPED history	<b>T8</b> Survival to Discovery: Helping to understand Mild TBI
<b>10:15-11:30</b>	<b>T9</b> Creating Accessible Math using MathType and MathPlayer	<b>T10</b> Universal Learning using Assistive Technology		<b>T11</b> Professional Development Strategies to Ensure Quality Education for Students with Disabilities	<b>T12</b> Ensuring Access through Collaboration and Technology	<b>T13</b> A team approach to maximizing a student's Higher Ed experience	<b>T14</b> Career Development- Job seeking skills	<b>T15</b> The Psychological Aspects of Disability and College Success
<b>11:45-1:00</b>	CAPED Luncheon <b>Atriums II &amp; III &amp; Echo</b>							
<b>1:00-2:15 pm</b>	<b>T16</b> Keynote Speaker: Michael Hingson <b>Queen of the Lake Ballroom</b>							
<b>2:30-4:00</b>	<b>T17</b> How are disabilities handled on your campus: Separation of ADA/504 issues from DSPS	<b>T18</b> Transitioning LD/ADD to college—what parents need to do	<b>T19</b> Understanding TBI—academic strategies	<b>T20</b> The “new GI” to post secondary ed — Iraq vets	<b>T21</b> Captioning solutions CCC Live	<b>T22</b> Mind Institute: Autism/ Aspergers The Emerging College Student	<b>T23</b> Narrative Therapy	<b>T24</b> A Full of Opportunity- “Win Win” through Service Learning
<b>6:00 pm</b>	Silent Auction Closes: Pick up Silent Auction Items Exhibitor Hall closes							
<b>4:00-5:30 pm</b>					<b>T25</b> AT CIG	<b>T26</b> LD CIG		
<b>5:30-7:00 pm</b>	President's Reception in <b>Queen of the Lake Ballroom</b>							

# Tuesday, October 10

## *Sessions and Events*

7:30 a.m. – 4:30 p.m. Registration in Atrium I

7:00 a.m. – 8:30 a.m. Breakfast in Atriums II and III  
Exhibitor Hall: Opening Ceremony

**Bid Now! Silent Auction closes today at 6:00 p.m. Support Scholarships for Students with Disabilities**

**8:45 a.m. – 10:00 a.m.**

**S.S. Stanford**

**Strand: LD, G**

### **T1 A Model Program for Strategies Intervention**

Presenters will explain the implications of current brain and behavior research and how to apply the information to behavioral interventions, program planning, and curriculum for optimal success for college students with cognitive and learning disabilities. Participants will leave with the information they need to replicate these program elements on their own campuses.

**Linda Reither, MA**, SLP, Learning Disability Specialist

**2:45 p.m. – 3:45 p.m.**

**CAPED Exhibitor Hall  
Visit the Exhibitors in  
Atrium I**

**FOR CUTTING-EDGE  
TECHNOLOGY AND  
SERVICES!**

**S.S. Blaisdel**

**Strand: G, DHH**

### **T2 Communication Access: What's the Difference**

So you have a student who is deaf. She needs a sign language interpreter, right? Well, maybe...Real time captioning, remote realtime captioning, voice shadowing or other transcription services might also be suitable or even more appropriate. What's the difference between these access services and how do we decide? This session will help participants understand the options and make informed choices.

**Terri Goldstein**, Cal State Channel Islands

**S.S. Nevada**

**Strand: DD**

### **T4 Post-Secondary Programs: Are they Effective?**

Taft College's Transition to Independent Living (TIL) program was begun in 1995. This highly successful on-campus residency program for developmentally disabled adults is the only one of its kind on a community college campus and has received both local and national recognition for its outstanding accomplishments. The TIL graduates are tracked for ten years after their completion of the program. This presentation will examine the effectiveness of a post-secondary program that is housed on a community college campus in California. The Transition to Independent Living (TIL) Program, partnering with Kern Regional Center, conducts a longitudinal study of all graduates and presents their findings here.

**Jeff Ross, M.A.Ed**, Director, Student Support Services

# Tuesday, October 10

*Sessions and Events, Continued...*

**8:45 a.m. – 10:00 a.m.**

## S.S. Flying Cloud

**Strand: G, CLI**

### **T5 Student Success and Challenges in Distance Education**

The Distance Education Access Guidelines identified potential access issues as well as solutions to ensure access for student with disabilities participating in distance education courses. While the Access Guidelines examined potential limitations and available options to serve students participating in distance education courses, it is equally important to understand how local campus involvement can result in the creation of accessible distance education content.

**Sean Keegan**, Web Accessibility Instructor/Training Specialist, High Tech Center Training Unit for the California Community Colleges

**Laurie Vasquez**, Assistive Technology Specialist, Santa Barbara City College

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## S.S. Tallac

**Strand: G, PM**

### **T6 DSPS Students are "In the Chips"**

This interactive presentation will allow participants to get a hands-on experience with enrollment and student performance data from American River College's DSP&S program to better understand the value of recognizing shifts in student data that can impact the DSP&S planning process along with types of student performance indicators that demonstrate how effective DSP&S programs are for their students.

**Jim Barr**, Senior Research Analyst, American River College

## S.S. Meteor

**Strand: G**

### **T7 You Too Can Have Input into CAPED History**

This session is an attempt to bring together longstanding and more recent CAPED members to contribute additional information to the history, conventions, newer "happenings", etc. Throughout the year I have gathered new information from our members and it is always my hope that these additions will trigger further memories! We need stories. We are almost there!

**Inge Pelzer**, Chaffey College

**This Evening at 5:30 p.m.**



**Join Us at the  
*President's Reception*  
In the  
Queen of the Lake Ballroom**

## Tuesday, October 10

*Sessions and Events, Continued...*

**8:45 a.m. – 10:00 a.m.**

**S.S. Mamie**

**Strand: G, ABI**

### **T8 “From Survival to Discovery”: Helping You and Your Student Understand Mild Traumatic Brain Injury**

Mild closed head injury can be missed. In fact, many emergency medical professionals miss mild traumatic brain injury (MTBI) entirely. Often times there are no outward signs of injury. Students may be misdiagnosed as having a learning and/or psychological disability. Sometimes it takes months or years to recognize MTBI, and by then many complications have arisen. This presentation discusses how some students are screened and discovered to have had a MTBI and what accommodations are helpful. Explaining to a student who has just discovered that they are suffering from a MTBI is difficult, yet it is a relief for the sufferer.

**Terry Woodward**, TBI Specialist, DSP&S Counselor, Napa Valley College

**Sheryl Fernandez**, DSP&S Counselor, Napa Valley College

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**8:45 a.m. – 11:30 a.m.**

**S.S. Emerald**

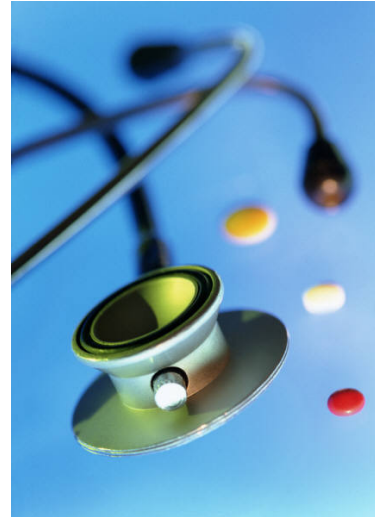
**Strand: G**

### **T3 County Mental Health – The Psychologically Disabled Student: Medication, Collaboration, Inspiration**

This workshop will be a comprehensive description of mental health disorders, frequently prescribed medications and ways to provide a supportive environment in the

academic setting. There will also be a video presentation entitled “Outside In: A Look at Adults with ADD.” There will be time for open discussion.

**Dr. Lisa Scott-Lee**, Sacramento County Mental Health Manager



**10:15 a.m. – 11:30 a.m.**

**S.S. Stanford**

**Strand: AT**

### **T9 Creating Accessible Math Using MathType and MathPlayer**

MathType is a mathematical equation editor that can provide online instructors with the ability to create math content. Using MathType and Microsoft Word, instructors can author export math expressions and export expressions as Math ML or MathPlayer. The MathPlayer format provides an improved level of access for assistive computer technologies as well as self-voicing characteristics when viewed online.

**Sean Keegan**, Instructor/Training Specialist, Web Accessibility, High Tech Center Training Unit for the California Community Colleges

# Tuesday, October 10

## *Sessions and Events, Continued...*

**10:15 a.m. – 11:30 a.m.**

### **S.S. Blaisdel**

**Strand: LD, ACC**

#### **T10 Universal Learning Using Assistive Technology**

This presentation highlights the continued development of the Universal Design for Learning (UDL) pilot program using text-to-speech. The program provides an innovative system for integrating text-to-speech tools into course curricula and general computer labs. The ultimate goal is to create an educational paradigm shift. To enable all students to use enhanced text-to-speech for textbooks while at the same time, help students with disabilities participate more fully in a general educational environment.

**Stacey Kayden**, Laney College/Chancellor's Office

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### **S.S. Nevada**

**Strand: G, CLI, ACC**

#### **T11 Faculty Professional Development Strategies to Ensure that Students with Disabilities Receive a Quality Higher Education**

This presentation describes the Access to Quality Higher Education Project, a federally funded project at Kent State University designed to promote understanding and awareness of the needs of students with disabilities among faculty members and administrators. Components of the project include a distinguished lecture series on universal design for learning, a faculty mentoring program that matches students with disabilities and university faculty members, a toll-free and web-based classroom accommodation hotline, a faculty learning

community on disability issues in higher education, and a summer professional development institute that provides content training regarding the role and participation of Americans with disabilities in all aspects of society.

**Phillip Rumrill, Ph.D., CRC**, Professor and Director, Center for Disability Studies, Kent State University

**Mary L. Hennessey, Ph.D.**, Assistant Professor Rehabilitation Counseling, University of Florida

**Lynn C. Koch, Ph.D., CRC**, Associate Professor and Coordinator of Rehabilitation Counseling, University of Arkansas, Fayetteville

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### **S.S. Flying Cloud**

**Strand:**

#### **T12 Ensuring Access Through Collaboration and Technology**

Participants will be introduced to EnACT, a federally funded project occurring on various California State University campuses designed to support implementation of the principles of Universal Design for Learning (UDL). Data on faculty's implementation of 14 common elements of UDL concepts will be compared to students with disabilities perceptions of the importance of these elements in the post secondary classroom. This comparison offers a glimpse as to how faculty and students agree and differ regarding which essential elements need to be considered in the post secondary classroom in support of students with disabilities.

**Brett Christie, Ph.D.**, Director of Faculty Development, Sonoma State University

**James Fouché, Ph.D.**, Professor, Education Sonoma State University

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# Tuesday, October 10

*Sessions and Events, Continued...*

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**S.S. Tallac**

**Strand: CD**

## **T13 A Team Approach to Maximizing a Student's Higher Education Experience**

This workshop will highlight the unique patterns of service provided between the California Department of Rehabilitation (DOR) and the WorkAbility III and IV Programs at the postsecondary level for students with disabilities. There are approximately 39 WorkAbility III/IV programs throughout the California Community Colleges and four-year Universities providing vocational rehabilitation services to individuals with disabilities. Furthermore, WorkAbility III/IV cooperative partnerships allow for a broad range of creative assistive programs and curriculum for students with disabilities. Additionally, the workshop will include a forum setting where the panel facilitators will be available for interactive exchange of input, questions, and feedback from participants. Participants will leave the workshop with materials and resources and reaffirming the importance of maintaining and improving the consistency and quality of services provided to students with disabilities.

**Ruby Ann Lim**, Higher Education Cooperative Programs Specialist, Department of Rehabilitation

**Jorge Ortega**, WorkAbility IV Project Coordinator, Office for Students with Disabilities, California State University, Los Angeles

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**Silent Auction closes at 6:00 PM. Don't forget to pick up your "treasures" by 6:00 PM**

**S.S. Meteor**

**Strand: CD**

## **T14 Career Development – Job Seeking Skills**

Traditionally, employment services for people with disabilities have been focused on job placement rather than career development, and have facilitated dependence on job developers. The ideas and corresponding curriculum used by WorkAbility III at Sacramento City College encourage individuals to take an active role in the development of their careers. This includes career exploration, job seeking skills, accommodations, job retention and career growth for people with disabilities.

**Derrick Wydick**, Sacramento City College

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**S.S. Mamie**

**Strand: G, C**

## **T15 The Psychological Aspects of Disability and College Success**

This workshop focuses on intervention strategies necessary for people with disabilities to succeed in school, work, relationships, and life. Self-defeating thoughts and behaviors that lead to failure affect how people see themselves in society. Successful intervention requires an understanding of a student's needs, desires, and goals.

**Leo Orange, M.S.**, Interim Dean of Student Services, Oxnard College

**Martin Brodwin, Ph.D.**, Coordinator Rehabilitation Counseling Program, California State University, Los Angeles

**Frances Sui, M.S.**, Ph.D. Candidate Rehabilitation Counseling, University of Texas, Austin

**Nathan Pirtle**, Graduate Student, Rehabilitation Counseling Program, California State University, Los Angeles.

**11:45 a.m. – 1:00 p.m.**

**CAPED Luncheon**

**Atriums II, III, and Echo**



**1:00 p.m. – 2:15 p.m.**

**Queen of the Lake Ballroom**

**T16 Keynote Speaker:**

**Michael Hingson: The Path To Safety**

**Michael Hingson, a survivor of the World Trade Center tragedy tells his story**

As was the case with many Americans Michael Hingson's life changed dramatically on September 11<sup>th</sup>. He and his Guide Dog "Roselle" were the lucky ones, however, in that they escaped the world trade center attack. Michael has traveled with a Guide Dog for 40 years and embodies the lifelong partnerships created by Guide Dogs for the Blind and those they serve.

**2:30 p.m. – 4:00 p.m.**

**S.S. Stanford**

**Strand: PM, G**

**T17 How are Disability-Related Issues Handled at Your College: Separation of ADA/504 Issues from DSP&S Responsibilities**

This program will focus on a discussion of how ADA/504 is implemented for employees and community members, separate from the opportunities that DSPS provides to students with disabilities who attend the college. Desired outcome would be development of a CAPED consensus concerning the strategies used to differentiate between DSPS responsibilities for access and those which are College-related issues.

**Marilyn L. Findley**, Mt. Jacinto College

**S.S. Blaisdel**

**Strand: LD, G**

**T18 Transitioning LD/ADHD to College: What Parents and Students Need to Know**

Many of us are familiar with the process of obtaining accommodations and special services in the K-12 realm; however, postsecondary institutions have significantly different procedures and responsibilities than K-12 school districts. This session will provide information about FERPA (Family Education Rights and Privacy Act), ADA (Americans with Disabilities Act), Section 504, the type of documentation needed to access services in higher education and how to prepare your student to self-advocate for his/her needs.

**Teresa Ong**, Disability Specialist and Program Coordinator, University of San Francisco

## Tuesday, October 10

*Sessions and Events, Continued...*

2:30 p.m. – 4:00 p.m.

### S.S. Emerald

**Strand: ABI, G**

#### **T19 Understanding TBI – Academic Strategies for Persons with Brain Injury**

This presentation will assist educators in developing an understanding of the causes of traumatic brain injury and the potential physical, cognitive, behavioral, and psychological effects of TBI. Educators will be introduced to some of the functional problems that can be exhibited by brain injury survivors and given strategies to help their students to succeed in an academic setting.

**Dodie Newman, SLP-CCC**, Speech Pathologist for Mercy's Home and Community Program in Roseville

**Lynda Eaton**, Licensed Physical Therapist, Mercy's Home and Community Program, facilitator of the Sacramento TBI Service Providers Network

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### S.S. Nevada

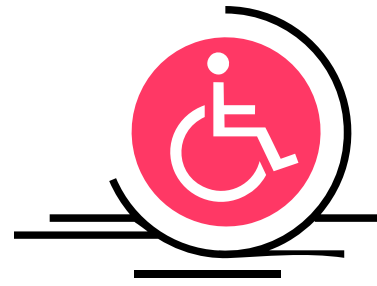
**Strand: G**

#### **T20 The "New GI" to Post-Secondary Education: Iraq Veterans**

This workshop covers the similarities, as well as differences, between the Viet Nam Veteran and the Iraq Veteran. The emphasis will mainly focus on mental health issues. There will also be a discussion on how to best serve these veterans in our college, and university systems.

**Mik Miracle**, Veterans Administration  
Sacramento, CA

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### S.S. Flying Cloud

**Strand: DHH, ACC, AT**

#### **T21 Captioning Solutions in the California Community Colleges: A System and Campus Perspective**

Two captioning services available to California Community Colleges, the Folsom Captioning Project and CCC Live Caption project, provide support towards improving access to video and distance education mediated instruction. System-wide support for captioning will be reviewed as well as a campus perspective identifying one college's experience with DSP&S, faculty, and administration to support captioning.

**Steve Cato**, Coordinator of Distributive Education/Media Services, Professor of Mass Communications, Yuba College

**Patricia Davis**, CCC Live Caption Program Administrator, Butte-Glenn Community College

**Gaeir Dietrich**, Alternate Media Instructor/Training Specialist, High Tech Center Training Unit for the California Community Colleges

**Sean Keegan**, Web Accessibility Instructor/Training Specialist, High Tech Center Training Unit for the California Community Colleges

**Laurie Vasquez**, Assistive Technology Specialist, Santa Barbara City College

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# Tuesday, October 10

*Sessions and Events, Continued...*

**2:30 p.m. – 4:00 p.m.**

**S.S. Tallac**

**Strand: G**

## **T22 Mind Institute: Autism/Aspergers – The Emerging College Student**

This workshop will cover the history of autism/asperger spectrum; the changes in treatments and diagnosis; strategies to assist counselors and instructors in the post-secondary classroom. There will also be a video of student talking about what works for them in the classroom setting as well.

**S.S. Meteor**

**Strand: CA**

## **T13 Narrative Therapy: The Importance of Story and Deconstructing the Dominate Discourse in Disability Work**

The purpose of this workshop is to present the basic components of narrative therapy and introduce the ideas of this influential school of thought in the fields of Counseling and Psychology to DSP&S practitioners. It is hoped that the tools of a narrative approach will enhance, expand, and enrich the practice of counseling in the community colleges. The workshop will trace the origins of narrative ideas and postmodernist perspectives in Psychology that have replaced models of pathology. The distinctive concepts and techniques of narrative therapy will be discussed, and the ideas of narrative therapy's prominent practitioners will be outlined.

**Tim McHargue**, DSP&S Coordinator, Folsom Lake College

**S.S. Mamie**

**Strand: CLI, G**

## **T24 A Full House of Opportunity: Win-Win Through Service-Learning**

Service Learning programs involve students in activities that address local needs while developing their academic skills and commitment to their communities. This presentation will provide an overview of Service Learning, linkages to curriculum, collaborating with community partners, provide resources, and profile American Association of Community College's national grant on service learning for students with disabilities, Project Reach!

**Dipte Patel**, El Camino College

**Joy Cook**, Glendale Community College

**4:00 p.m. 5:30 p.m.**

## **CIG Meeting Schedule**

CIG	Room
<b>Assistive Technology</b>	<b>S.S. Flying Cloud</b>
<b>Learning Disabilities</b>	<b>S.S. Tallac</b>

**6:00 p.m.**

**Silent Auction Closes: Pick up Silent Auction Items**

**Exhibitor Hall Closes**

5:30 p.m. – 7:00 p.m.  
Queen of the Lake Ballroom

# President's Reception

Please join us for the president's reception in the Queen of The Lake Ballroom. The Caped Awards will be given out and your outstanding peers will be recognized. There will be refreshments for all...See You there!!

