



# UMD Disability Summit

## 2019 University of Maryland Disability Summit

**Conference Theme: Looking Ahead - ADA turns 30**

**Friday April 5th, 2019**

[College Park Marriott and Hotel Conference Center](#)

The Americans with Disabilities Act (ADA) will turn 30 in 2020. The anniversary of this necessary document, which ensures equitable access to public services by those with disabilities, gives us the chance to look both forward and backward at the ADA's potential. In the current political climate, there is a deep need to come together as scholars, activists, practitioners, family members, and allies. The goal of the UMD Disability Summit is to bring focus to and promote discussion of key current events and research impacting disability in society.

Registration is free, includes lunch and a continental breakfast. This event is open to the public, all welcome. We are doing our best to ensure that the Marriott can accommodate all access needs, and through registering you can give us details on your specific accommodations. We hope you will join us in making a scent conscious environment.

Thank you to the University of Maryland Libraries for hosting our website:  
<https://www.lib.umd.edu/disability-summit>

***Follow us on Twitter: #DisabilityUMD #2019DisabilitySummit***

# 2019 Disability Summit Program Schedule

## 9:00-10:00AM | Opening Keynote at General Vessey Ballroom

- Dr. Jonathan Lazar (Professor, University of Maryland iSchool)

## 10:00AM-12:00PM | Morning Presentation Sessions

Session #1 - Gender, Health, and Policy	Room 1105
Session #2 - Disability, Jobs, and Employment	Patuxent Room
Session #3 - The Environment and the Built Landscape	General Vessey Ballroom
Session #4 - Technology and Social Media	Room 1101/1102

## 12:00-1:00PM | Lunch, PCDI Awards, and Poster Sessions at General Vessey Ballroom

Through the President's Commission on Disability Initiatives (PCDI) Awards we seek to recognize our outstanding faculty, staff, graduate and undergraduate students, and units on the University of Maryland, College Park campus for their service and contributions in the area of disability.

## 1:00-3:00PM | Afternoon Presentation Sessions

Session #5 - Activism Through Word and Film	Patuxent Room
Session #6 - Education, History, and Culture	Room 1105
Session #7 - Radical Access, Ableism, Disability Justice	General Vessey Ballroom

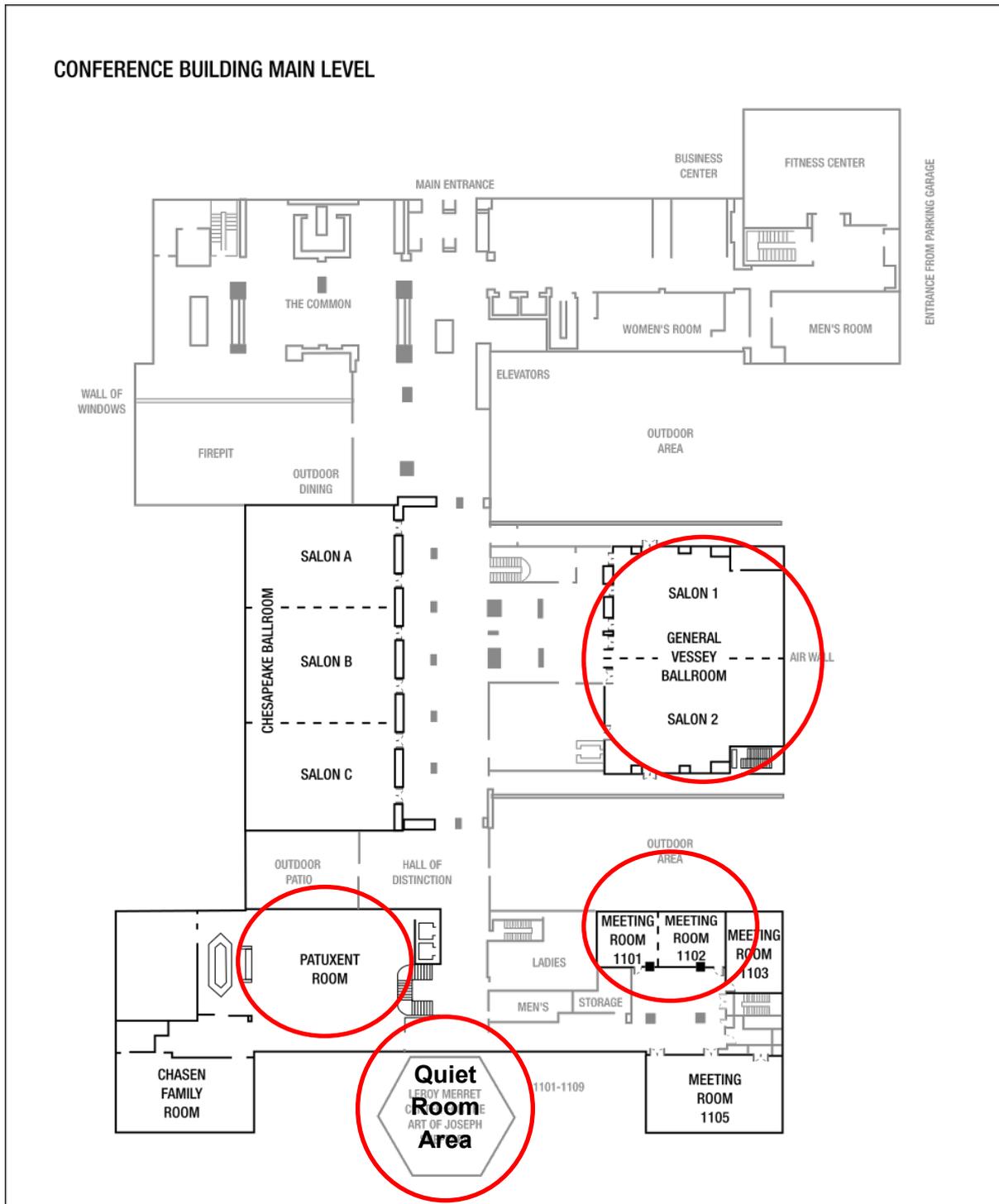
## 3:00- 4:00PM | Closing Keynote at General Vessey Ballroom

- John Wodatch and Marian Vessels: "Reflections on the ADA: Past, Present and Future"

## 4:00- 4:30PM | Concluding Remarks at General Vessey Ballroom

- Gary C. Norman Esq. (Chair, Maryland Commission on Civil Rights)

# Venue Map



For more detailed venue information visit:

<https://www.marriott.com/hotels/fact-sheet/travel/wasum-college-park-marriott-hotel-and-conference-center/>

## Information on Quiet Rooms

Quiet rooms are intended to provide a quiet, calm space where conference attendees can spend time away from noise, lights, and other stimuli of conference spaces. There are multiple spaces available at the Marriott Hotel & Conference Center that are available for attendees who desire a space to find calm in the commotion of the conference proceedings. Please do not use these areas for conversations.

There is an atrium called “The Leroy Merret Center For the Art of Joseph Sheppard” that offers natural light and an accessible space away from conference proceedings, it is quite and naturally lit with live plants (two trees) and ample seating.

Should you need other spaces there are two other closed off areas (details below)

### **Joseph Sheppard (“red room”)**

The Joseph Sheppard Collection, known as the “red room” has padded walls with art and round soft seating. If desired attendees can request extra seating.

### **The Dorothy L. & Henry Z. Rosenberg Jr. Painting Gallery**

The Painting Gallery, also known as the “study room” has overhead lighting and soft walls. There are two areas to sit, a bench and a desk with chair. This space echoes quite a bit more than the “red room.”

## Keynote Speaker: Dr. Jonathan Lazar



Dr. Jonathan Lazar is a professor in the College of Information Studies (iSchool) at the University of Maryland. Dr. Lazar joined the iSchool after 19 years as a professor at Towson University, where he served as director of the Information Systems program for 14 years. At the iSchool, Dr. Lazar is core faculty in the Human-Computer Interaction Lab, and serves as Associate Director of the Trace Center for Research and Development, the nation's oldest research center on technology and disability. Dr. Lazar is involved in research and teaching in human-computer interaction, with a focus on ICT accessibility for people with disabilities, user-centered design methods, assistive technologies, and law and public policy related to accessibility and HCI. Dr. Lazar has authored or edited 12 books, including *Research Methods in Human-Computer Interaction* (2nd edition, co-authored with Feng and Hochheiser), *Ensuring Digital Accessibility Through Process and Policy* (co-authored with Goldstein and Taylor), *Disability, Human Rights, and Information Technology* (co-edited with Stein), *Universal Usability: Designing Computer Interfaces for Diverse User Populations*, and *Web Usability: A User-Centered Design Approach*. He has published over 140 refereed articles in journals, conference proceedings, and edited books, and has been granted two US patents for his work on accessible web-based security features for blind users. Dr. Lazar is a recipient of the 2017 University System of Maryland Board of Regents Faculty Award for Excellence in Research/Scholarship, the 2016 ACM SIGCHI Social Impact Award, the 2012-2013 Shutzer Fellowship at the Radcliffe Institute for Advanced Study at Harvard University, and the 2010 Dr. Jacob Bolotin Award from the National Federation of the Blind.

## Closing Remarks: Gary C. Norman, Esq. L.L.M.



Mr. Norman is a dedicated public servant gifted with the ability to bring people of seemingly unrelated interests together. He is an integrative lawyer, and a collaborative thinker. He has the unique brand of serving the public with a special sidekick, guide dog Bowie.

He serves as the Chair of the Maryland Commission on Civil Rights. He has served as the Vice Chair of the board of Commissioners since 2016. He has issued two appellate panel opinions. His tenure also led him in serving on a joint executive and legislative task force on temporary disability insurance. In 2018, he received a mini-grant from the German Marshall Fund of the U.S. co-facilitating a series of public policy dialogues on international disability policy. He has a column regarding animal and disability law and policy, and his adventures as a lawyer with a guide dog. In 2011, he obtained his Masters in Letters of Law at the Program on Law and Government at the Washington College of Law. He focused on healthcare regulation as well as healthcare policy and non-discrimination. He served as a policy briefer on disability and non-discrimination at a global health conference on gender and human rights hosted by the health law concentration. His studies ultimately resulted in the publication of three law review articles.

# Presentation Session Abstracts

10:00AM-12:00PM | Morning Presentation Session

**Session #1—Gender, Health, and Policy**

**Room 1105**

## **Laura Kruczinski—“Asylums for the Disabled?: International Barriers of Gender and Disability on Refugee Status”**

This presentation, based on a class paper, expands upon gender-based implications of refugee status, adding on the relevance of disability within a feminist understanding of this social category. In understanding the intersection of disability, gender, and refugee status, including disability can provide a creates a more comprehensive picture of both instances of personal agency and social constraints that refugees navigate when seeking asylum. Among the pressing issues that impact the disability and refugee communities, as well as women within those communities, relates to the interpretation and articulation of social policy outlined by the United Nations High Commissioner for Refugees (UNHCR). These problems of interpretation and re-articulation of policies both within the United Nations, as well as outside the UN, among the host countries serving refugee populations by granting asylum. Connected to the issue of social policy and procedures is found in the inaccessibility and refugees with disabilities face when it comes to accessing healthcare and refugee settlement structures. When combined with social stigma attached to refugee status, disability, along with gender, women with disabilities are the least likely to have accurate information or follow up care, in relation to maintaining their reproductive health. As will be demonstrated, these issues, when understood together in this current socio-political climate, demonstrate that disability is a human rights issue that needs dire attention and intervention on an international stage.

## **Zachary Featherstone— “Deaf Patients’ Accessibility, Experiences, and Perception of Physicians’ Patient-Centered Communication Behaviors”**

To share findings from national-wide study that examines how Deaf American Sign Language (ASL) user patients perceive their physicians’ patient-centered communication (PCC) behaviors and its association to language-related predictors. Predictors include accessibility to language, understanding the medical situation, and confidence in answering medical questions signed in ASL.

## **Drs. Kelly Lee, Jessica McKechnie, and Jill Jacobson— “Hidden Disabilities: Strategies for Empowering Mental Health Kindergarten Through College”**

Mental health is a neglected area of disability concern as it is stigmatized and often invisible to others. Individuals with hidden mental health conditions and their caretakers may not understand why they are struggling or how to access resources. In this panel presentation, led by a school counselor, school psychologist, and counseling psychologist, we discuss our roles in hidden mental health disability identification, treatment, and advocacy. We discuss how our work empowers individuals with hidden disabilities and their caretakers to identify their conditions and seek support under IDEA, Section 504, and ADA. Panelists will share their three professional perspectives and present implications and recommendations.

**Jade Gingerich, Maryland PROMISE Project Director and Director of Employment Policy, Maryland Department of Disabilities— “MD PROMISE: Changing the Narrative on Poverty, Disability and Work”**

Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) is a 5-year randomized controlled trial funded by the U.S. Department of Education in October 2013. Six sites were awarded funding to test the effectiveness of a multi-component experimental intervention for improving academic, career, and financial outcomes for youth with disabilities receiving supplemental security income (SSI) benefits and their families. Lessons learned about youth with disabilities in poverty and how to improve their outcomes will be discussed as well as the ongoing barriers that exist nationally in terms of policy and practice.

**Dr. Ellen Fabian, Larry Abramson, and panelists— “Work-based Learning: Experiences from Way2Work Maryland”**

Students with disabilities lag behind their peers in terms of access and opportunity for high quality, career-focused work experiences while they are enrolled in high-school. Work-based learning experiences, such as internships, apprenticeships or volunteer opportunities are among the strongest predictors of successful post school outcomes. *Way2Work Maryland*, a 5-year federally funded research project conducted by UMD’s Center on Transition & Career Innovation aims to improve access to work-based learning opportunities for students with disabilities via partnerships with eight school districts in the State. This panel presentation will describe: 1) Work-based learning experiences – what they are and their importance for students; 2) Examples of these experiences from the perspective of the student and the employer; and 3) the role of Maryland state and local agencies in facilitating quality work-based learning experiences for secondary students with disabilities throughout the state.

## **Session #3—The Environment and the Built Landscape      General** **Vessey Ballroom**

### **Teresa Oliverio Frease— “It is a Zoo out there! How to tame the animals on campus”**

This presentation focuses on the issues that arise when students wish to attend a post-secondary institution accompanied by an animal. The presentation will analyze federal laws as it pertains to students bringing service and emotional support animals (ESA's) to campus. We will examine the policies allowing students to have ESA's in on-campus housing and consider general concerns raised about allowing animals on campus. We will also discuss the steps that a higher education institution should implement to ensure compliance with the laws.

### **Audrey Wilke— “Examining the Accessibility of UMD’s Campus and its Implications”**

How did you get into this building today? Did you use stairs or ramps? The main entrance or the side entrance? What we design reflects who we are, and the majority of the time, accessibility is pushed to the end of the design process--seen only in terms of regulations and restrictions--rather than how it needs to be viewed: as an integral part of the design process. This reflects that our society does not prioritize disabled user experience of landscapes and buildings. In this presentation, Audrey Wilke, third year landscape architecture student uses the University of Maryland’s campus as a case study to show that complying with ADA code does not result in inclusive design. The experience of stair users is vastly different than that of non-stair users on campus: the main entrances of buildings are often not accessible and accessible routes are poorly designed, difficult to find, and pushed to the fringes of sites. Audrey has taken months to visually document and analyze the differences in accessible and non-accessible landscapes. She brings the unique perspective of a student with a disability and one that studies a design profession. Finally, she will provide examples of stunning landscapes that are accessible, pointing to the future of design: one that is truly inclusive.

### **Dr. Derrick Cogburn, Professor, School of International Service, American University— “Disability Activism/Disability Justice”**

Climate change has wrought new challenges in the form of frequent disasters. While the response to disaster have sped over recent times, their inclusivity has remained relatively narrow. In the face of increasing disasters, from Hurricane Harvey to Michael, accessibility to vulnerable communities including the aged and persons with disabilities has been scant. In response to these disasters, there has been a growing movement to “[Build Back Better](#)” – in aspects of recovery, rehabilitation, and reconstruction. In other words, to build back damaged communities in a way where there is equitable access to all peoples, especially persons with disabilities. This presentation seeks to shed light on Institute of Disability and Public Policy’ (IDPP) role in contributing to this cause. As an organization we have partnered with PAHO-WHO, to help launch [INGRID-H](#) (Disability Inclusion in Hospital Disaster Risk Management), a methodology whose implementation is aimed at reducing disaster risk to persons with disabilities. Besides shedding light on the movement among the academics, the presentation also seeks to highlight how these studies have manifested in to action among the real world. Further, we also seek to establish that the role of assistive technology is integral to the success of initiatives that seek to reduce disaster risk.

**Stephanie Hydal, Portlight Fellow with the Partnership for Inclusive Disaster Strategies/ National Council on Independent Living— “SOS from Louisiana: A Blueprint for Grassroots Inclusive Disaster Responses & presentation on Inclusive Disaster Initiatives”**

SOS from Louisiana: A Blueprint for Grassroots Inclusive Emergency Responses is a 13 minute audio journey (with complementary captioned video) that takes listeners/viewers on a harrowing journey to the heart of the 2016 Floods in Louisiana through the eyes of two moms who's toddlers have trachs. Following the audio piece, one of the producers will discuss how disasters disparately impact the disability community and how disability inclusive disaster responses are necessary- and emerging. We'll explore major barriers people with disabilities encounter in disasters, disability inclusive initiatives, and unprecedented legislation.

**Varsha Kori— “Technology- Transforming Lives of People with Disabilities”**

Technology has transformed the lives of many and especially people with disabilities. Recent advancements in technology have empowered their lives and have made them more independent. Today a person with visual impairment can drive a car and operate home appliances; have access to information and healthcare similar to people without disabilities, and participate and avail the benefits of digital society. According to 2016 Disability Status Report by Cornell University, disability in the US was prevalent in 12.8% of the population of all ages. Surveys have found that there is a clear divide in the public funding available to ensure that people with disabilities have access to the necessary assistive devices and technologies across the continents. Progress is reported from Europe and Northern America; however, inaccessibility remains the standard in low-income countries where some support system exists, but with poor quality and availability. Numbers indicate that assistive technologies are far from the reach of a majority of the people and all the countries need to adopt ISO Standards, allocate more funds towards ensuring such devices and technologies are accessible to the people, and that everyone can avail the benefits of the digital age and live an independent life.

**Hernisa Kacorri— “ #HandsOffMyADA: A Twitter Response to the ADA Education and Reform Act”**

Twitter is increasingly used as a medium for advocacy, activism, and social change, but its efficacy is questionable. The disability community, however, has embraced Twitter as a means for political participation, fostering discussions on voting, calling for a unified identity, and participating virtually in protests. This online participation was tested in early 2018 as activists within the disability community leveraged Twitter in a #HandsOffMyADA campaign against the ADA reform via House Resolution 620. Despite this campaign, HR620 was passed, leaving the following question: How well are online platforms enabling people with disabilities to engage politically and participate in conversations affecting their rights? To investigate factors for effectiveness of sharing or retweeting messages about topics affecting the rights of people with disabilities, we perform a multifaceted study of the #HandsOffMyADA campaign to: (1) explore how communication via Twitter compares to previous disability rights movements; (2) characterize the campaign in terms of hashtags, user groups, and content such as accessible multimedia that contribute to dissemination of campaign messages; (3) identify major themes in tweets and responses, and their variation among user groups; and (4) understand how the disability community mobilized for this campaign compared to previous Twitter initiatives.

**James Patrick Timony, Librarian, Adaptive Technology, DC Public Library and panelists— “Adaptive Technologies and Entrepreneurship”**

A panel discussion about adaptive technologies and entrepreneurship from a panel of 4 participants in the DC Public Library (DC Public Library) Center for Accessibility’s (CFA) Adaptive Technology Program (ATP). Panel members have experience with adaptive technology entrepreneurship, training, sound design and sports and recreation. The discussion will also include a plan of action over the next two years as the CFA moves back into the newly renovated Martin Luther King Jr. Memorial Library in 2020.

## **Afternoon Presentation Sessions—1:00-3:00PM**

### **Session #5—Activism through Word and Film Patuxent Room**

#### **April Coughlin— “Disability Access through Activism: Using film to create change”**

This presentation will explore how documentary film and journalistic style storytelling are currently being utilized to educate, inform, and raise consciousness about disability access issues in schools, colleges, and society. Specific areas of focus will include, the power of individuals with disabilities in front of and behind the camera, current examples of disability activism through the use of film, and recommendations for future practice.

#### **Reid Davenport— “RAMPED UP: Who Enforces the ADA?”**

The American Disabilities Act was hailed as the Emancipation Proclamation for disabled Americans. And indeed like the Emancipation Proclamation, decades after its passage, the people it was supposed to grant freedom to are still beholden to the same masters in a different form. Unemployment among disabled Americans remains high, buildings remain inaccessible and reluctance to make accommodations remains the default. One of the reasons that the ADA has not completely freed disabled Americans is that, by and large, the law relies on disabled citizens to enforce it. This has given rise to activists, like Robert Kalani, who has sued 60 businesses under the ADA. It has also given rise to frivolous lawsuits, as can be seen through the case of Lee Ky, whose donut shop was sued for violations despite Ky’s ability to run her business from her wheelchair. The perspectives of Kalani and Ky are explored in my film, RAMPED UP. As we close in on the anniversary of the ADA, how do we address its pitfalls? How do we protect people like Kalani from having to ostracize himself for the sake of accessibility, while preventing shakedowns? The key may be to focus on reforming ADA enforcement.

**Luanjiao Aggie Hu— “Incorporating a Disability Perspective in Higher Education”**

The concept of disability is complex and evolving. As higher education in the U.S. goes through a trend of massification, more non-traditional students such as those with disabilities are accessing higher education. This can bring social as well as individual benefits. In the time of changing students' demographics in higher education institutions, how can student affairs professionals in higher education keep updated on the changing needs of students and support their development? A disability perspective can be applied widely in student support services and contribute to the inclusion of diverse students population on campus. This presentation introduces/challenges/enhances one's disability perspective in higher education. The presentation will talk about the existing research and background on U.S. higher education in regards to students with disabilities. It will also serve as a crash intro course on disability. Besides examining the different services (or lack thereof) for students with various disabilities in several four-year higher education institutions, perspectives of students with disabilities in higher education is specifically emphasized. Attendees will get a better understanding about the disability landscape in higher education, disability in the 21st century, specific programs/services supporting students with disabilities, and the perspectives of students with disabilities themselves. Attendees are invited to look at student support services from a disability perspective, which often may not be considered before.

**D'Arcee Neal— “Presenting an Embodied Decoloniality”**

Decoloniality is broken. In the modern endeavor to combat a globalized ideology built upon the oppression and domination of others, in all the angles considered, there is one massive hole: disability. Combating the colonial aesthetic of expectations, our 21<sup>st</sup> century ideals are providing a new way of thinking that is changing how we see gender, bodies, masculinity, work-life balance and emotional stability. However, in a long-term space of understanding and reconciliation, the job of the decolonial and the physical bandwidth that it occupies in cooperation to the human body, are nebulous; and when issues of the disabled body are suddenly suggested specifically, such things are often left out of the conversation. So, for that reason I suggest that by its very nature, more than any category for which decoloniality works, disability is in fact, the most radical division, and by extension, the very heart of what is it to be decolonial. But by realizing where this work fails, how historical narratives surrounding ableism and disability intersect, and how the European supremacist gaze of normalism locks down societal perception, we can work to do better, and be better.

## **Day Al-Mohamed— “Invalid Corps”**

The invisibility of disability is cultural exclusion that manifests in how we perceive and teach our history – even disability history. There is a wealth of relevant historical material but its significance to disability is not generally considered, nor is it included in broader academic explorations. This presentation with photographs, film clips, and newspaper articles will shine a spotlight on one of these lost pieces of disability narrative, not because of any particular agenda or political correctness, but because disability was there. Everyone thinks they know the story of the Civil War - Four years of America's bloodiest history. Over 600,000 men killed and more than 40,000 men with amputated limbs and even more with other injuries and illnesses. What no one ever asked is "What happened to those disabled men afterwards?" It is July, 1864; a Confederate army of 15,000 men is advancing on Washington DC. The North has already sent every able-bodied soldier to Petersburg. All that is left to defend Washington are clerks, government officials, and the Invalid Corps. Made up of men injured in battle or by disease, these "hopeless cripples" will hold out for a desperate 24 hours until Union General Grant can send reinforcements. With Abraham Lincoln himself on the ramparts of Fort Stevens, they cannot afford to fail. The story of the Invalid Corps offers a poignant perspective allowing us to reassess what we know, or rather what we think we know, about civil war history, disability, sacrifice, and honorable service.

## **Susan Wiesner— “Victim Art”**

Choreographer Bill T Jones created *Still/Here*, in a period in which, with the advent of the Americans with Disabilities Act in 1990, disability narratives became more common as biographies and autobiographies. By virtue of the process Jones used (survival workshops attended by those disabled by terminal illnesses), this work is a form of collaborative autobiography, ethnographic autobiography, an inherently problematic genre that can result in 'unintentional misrepresentation.' However, unlike some autobiographies of the disabled, in which the subject is quickly labelled/typed, in *Still/Here* Jones keeps the focus on the generalised commonality of illness: there are no individual types, no specific labels. There are also no direct labels of Jones himself; indeed, Jones does not even appear as a live performer, but rather as a disembodied voice, a floating head image, and a hand firmly placed on a shoulder, directing, manipulating. He is the author and agent, assuming power/authority over others in the work. This lecture/paper will explore Jones' work as one example of the concept of Victim Art as excoriated by critic Arlene Croce in 1992, and the rise of inclusive (dis)abled dance companies in wherein the dancers and choreographers explore the tension inherent in disability on display.

## **Session #7 - Radical Access, Awkward Ableism, and Disability Justice Workshop** **Patuxent Room**

### **Mollie Greenberg, Stephanie Cork and Joseph Williams**

This is an interactive workshop that gives a brief overview of disability history, different models of disability and their implications for individuals, and the systemic nature of ableism and its impact on access and disability justice, with a presenter focus on physical disability. Facilitators will lead participants through multiple exercises to help uncover the ubiquity of ableism in everyday life, and help equip participants with ways to combat this systemic bias.

## **Afternoon Plenary—MidAtlantic ADA** **General Vessey Ballroom**

### **John Wodatch and Marian Vessels— “Reflections on the ADA: Past, Present and Future”**

2020 will mark the 30th anniversary of the Americans with Disabilities Act (ADA). This landmark civil rights legislation impacted the lives of millions of people with disabilities in the United States through improved access to employment, government services and programs, and goods and services from businesses. This session will feature 2 unique perspectives on the evolution, current status, and future direction of the law. Disability rights attorney, John Wodatch, served 42 years in the Federal government, where he co-authored the ADA's comprehensive disability rights regulations and created and led the Department of Justice's section in charge of enforcing the law. As the former director of the Mid-Atlantic ADA Center, Marian Vessels brings her professional experience educating governments, businesses and individuals on rights and responsibilities under the ADA. She also provides her personal perspective as an individual with a disability before and after the ADA's passage. This session will provide a lively discussion of the ADA's history, enforcement and significance in our communities with ample time for audience questions.

## Poster Abstracts

### **Poorna Kushalnagar & Tara Holcomb – “Deaf Patients See Doctors Less than Hearing Patients: A Case for Missed Mental Health Diagnoses”**

In a nationwide study, 24.8% of 1,704 deaf adults who use ASL self-reported a diagnosis of depression or anxiety disorder by a doctor or any health professional as compared to 21.6% of 3,287 hearing adults. From this sample, 68% of hearing adults and 56% of deaf adults aged 18 to 34 with a self-reported diagnosis of depression or anxiety disorder had a regular provider that they saw most often. Seeing a healthcare provider regularly was associated with an increased likelihood of receiving a diagnosis of depression or anxiety disorder. Deaf participants in this sample also reported significantly lower patient centered communication (PCC) score compared to their hearing counterparts. Optimal communication access with health care providers is essential for accurate diagnosis, treatment, and follow up care of mental health diagnoses. It is unclear if or how much depression and anxiety diagnosis is underreported due the lack of access to a regular provider. These findings point to the importance of access to appropriate health services for information, diagnosis, treatment, and follow up. Future research is needed on diverse deaf adults' experience with receiving a mental health diagnosis and evidence-based and culturally appropriate treatment options.

### **Max Balagtas-Badoy, CARE to Stop Violence— “Survivors with Disabilities”**

People with disabilities experience sexual and relationship violence at higher rates across the lifespan than people without disabilities. Despite this population's unique vulnerabilities to many forms of violence, there are still significant gaps in the literature about prevention of and response to the diverse range of possible survivor experiences. The purpose of this project is to provide a brief overview of the experiences of people with disabilities regarding sexual and relationship violence, remaining cognizant of the multiplicity of disabilities and the intersections of ability and other social identities. It also outlines several of the systemic and interpersonal barriers that survivors with specific disabilities may face in accessing services or support, or when attempting to leave an abusive relationship. Lastly, it offers a sample of best practices for supporting survivors with specific disabilities.

## **“IT Accessibility Resources @ UMD”. Sue Johnston & Division of Information Technology, University of Maryland**

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational and working environment for people of all abilities and to ensuring equal access to information and services for all its constituencies. Web-based information and services delivery are the primary means by which the campus community and its visitors communicate and conduct business. IT Accessibility resources and services available on campus to support faculty to make online content accessible include:

- Course Accessibility Checklist
  - ELMS Accessibility Tools
  - Design Tools
  - UDOIT (Universal Design Online content Inspection Tool)
- Professional Captioning
- DIY IT Accessibility strategies
- Individual and department training and consultation

## **“DIY IT Accessibility at UMD”. Sue Johnston & Division of Information Technology, University of Maryland**

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational and working environment. This poster presents the DIY IT Accessibility handout, which includes the six essential elements to ensuring online accessibility: Headings, Links, Color and Contrast, Images, Tables, and Media. Consistently completing these six steps when creating online content improves accessibility and gives all members of our community equal access to information and services.

## **Catherine Jampel— “Inaccessibility and Environmental Microaggressions: Why Disability Inclusion Compels Transformation of Workplaces As Places”**

This poster shares one set of findings from my PhD research on disability “diversity and inclusion” (D&I) initiatives in professional workplaces in the US: that commitments to and practices of inclusion lead to changes in the form and character of workplaces. As a geographer, I theorize workplaces as anywhere work happens, including offices, conference rooms, meeting venues, and other sites of work. Based on qualitative research (interviews, participant observation, and document review) in the world of disability D&I in the federal government and federal contractors, I explain shifts in place character from three perspectives. First, a legal perspective offers an understanding of place change as a function of the law, through mechanisms such as enforcing ADA building codes and reasonable accommodations. Second, a phenomenological perspective offers an understanding of place change as it happens through lived experience. Third, a social justice perspective offers an understanding of place change through the framework of environmental microaggressions. That is, whereas leading employers may actively shape place character to make it inclusive (e.g. adding particular visual elements, eliminating particular chemical elements), a workplace or work environment that remains unchanged is likely replete with environmental microaggressions and therefore not inclusive.

## **Julia Barlis & Cixin Wang— “Impact of Disability Support Services on academic outcomes for college students with disabilities”**

Despite the availability of campus Disability Support Services (DSS), college students with disabilities continue to face poorer academic outcomes than their peers (Trammel, 2009). Over 70 percent of eligible college students with disabilities do not disclose their disability to their campus DSS, and among those who do utilize DSS, findings have been mixed regarding the impact of service use on students' academic outcomes (Mamiseishvili & Koch, 2011; Richman, 2014). Thus, the current study examines the impact of early registration and use of disability accommodations on the academic outcomes of students registered with the UMD Accessibility and Disability Service (ADS). Archival data will be analyzed to assess students' time of registration, use of accommodations over time, grade point averages (GPAs), and graduation rates. Descriptive variables such as gender, disability type, and specific accommodations used will also be examined. We hypothesize that students who register during their first year on campus, and those who consistently use ADS services each semester, will show improved academic outcomes compared to other ADS students. Implications for improving service delivery for university DSS offices will be discussed.

## **Nedelina Tchangelova & Tahirah Akbar-Williams— “Nuts and bolts: Inclusive library instructional practices using Universal Design Learning (UDL) guidelines”**

Librarians face challenges in designing and creating inclusive learning environment for students who are diverse not only in terms of age, race, gender, (dis)Ability, ethnicity, religion, political beliefs, but they are also different in the ways of how they learn. At the University of Maryland – College Park, librarians, teaching faculty and instructional designers are working together to create accessible content for eLearning and to reach out to a wider population of learners using recent technological tools and existing university's content management infrastructure. Digital technologies, online resources and mobile devices coupled with the guiding principles of the Universal Design for Learning (UDL) Framework and the University of Maryland (UMD) Web Accessibility Guidelines allowed us to tailor our instruction practices to create an inclusive and accessible learning environment for every student. We incorporated various tools and resources to achieve the learning objectives set up for our library instruction classes. In this poster, we will provide practical tips and tricks for applying the UDL framework and web accessibility principles into our instruction efforts.

## **Nick Adcock— “Uninsurance Rate Among People with Disabilities in the United States”**

Not having health insurance has lasting effects on an individual’s health especially if the individual is disabled. Currently only 16% of people with a disability have access to the SSDI program, and 9.9% do not have health insurance. For people with disabilities barriers to full time employment stops many from obtaining health insurance causing an unemployment rate of 10.5% in 2016. The federal government has taken several steps to address the unemployment rate including the Ticket to Work Program (TTW). Implemented in 2002, TTW was created in order to encourage people who currently receive government benefits and insurance to become financially independent. In 2015 only 2.94% of people eligible for the program took part in 2015, and only 4% of those people returned to work. In order to address the failures of TTW it should be replaced with a program modeled off of the British program, New Deal for Disabled People Personal Adviser Service (PSAP). People with a work limiting disability were assigned to an advisor that worked with the individual to find them full time employment. Taking the PSAP program and applying modernized work techniques would address the uninsurance and unemployed rates of the disabled population by assisting them in finding full time employment, and is recommended to replace TTW.

## **Rebecca Aaberg, Senior Inclusion Officer, International Foundation for Electoral Systems (IFES)—“The Power to Persuade: Empowering Women with Disabilities to Influence Public Policy”**

Women with disabilities across the world experience compounded discrimination and intersectional barriers to participating as voters, candidates, observers, election officials, and in other ways. They often lack opportunities to hold political or government positions and are marginalized from mainstream disability rights movements because of power dynamics and traditionally held beliefs. As a result, public policies often ignore the unique experiences of women with disabilities. The International Foundation for Electoral Systems (IFES) has developed “The Power to Persuade: Empowering Women with Disabilities to Influence Public Policy”, a training curriculum designed to increase knowledge, skills and confidence of women advocates with disabilities to participate in political life. The training includes interactive lessons to build practical advocacy skills, such as how to speak to a government official, how to select an advocacy activity, and how to create an advocacy plan. Power to Persuade has been contextualized and implemented in Kenya, Lebanon and Nepal, and will be used in the Pacific Islands region in 2019. This experience will include an activity from the Power to Persuade curriculum that can be applied in a variety of contexts, such as advocacy toward implementation of the ADA, to demonstrate the approach of the training to addressing intersectional barriers.

## **Joel Miller—“Teacher Perceptions of Special Education in U.S. Cities: Future Considerations for Research, Policy, and Practice”**

As bureaucratic systems of schooling emerged in U.S. cities, so too did practitioners' questions about working with students they perceived to pose challenges (Christensen & Dorn, 1997; Danforth, 2005; Ellis, 2013; Osgood, 2005; Winzer, 1993). Through the lens of Dis/ability Critical Race Studies (DisCrit) I examine extant research on teacher perceptions of students identified for special education in U.S. cities. DisCrit's tenets include assumptions about the inherent inequity and oppression of students as a function of race, gender, and associated social constructions of ability (Annamma, Connor, & Ferri, 2013). This analysis therefore centers on urban schools as historical sites of marginalization and exclusion for young people identified as dis/abled. Four findings have implications for research, policy, and practice. (1) While theoretically rich, empirical research is relatively limited on this subject. (2) Researchers' conclusions regarding the role of race in identification and referral patterns for students for special education vary along methodological lines. (3) Existing scholarship consistently demonstrates a limited knowledge base and/or opportunity structure for many teachers to reckon with this history of inequity, despite its prevalence in policy rhetoric and its duration in academic discourse. (4) Student voice is frequently absent from literature on this subject.

## **Melwood Horticultural Training Center— “Disability Employment: Past, Present & Future”**

Our society has made significant progress in the inclusion of individuals with disabilities in the workplace through the Javits-Wagner-O'Day Act of 1971, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Workforce Innovation and Opportunity Act of 2014 (WIOA). However, companies today still pay subminimum wages to persons of differing abilities, and people with disabilities have one of the highest unemployment rates of any marginalized group. How can we strengthen and improve current policies to help those with significant barriers to employment attain high-quality jobs and careers, and help employers hire and retain skilled workers?

**Kathy Dow-Burger, M.A., CCC-SLP, Clinical Associate Professor and Julianne Garbarino, M.S., CCC-SLP, Speech-Language Pathology PhD student— “The University of Maryland’s Social Interaction Group Network for All”**

It is estimated that up to 245, 000 ASD young adults are enrolled in Institutes of Higher Education (Barnhill, 2016); however, academic success for many of them appears to be elusive, as their post-secondary graduation rate is 38.8%, compared to 52.2% for the general college population (Newman, et. al, 2011). The transition to college for ASD students can present numerous challenges. These include social communication difficulties, sensory sensitivities, and executive dysfunction. In addition, co-morbid conditions such as anxiety, depression, and ADHD often accompany the ASD diagnosis. Further, ASD students are faced with more intangible problems such as the lack of structure and routine in the typical college day, in addition to loneliness and doubts that students may have about disclosing their need for academic supports (Jansen et al, 2017; Cai & Richdale, 2016; Van Hees et al, 2015; Gelbar et al, 2014). Since 2016, the Hearing and Speech Sciences’ Clinic has developed a multi-tiered support program called the Social Interaction Group Network for All (SIGNA) for college students with ASD and other neuro-diverse conditions. This presentation will describe a typical SIGNA student profile and how the SIGNA program directly addressed the students’ social interaction, executive function, and self-advocacy needs.

**Katherine Karayianis, Brooke Silverberg, Jessica Sirota, Ololade Balogun, and Jordan Hyman, students enrolled in EDSP 289i, Spring 2019. “Accessibility of Playgrounds for Children with Disabilities”**

Children with disabilities face challenges not experienced by their peers. One of these challenges is access to appropriate facilities to play and interact with others. In our presentation, we will discuss accessibility of playgrounds for children with disabilities in the United States and challenges and benefits of creating accessible play spaces for all children.

# **Thank you to the Summit Committee for working to make this all happen:**

## **Chairs**

Stephanie Cork  
Mollie Greenberg  
Joseph Williams

## **Coordinator**

Sara Olsen

## **Committee**

Teressa Ferraro  
Sue Johnston  
Peter Leone

## **With dedicated Support from the President's Commission on Disability Issues (PCDI)**

Ana Palla-Kane  
Paul Jaeger  
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*And thank you to our moderators and day of volunteers!*

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