

Narrowing the Gulf for Underrepresented Students in Postsecondary Education
18th Annual Conference
April 6-7, 2017
St. Petersburg College
EpiCenter
Clearwater, FL

Conference Sponsors

St. Petersburg College is Florida's oldest two-year college. It was founded in 1927 as a private institution, with its initial classes held in one section of a Pinellas County public high school. Today, it stands as a multi-campus public institution with sites located throughout the county and services offered throughout the nation. More than 62,000 students attended classes at SPC during the 2007-08 school year.

In 2001, SPC became the first community college in Florida to offer four-year degrees. The college now offers bachelor's degrees in numerous subject areas, including Education, Nursing, and Public Safety Administration. In addition, the college offers post-baccalaureate teacher certification options through its Educator Preparation Institute.

SPC's history of commitment to special population students began in 1966, and the college's comprehensive, sophisticated program of today is the result of responding to community and student needs.

In 2007, SPC's New Initiative Program, a tutoring program for Allied Health students, received the Florida's Chancellor's Exemplary Practice Award for Academic Affairs.

The Florida Affiliate of the Association on Higher Education and Disability (FL-AHEAD) provides educational and professional development opportunities and is working to develop a statewide network for disability support services. Its mission is to improve professional knowledge and educational initiatives that affect the full participation of students with disabilities in postsecondary education. Specifically, it is designed to:

- Improve and promote statewide regional communication among disability professionals.
- Sponsor professional development opportunities for individuals in the field
- Publish and disseminate best practices and knowledge regarding current technology in the field.
- Expand current and develop new educational resources and opportunities for students with disabilities.

FL-AHEAD is offering several presentations for this year's conference. Members and interested professionals are invited to the association's spring luncheon on Thursday.

General Information

Name badges: Name badges are required for entrance to all conference sessions and should be worn at all times during scheduled conference events. The name badges reflect that registration has been completed and also is helpful for other registrants who may wish to network with you.

Staff can be recognized by the orange ribbons on their name badges. Any of the staff can help you with questions.

Lost and Found: Please bring any found articles to the registration table. It will be staffed throughout the conference. If you have lost anything, check in with the registration table.

Smoking: St. Petersburg College is a smoke-free campus.

Message board: Messages may be left at the registration table. You may pick up or leave messages at any time during conference hours.

Meals: A continental breakfast will be available each day of the conference. (Paid attendees only) – FL AHEAD Luncheon, Thursday only, 12:10-1:30

Keynote Speakers

Opening Keynote Speaker: Justin Beauchesne



Justin Beauchesne has been a top performer in his education, personal life and professional life. He is a proven leader, motivational speaker and empowers those around him to do the very best that they can despite any perceived obstacles. Justin's education includes obtaining a degree in television production with additional successes such as winning multiple state level technical awards and being the lead producer of the morning show at his school.

While working for Best Buy, Justin specialized in computer phone sales and support. He earned continued recognition for his sales and customer service. Justin is a professional skater, an active member of the Adaptive Skating team, and a motivational speaker. Justin won the "Yes I Can" international award for his abilities to overcome his disability in the area of sports, later earning the "Star of the Year" award from the "John Lynch

Foundation.” His peers and employees will tell you that he is a self-starter and a forward thinker that exceeds his goals through hard work, humor and fun.

Closing Keynote: Honoring our Veterans

The closing session will be a tribute to our veterans and military families.

Closing Keynote Speaker: Master Sergeant Cedric King



Master Sergeant Cedric King entered the United States Army in 1995. During a career that took him from an infantry private to a position of leadership in the elite Rangers, King graduated from a number of distinguished Army schools. These included: The

United States Army Jumpmaster Course, United States Army Pathfinder course, Air Assault course, the United States Army Ranger Course and others. He is the recipient of the Bronze Star, the Purple Heart, the Meritorious Service Medal, and is a four time Best Ranger Competition participant.

On July 25, 2012, during his second tour in Afghanistan, King was severely injured by an improvised explosive device. The blast caused major internal injuries, permanent loss to part of his right arm and hand, and the amputation of both legs. He applied the same determined can-do mindset to his recovery that he had relied on to succeed as an elite Army Ranger. With the love and support of his wife Khieda and daughters Amari and Khayma, he began rebuilding his life. Just 21 months after losing both legs, King completed the Boston Marathon, running on prosthetic blades. He has gone on to compete in a number of physically daunting events, including a 70.3 mile half Ironman Triathlon, the 2014 New York City Marathon, and the 48.6 mile Disney Marathon series. There, he successfully completed four runs in four days a 5k, 10k, half marathon, and full marathon. King shares his inspirational story of endurance with audiences across the country, including schools, churches, the National Football League, and Fortune 500 companies. Just as he led and motivated men in combat, he now leads and motivates others to see the possibilities in their own lives.

Schedule at a Glance

Thursday, April 6, 2017

*****8:30 – 9:30 EPI Room (1-451) Opening Key Note Speaker: Justin Beauchesne*****

	1-451	2-304	Tropics		Forest		Water		Beach	
9:55-10:55	Therapeutic & Adaptive Sports No Borders and No Boundaries Part 1 Cece Cecil Panel Discussion	Video Captioning Accessibility Brad Held	Student Involvement in career exploration and internships	Valeree Williams	ADHD and Addiction: Issues and Solutions	Dr. Stephanie Sarkis	Strategies for Effective Transitioning from High school to College	Dr. Jayme Joslyn	New Florida High School Graduation Requirements	Federico Valadez
11:10-12:10	Therapeutic & Adaptive Sports No Borders and No Boundaries Part 1 Cece Cecil Panel Discussion	Determining Accommodations for Lab and Clinical Component of Allied Health Programs Stefanie Silvers	Understanding Learning Disabilities and What Works	Krista Price	Proven Strategies for Math Success : Study Skill, Accommodations and Substitutions	Dr. Paul Nolting	Understanding Veterans Special Needs Enhancing Classroom Strategies for Success	Patricia Jenkins Brad Jenkins	Accommodations or Transformations? What is our Objective in Working with Disabilities	Dr. Ken Marquard
12:10 – 1:30	Lunch FL AHEAD Spring Meeting Room 1-451 Ticket Required									
1:45 – 2:45	Creating Accessible	Digital Media Accessibility Brad Held	Current topics, compliance issues and legal updates impacting	Mark St. Louis	Effective Communication		The Heart of		How Stereo types are formed	

9:45 – 10:45	Information Technology and Communication (ICT) Accessibility for Higher Education Part 2	Brad Held	2e Goes to College! This session will introduce the enigma of the gifted/talented student with concurrent learning challenges	Saunya Talley	Autism Spectrum Disorders (Recognition) & Response	Robin Hofmann	Re-Thinking the Disability Paradigm: Disability as another form of Diversity, Civil Rights and Social Justice	Randall Ward	Identifying Perceptual Learning Style Modalities	Yvonne Williams Lucy Myers
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*****11:00 – 12:00 EPI Room (1-451) Closing Keynote Speaker: Master Sergeant Cedric King**

Agenda

Thursday, April 6, 2017

- 7:30 a.m. - 4 p.m. Registration and information table open
- 7:30 - 8:30 a.m. Continental breakfast
- 8:30 - 9:30 a.m. Opening General Session
Keynote Address by Justin Beauchesne
- 9:30 - 9:55 a.m. Break
- 9:55 - 10:55 a.m. Breakout Session I
- 10:55 - 11:10 a.m. Break
- 11:10 - 12:10 p.m. Breakout Session II
- 12:10 - 1:45 p.m. Lunch on Own
FL-AHEAD Luncheon and Spring Meeting (tickets required)
- 1:45 – 2:45 p.m. Breakout Session III – Collaborative Labs
- 2:45 – 3:00 p.m. Break
- 3:00 – 4:00 p.m. Breakout Session IV – Collaborative Labs
- 4:00 – 4:15 PM Break
- 4:15 – 5:15 pm State of Florida Update

Friday, April 7, 2017

- 7:30 a.m. - noon Registration and information desk open
- 7:30 - 8:30 a.m. Continental breakfast
- 8:30 - 9:30 a.m. Breakout Session V
- 9:30 - 9:45 a.m. Break
- 9:45 - 10:45 a.m. Breakout Session VI
- 10:45 – 11 a.m. Break
- 11 a.m. - noon Closing General Session
Keynote address by Master Sergeant Cedric King

Thursday, April 6

9:55 -10:55 a.m.

Room 1-451

Therapeutic Adaptive Sports, No Borders and No Boundaries, Part 1
Lendel Bright, Cece Cecil, Bill Hannigan, Craig Craft, Kyle Romano, Charles Ray and Jack Roudabush

The purpose of the No Borders and No Boundaries session is to inform, advocate and obtain partnerships and networks for Adaptive Sports and Recreation in Pinellas County and the broader Metropolitan Statistical Area. St. Petersburg College (SPC) is exploring and evaluating the opportunity to establish an Adaptive Sports and Recreation Program (ASRP). SPC is committed to providing equal access to all college resources to all students. The Accessibility Services and Athletic Department in combination are positioned to expand and provide greater access to campus life to students with disabilities via an ASRP. This goes beyond eliminating barriers to academics. ASRPs have proven to support psychological health, physical health, overall quality of life, mood states including tension, depression, anger, and vigor, and sports related competence. These personal development attributes have been tested and proven by the United States Affairs and Hospitals. The current population of persons with disabilities and incoming students with disabilities range from high school youth to adults (military veterans and non-military). According to the Pinellas County School Exceptional Student Education Department, the current population 75-80 students in grades 9 through 12 are dependent on wheelchairs for mobility. The Adaptive Sport and Recreation Programs will open doors that say "Welcome" wider to persons with disabilities.

Room 2-304

Video Captioning Accessibility
Brad Held, University of Central Florida (UCF)

This demonstration workshop will teach individuals how to add captions to their video content. The workshop will examine the following areas:
Why there is a need for video captions besides just the ADA. Applying the best practice for displaying captions (Accuracy, Placement, Fonts, Length, Auto Captioning). Using the most popular software programs in digital content creation (Adobe After Effects, Adobe Premiere, Apple Final Cut and Camtasia). Step by step instructions on how to add captions to existing uploaded videos on popular video platforms (YouTube and Vimeo).

Tropics

Student Involvement in Career exploration and Internships
Valeree Williams, Florida Atlantic University

The presenters will discuss what steps are needed to effectively set up an internship and career exploration pathway for Student Accessibility Service offices. The multiple aspects of the program will be discussed including additional resources on campus and off campus for student success in career exploration and internships.

Forest

ADHD and Addiction: Issues and Solutions
Dr. Stephanie Sarkis, Sarkis Institute

College students with ADHD are 6 times more likely to have addictive behavior than their peers. What causes this higher rate of addiction? What special considerations should campuses, especially Disability Services, take into account? What about the use of stimulant medication? In this presentation, Dr. Stephanie Sarkis, a best-selling author and expert in ADHD, explains issues in the ADHD brain that make addiction more likely.

She also presents solutions for campuses and Student Disability Services to help reduce the chances of substance abuse on campus.

Water

Strategies for Effective Transitioning from High School to College
Dr. Jayme Joslyn, Pinellas County Schools

The focus will be on answering the following questions: What should schools be implementing to ensure successful high school to college transition? What should parents be implementing to ensure successful high school to college transition? What should students do to ensure successful high school to college transition? Navigation of supports for students with disabilities at the college level. What do the colleges offer to ensure the transition to college is successful? This piece will focus on a review of supports from local Florida colleges including technical colleges to four universities.

Beach

New Florida High School Graduation Requirements
Federico Valadez, Jr, Project 10 Transition Education Network

NEW! Graduation Requirements - Graduation requirements change from time to time based on legislation. Each year, the Florida Department of Education publishes a flyer that describes the high school graduation requirements for students entering grade nine. This training was adapted from an online professional development course developed in partnership with the Project 10: Transition Education Network, the Florida Department of Education, and The Personnel Development Support Project at the Florida Center for Interactive Media. This training will focus on topics related to graduation requirements including: college and career readiness skills; graduation rates for Florida's students with Disabilities; Florida high school completion options, including those restricted to students with disabilities; and the necessary criteria for students with disabilities to defer receipt of the standard diploma.

11:10 AM – 12:10 PM

Room 1-451

Therapeutic Adaptive Sports, No Borders and No Boundaries, Part 2
Lendel Bright, Cece Cecil, Bill Hannigan, Craig Craft, Kyle Romano, Charles Ray and Jack Roudabush

Room 2-304

Determining Accommodations for Lab and Clinical Component of Allied Health Programs
Stefanie Silvers

The participation rate of students with disabilities in health fields continues to grow and it is vital that educational Institutions have a clear, interactive process to determine accommodations in clinical and/or lab settings. This presentation will model the interactive process, the factors considered, how the request is determined, and how to best notify students about the process.

Tropics

Understanding Learning Disabilities and What Works
Krista N. Price, Seminole State College of Florida

This presentation was developed to explore key characteristics as well as examine the experiences of students with learning disabilities and how they learn. Additionally, strategies are identified that have been shown to be effective in student success. The purpose is to develop a better understanding of the characteristics and experiences

of students with learning disabilities and identify strategies that are useful in helping with their academic success. The objective is to increase knowledge and understanding as it relates to the following: defining specific learning disabilities, exploring what a student with a LD looks like in a learning environment, identifying tools that enhance learning for students

Forest

Proven Strategies for Math Success: Study Skills, Accommodations and Substitutions
Dr. Paul Nolting, Hillsborough Community College

Students are still struggling with math and not graduating. Math redesigns and SB 1720 are challenges to math success. Participants will learn advisement strategies, math study skills, effects of processing deficits, appropriate tutoring, classroom and testing accommodations, bypassing prerequisites and substitution strategies. A final focus is staffing failing students, developing individual math success plans and case studies

Water

Understanding Veterans Special Needs: Enhancing Classroom Strategies for Success
Patricia and Brad Jenkins, St. Petersburg College

Research shows veterans experience a reconstruction process of post-military life to civilian life as a college student that are unique to this group. It is important to understand the psychological, physical, spiritual, behavioral and social impact of student veterans that may affect their success in college. The challenge for faculty is to provide the best learning environment adapted to their special needs.

Beach

Accommodations or Transformations? What is Our Objective in Working with Students with Disabilities?"

Dr. Ken Marquard, José María Vargas University

Whether part of the DSO team or a member of the faculty, a primary concern for us has always been accommodations/auxiliary aids and services and then, to the extent possible, efforts that promote awareness, accessibility, inclusion and perhaps even initiatives such as training in self-efficacy and other supportive programs. However, there are some programs that are beginning to take a look at transformative learning (Mezirow, 1997) as one of the most promising options for students with disabilities. This presentation will define and explain transformative learning (TL) and how it is currently being used for adults with disabilities. The presentation will conclude with some TL methods that could not only help students to become more successful, but also change the course of their lives.

1:45 PM – 2:45 PM

Room 1-451

Creating Accessible Course Content
Anastasia Charalambakos, St. Petersburg College

While computer technology today is revolutionizing the ways in which we are learning, creating course content accessible to persons using screen reading software often receives little attention. In those instances, computer technology does little to aid in the learning process of students utilizing screen reading applications. To help remedy the problem, this presentation will define accessibility, describe the impact that accessible content can have on the learning process, and provide suggestions to aid in the designing of material that is accessible to all students.

Room 2-304

Digital Media Accessibility
Brad Held, University of Central Florida (UCF)

This interactive workshop explains the basics of accessibility. This discussion begins with addressing the reason behind creating accessible materials (not just the boring legal issues). The workshop will examine the key components of different material formats. Participant will learn about the needs of those who benefit from accessible materials. A demonstration will be given to explore the accessible technology tools used by individuals. Finally, attendees will be provided with resources and a list of tips on what can be done to make sure materials are accessible.

Tropics

Current Topics, Compliance Issues and Legal Updates
Mark St. Louis, Suzanne Gardner, St. Petersburg College

This session will provide an overview of compliance and legal issues impacting accessibility and disability services in higher education. Discussion will include recent legal developments that affect those who are facilitating or coordinating disability services on campus and institutional compliance college-wide, and will provide a general framework for addressing emerging issues related to the American with Disabilities Act, Section 504 and other disability law, service animals, electronic information accessibility, and other technology/website issues. Further, this presentation will focus on evolving compliance issues, regulatory updates, agency guidance, judicial and OCR decisions, as well as proactive approaches to identifying and implementing best practices.

Forest

Effective Communication in Education for Students Who are Deaf or Hard of Hearing
Chris Littlewood, St. Petersburg College

Language, labels, accommodations, advocacy, and functional equivalency are all terms and considerations for providing effective communication and education for students who are deaf or hard of hearing. There is no “cookie cutter approach” to meeting the needs of students with hearing disabilities. There are students who are culturally deaf and use American Sign Language only and there are others who may self-identify as deaf or hard of hearing and use varied methods of communication. Accommodations needed may include sign language interpreters, assistive listening devices, captioning, and note takers. Sometimes multiple accommodations may be needed and there are several other considerations. The student is one of your best sources of information for meeting his or her needs. Various accommodations for classroom learning including but not limited to sign language interpreters and various forms of captioning, working with an accommodations provider, readability for students who are deaf or hard of hearing, wait time for students who are deaf or hard of hearing, consult with the student for meeting educational needs, working with Accessibility Services, appropriate terminology and sub-groups of people who are deaf or hard of hearing.

Water

The Heart of Customer Service and How We can Make a Difference
Francine Fuentes, St. Petersburg College

Florida's state colleges serve a wide variety of students with an even greater variety of needs. This makes our campuses wonderful places to work and attend, as they bring together students from all walks of life to pursue a common goal of furthering their education. Unfortunately, preconceived notions can sometimes impact the service we provide to our students, directly impacting their success. This workshop will address

strategies to ensure that we are serving the needs of ALL of our students. This interactive multimedia workshop will include ample collaboration on ideas and strategies.

Beach

How Stereotypes are formed and how to use the classroom to teach against them
Heidi Tilney Kramer, University of Southern Florida/Eckerd College

American hegemonic culture influences us on a daily basis even before we are born. Children's films greatly contribute to our negative perceptions of one another. As teachers and students, we must strive to use our classes to both conquer misconceptions and to encourage multicultural voices to speak freely in a safe environment, this forum explores various methods used to enable discourse of racism, sexism, classism, etc.

3:00 PM – 4:00 PM

Room 2-304

Engaging Hispanic Students Through High Altitude Ballooning
Michael Davis, St. Petersburg College

The City Colleges of Chicago received funding from NASA to support undergraduate research through High Altitude Ballooning. The majority of students participating were Hispanic, and the majority of that group were female. We focused on supporting these students through interactions with local media and their families to ensure that their accomplishments were widely publicized. Several of our students have gone on to win scholarships and successfully transfer to four-year institutions. This presentation will describe the ballooning activity, and our efforts with Hispanic students.

Tropics

Understanding The Adult Learner
Anamarie Root, Yvonne Williams, St. Petersburg College

This presentation will introduce the process of moving students from the teacher form of instruction to the learner centered method. It will introduce the 6 principles of adult learning: Adults are internally motivated and self-directed, adults bring life experiences and knowledge to learning experiences, adults are goal-oriented, adults are relevancy oriented, adults are practical, and adult learners like to be respected. Practical examples will be presented that can be incorporated into our current classroom methodologies.

Forest

Effective Communication in Education for Students Who are Deaf or Hard of Hearing
Chris Littlewood, St. Petersburg College

Language, labels, accommodations, advocacy, and functional equivalency are all terms and considerations for providing effective communication and education for students who are deaf or hard of hearing. There is no "cookie cutter approach" to meeting the needs of students with hearing disabilities. There are students who are culturally deaf and use American Sign Language only and there are others who may self-identify as deaf or hard of hearing and use varied methods of communication. Accommodations needed may include sign language interpreters, assistive listening devices, captioning, and note takers. Sometimes multiple accommodations may be needed and there are several other considerations. The student is one of your best sources of information for meeting his or her needs. Various accommodations for classroom learning including but

not limited to sign language interpreters and various forms of captioning, working with an accommodations provider, readability for students who are deaf or hard of hearing, wait time for students who are deaf or hard of hearing, consult with the student for meeting educational needs, working with Accessibility Services, appropriate terminology and sub-groups of people who are deaf or hard of hearing.

Water

Understanding the Essential Program Elements for an Effective Transition Program for Individuals with Autism Spectrum Disorder
Susan Richmond, St. Petersburg College

Despite the increasing numbers of individuals diagnosed with Autism Spectrum Disorder (ASD) who seek assistance from Vocational Rehabilitation programs, the employment outcomes for this population have been poor. According to a study by Shattuck, et al, 2012, only 55% of students diagnosed with ASD had paid employment within six years of leaving high school. This presentation will describe the most recent research data on the employment status of individuals with an ASD. The presenters will describe the important steps in providing effective workplace supports for individuals with ASD and include examples of the utilization of these steps resulting in successful outcomes for individuals. The Learning Academy at USF, a transitional program that guides individuals with ASD through a discovery process identifying employment skills, talents and preferences will be highlighted. An extensive evaluation of this eight year old program will be described identifying the essential program elements that have proven to be effective for individuals with ASD. Outcome data for the program will be presented with comparison of results with Florida data.

Beach

Time Management for Success
Vanessa Lloyd, Embry Riddle-University

First year disability students are required to schedule a 15 minute weekly standing appointment with a DSS staff member. Examples of some topics discussed during the weekly meeting may include accommodations requested and approved, time management, study habits, student life, etc. The presenter will show how appointments can be productive for both the student, disability providers and the university.

4:15 PM – 5:15 PM

Room 1-451

Department of Education, Florida Updates
Alex Jordan, Stephanie Leland, Florida Department of Education

Discussion for Florida Disability Services providers to learn what is happening at the state level regarding the issues that affect students with disabilities.

Friday, April 7, 2017

8:30 AM – 9:30 AM

Room 2-304

Information and Communication Technology (ICT) Accessibility for Higher Education
Part 1
Brad Held, University of Central Florida (UCF)

Higher education institutions are under increased scrutiny as to their institutional approach for supporting accessibility in web and information technology. While the Department of Justice and Department of Education's Office for Civil Rights (OCR) have issued guidance regarding institutional obligations for ensuring access for students with disabilities, colleges and universities struggle with how to address such obligations within the context of policy, procedure, and implementation. Building an accessible electronic and information technology environment requires the involvement and participation of multiple representatives at colleges and universities, including those within IT departments, faculty, procurement, and disability services.

Blueprint for Campus-wide ICT Accessibility

This presentation begins with deconstruction of OCR and court cases. These cases offer institutions a scope of accessibility in different functional areas. Disability Service Offices, Information Technology departments and Office of Compliance are not the only players for implementing ICT accessibility initiative, the presenter will introduce other key stakeholders. The presentation explores not just where accessibility should be focused, but on what content organizations should review.

Collaboration Discussions for ICT Accessibility (Institution Administration, IT Managers and Faculty)

Does your higher level administrator understand the risk of not being compliant for ICT Accessibility? Is your IT staff using a voluntary product accessibility template (VPAT) for purchasing. What type of proactive conversations do you have with faculty on ensuring that their educational content is accessible to all students. The presenter will provide tips to decision-making and communication, guidance on policy and procedure, and key strategies for realizing technology access within the greater campus community.

Tropic

Creative Ways to Get Transportation Disadvantaged Students to Class
Ross Silvers, Stephanie Henningsen, Pinellas Suncoast Transit Authority

Provide a snapshot of different transportation alternatives to access on and off campus class requirements for students who are low-income, have a disability, or are seniors and cannot drive their own car. PSTA's support of SPC students will serve as a learning model. Transportation modes described will include college-sponsored unlimited public transportation, ADA paratransit pick-up/drop-off sites, and Transportation Disadvantaged Trust Fund paid Uber & taxi rides home from night classes.

Forest

You're Funnier Than You Think: Using Humor to Educate and Entertain
Chris Moriarty, St. Petersburg College

While few of us are truly funny (if we were we probably wouldn't be teachers!), implementing comedy has become a new method of education. This session will discuss how you can add a little funny business of your own to your classroom to engage students in material and make your content fresh and exciting every time. Research has shown that methods of integrating humor is universal across subjects to engage students. Using silly test questions, playing funny videos and memes, and the instructor being funny themselves can all be used from Sociology to Humanities to Math to Law and everything in between. What's great about this strategy is you don't have to personally be a riot at parties; you need only keep an open mind and improvise a little, things teachers are already good at!

Water Veteran Students
Jeff Cavanagh, Larry Hobbs, St. Petersburg College

The issues impacting our veteran students and the steps being taken to assist with their transition to civilian life

Beach Transitioning Students with Asperger's to a Postsecondary Setting
Linda M. Casalina, Cleveland State University

Students with Asperger's are an emerging population in post-secondary education. They present with unique academic challenges, as well as social limitations when connecting to the campus community. This presentation will help the attendee develop a better understanding of "Asperger's" within the reframed DSM-V, help to identify the challenges facing these students, and provide guidelines on how to create appropriate accommodations for the classroom, housing, internships and study abroad. Assisting these students in navigating the social challenge of a college experience will also be discussed.

9:45 AM – 10:45 AM

Room 2-304 Information and Communication Technology (ICT) Accessibility for Higher Education Institutions, Part 2
Brad Held, University of Central Florida (UCF)

Tropics 2e Goes to College! Twice-Exceptional Post-Secondary Students
Saunya R. Talley, St. Petersburg College

This presentation will address the enigma of the gifted/talented student with concurrent learning challenges (twice-exceptionality) as he or she may present in the college classroom. Presentation will seek to increase awareness and insight, as well as offer classroom strategies. Challenges to the decision making process in selecting a major and/or career will also be discussed. Presentation would be appropriate for instructors, counselors and students.

Forest Autism Spectrum Disorders (Recognition & Response)
Robin Hofmann, Seminole State College

Presenter will define autism spectrum disorders, how to recognize these students in the classroom and best practices in teaching students with ASD

Water Re-Thinking the Disability Paradigm: Disability as another form of Diversity, Civil Rights and Social Justice. A Conversation to Have on our Campuses!
Randall Ward, Purdue University

Student Disability Services Staff often times spend their time thinking about individualized accommodations to address environmental barriers to student access. Staff have multiple opportunities to change the dialogue on their campus regarding how disability is framed by faculty, staff and administrators. This session will provide attendees one path towards this goal.

Beach Perceptual Learning Style Modalities
Yvonne Williams, Lucy Meyers. St. Petersburg College

This session will introduce the seven perceptual learning style modalities, how to determine a student's learning style and how we can incorporate all 7 modalities into every curriculum to facilitate the success of our students finishing what they start. The seven perceptual learning styles are print, haptic, interactive, olfactory, kinesthetic, aural, and visual.

Workshop Presenters

Linda Casalina has worked in higher education disability service centers for more than 17 years, working in both public and private institutions as well as community college settings. She is currently the Director of Disability and Testing Services at Cleveland State University. Before working in higher education she was a Head Nurse in a Neurological Intensive Care Unit in Cleveland Ohio. She earned a Master's degree in Psychology with a focus on TBIs and PTSD and a Master in Adult Learning and Education from Cleveland State University. She serves on various committees to foster inclusion in academic and campus activities and at improving transition experiences for students with disabilities. She serves as an advocate for parents moving through the IEP process in K-12.

Lendel Bright is responsible for the Community Affairs Division in the Human Resources Department for the City of St. Petersburg, the Civilian Police Review Committee (C.P.R.C.), the Community Action Response Team (C.A.R.T.), and Committee to Advocate for Persons with Impairment (C.A.P.I.). Mr. Bright is the City of St. Petersburg's American Disabilities Act Coordinator and he has a background in law enforcement, community relations and working with youths

Jeff Cavanagh spent his freshman year at St. Petersburg Junior College back in the early 70s before enlisting in the United States Navy. Soon after, he attended Jacksonville University on a Navy ROTC scholarship. After college, he was commissioned and became a qualified Surface Warfare Officer spending the next 22 years honing his skills as a ship-handler and expert recruiter before retiring in 1994. Jeff expresses a deep sense of pride in St. Petersburg College due to connections that go back many years. His father, Tom Cavanagh, was a career Air Force fighter pilot and combat veteran who taught Geography and Western Civilization at St. Petersburg Junior College in the 60's and 70's.

CeCe Cecil (Coach CeCe) is tasked with planning and organizing adaptive and therapeutic sports workshops and athletic events. She maintains a current file of organizations and key personnel within this Region. This requires direct contact with the US Veteran Hospital Administration, local Veteran Chapters, Pinellas County School Exceptional Student Education, City of St. Petersburg, Shriners Hospital for Children, Custom Mobility, Inc., John Hopkins All Children's Hospital, Florida Disable Outdoors Association, colleges and other regional and national organizations. The therapeutic benefits of adaptive sports are a major highlight and substance of each adaptive sports presentation and event. These benefits go well beyond eliminating barriers to academics. Adaptive Sports have proven to support psychological health, overall quality of life, mood states including tension, depression, anger, and vigor, and sports related competence. As Coach CeCe, advocating the long-term life-style benefits is a core value for Adaptive Sports.

Anastasia Charalambakos has been blind since birth due to retinopathy of prematurity, she was born in New York City to Greek immigrant parents. At thirteen, her family settled in Florida, where she graduated from Sarasota High School and later from the University of South Florida, Tampa, with her Master of Arts in applied linguistics. Today, Anastasia teaches English to speakers of other languages online and writes books that relate to many of the topics she addresses in this book. She also writes children's fiction to inspire youth to become critical and creative thinkers. In addition to her writing, Anastasia gives presentations to schools and organizations about blindness and the impact that domestic violence in her family as a child had on her life. She has appeared at the University of Maryland, Baltimore County, the Rotary Club of Sarasota, and Sky Crest School, Clearwater, Florida. Currently, Anastasia works for St. Petersburg College as a specialist reviewing course material for accessibility.

Michael Davis is a dedicated science educator with a passion for science outreach. His academic career started with the City Colleges of Chicago in 2001, where he started as an instructor. Over the next several years he served as a department chair, Associate Vice Chancellor for STEM, Interim Provost, Interim Vice President, and Assistant Professor. In August of 2016 he joined the Natural Science department at the St. Petersburg College Tarpon Springs Campus as the Academic Department Chair.

Much of Mike's work is focused on outreach and professional development. He regularly performs science demonstration shows for elementary and middle school students. In 2015 he worked with other professors at the City Colleges of Chicago to start a High Altitude Ballooning program (HAB). Students in this program built payloads to conduct experiments in Earth's upper atmosphere. Finally, Mike has worked with the Chicago Children's Museum to create their first ever Tinkering Space, where children are introduced to tools and are encouraged to explore their own creativity. He now serves as a science advisor to the board of the Glazer Children's Museum in Tampa, FL.

Francine Fuentes has worked in higher education for more than 10 years. She is currently the Administrative Services Specialist for the Office of School Partnerships in the College of Education at St. Petersburg College. Additionally, she is involved with the Teacher Preparation program assisting with registration and providing information about the requirements that pertain to Recertification, Autism Endorsement, Vocational Certification and Initial Certification. She earned a certificate of Business Entrepreneurship in 2015 at St. Petersburg College. She is the Association of Florida Colleges (AFC) Region IV Director which includes 7 colleges within the state. Customer Service workshops are a passion of Francine. Francine is currently composing a book of poetry on the effects of growing up in a household with a family member afflicted with Paranoid Schizophrenia.

Suzanne L. Gardner serves as the General Counsel for St. Petersburg College where she provides in-house legal counsel and oversees the administration of the College's legal department. She holds a BA in political science from Long Island University, a MA from Wheaton College Graduate School, and a JD from Chicago-Kent College of Law. She worked in private practice fourteen years prior to joining the College in November, 2006.

Bill Hannigan has been a wheelchair user for the past 21 years following a motorcycle accident that injured his spinal cord (T-3 para). As someone living with a spinal cord injury and working in the community, he has had the opportunity to experience the many barriers that individuals with disabilities encounter in and out of a hospital. Bill stands out because those barriers did not inhibit him or prevent him from living an active and fulfilling life. He is married with two children and currently participates in numerous sports on both the local and national level. These include: sled hockey, wheelchair softball and soccer, hand cycling, and adaptive downhill skiing.

Bill serves as an outstanding role model for all individuals facing a life-altering injury or illness. His post-accident professional life includes the position of vice-president, sports and recreation, at United Spinal Association, and an active role as advocate for individuals with disabilities, bringing issues to the attention of the health care industry and the community at large. He has organized numerous educational workshops for spinal cord injury medical staff as well as for patients and works with students and new therapists on wheelchair skills and transfers. In the world of adaptive sports, Bill has helped to establish and maintain partnerships with professional teams in some of the most storied franchises in sports history. These include the New York Yankees, the Islanders, New York Mets, the NY Giants, the Nets, Rangers, and Jets. Bill continues to give back to the community by offering kids adaptive sports clinics.

Brad Held has been the Accessible Technology Coordinator for the Student Accessibility Services office at University of Central Florida (UCF) for the past four years. He earned his Bachelor's degree in Applied Biotechnology at the University of Georgia in 2006. Prior to arriving at UCF, Brad worked in Assistive Technology for almost ten years: four years in a public school K-12 setting with Gwinnett County Public Schools in Georgia and five years in higher-education at The University of Georgia and The University of South Carolina. He is certified in Assistive Technology Applications. Aside from helping UCF students receive academic supports, Brad also has a learning disability. Brad uses his personal experience to aid students in being active participants in their education and life.

Robin Hofmann is a Disability Support Specialist at Seminole State College. She has been working with people with disabilities for the past 22 years. After receiving her Bachelor's degree in Psychology from the University of Central Florida, Robin began her career in a private residence for severely autistic children. She spent many years after as a behavior specialist in the public school system and conducted behavior therapy with families in their individual homes. Six years ago Robin began working in higher education with students with disabilities. Among the many students she has worked with over the years, Robin also has 5 children of her own. One of her daughters is on the autism spectrum. This has given Robin incredible insight into the many challenges a parent faces and has helped her become a better support for students of all abilities.

Bradley Jenkins is an educational consultant with expertise in Engineering Technology program development. Brad retired, after 40 years, as Associate Dean for Engineering Technology & Building Arts at St. Petersburg College (SPC) and planned and developed the Collaborative Center for Emerging Technologies at SPC. Prior to joining the college he was in private industry involved in OEM electronics and distribution. He has developed numerous certificate and degree programs in engineering technology as well as for manufacturing, CAD, and biomedical Systems. He founded the Florida Engineering Technology Leadership Council (FETLC) and currently chairs the Florida Engineering Technology Forum. He has written and received state and national educational grants including the \$15M Department of Labor Grant (DOL) in 2012, for manufacturing education. He is also a national reviewer of grant proposals for the National Science Foundation (NSF) and is the Co-Principal Investigator (CO-PI) for the Florida Advanced Technological Education Center (FLATE), the NSF Center of Excellence in high-technology manufacturing. Brad also is also the CO-PI for the National Center of Excellence, the *Center for Advancing Technological Education for the Deaf* (Deaf TEC). The National Technical Institute for the Deaf (NTID), one of the eight colleges of the Rochester Institute of Technology (RIT) was awarded this grant that serves as a resource for high schools and community colleges that educate deaf/hard of hearing (deaf/hh) students in STEM-related programs and for employers hiring deaf/hh individuals. He is a registered Florida Energy Auditor and holds professional memberships in the Institute of Electrical and Electronics Engineers (IEEE) and the American Society of Engineering Education (ASEE). He was awarded the 2012 Educator of the Year, by the National Science Foundation (NSF) High Impact Technology Exchange Conference. He is a U.S. Army Vietnam combat veteran and worked as a tactical communications chief in both the artillery and mechanized infantry. Brad also serves as a mentor for the Student Veterans group at SPC. He has an Associate of Science degree from St. Petersburg Junior College, a Bachelor of Engineering Technology and Master of Education degree, both from the University of South Florida (USF).

Patricia Jenkins presently is an adjunct professor at St. Petersburg College (SPC), teaching in the areas of continuing nursing education, applied ethics, religious studies and holistic health. Her nursing experience includes both hospital and community health nursing, nursing research, and health education. She worked as a nursing continuing education instructor at Bay Pines Veterans' Hospital. She developed the first teaching manual for non-professional medical personal for the VA Healthcare system. Her graduate research was in coping strategies in mental and physical chronic illness and completed the literature review and theory as a doctoral student with Dr. Cecile Lengacher, University of South Florida (USF) College of Nursing in 2005. Other academic work included health grant researcher for the Biomolecular Identification of Targeted Therapeutics (BITT) grant with USF and Hillsborough Community College. Current Professional Projects: Development and Delivery of "Humor and Laughter Therapy for PTSD VA Out Patients", VA: Readjustment Counseling Service, St. Petersburg Vet Center. As a result of the positive outcomes in humor therapy with veteran PTSD patients, she accepted the invite to speak and give a presentation on "The Therapeutic Power of Humor" at the 18th Annual VA Psychiatric Update Conference, hosted by the VA and SPC, in February, 2017. Pat obtained her certifications from the American Nurses Association (ANA) in Humor Therapy and Holistic Nursing. Developed the "Veterans Transition from Military to College: Classroom Strategies for Student Success" to further educate faculty professional education on returning student veterans' health issues. This project was a result of teaching student veterans' disabled with PTSD and other health issues and the need for creating a model of classroom strategies specific to their needs and disabilities. Requests have been made by SPC faculty, and the Clearwater VA Readjustment Counseling Service Center, for the presentation material and research data. She served on the Florida American Nursing Association (ANA) Ethic Committee, the Pinellas County School Adolescent Healthcare Committee, and developed healthcare legislation with State Senator John Grant for women's health.

Alex Jordan is Director of Student and Administrative Affairs. Alex began his journey with the Division of Florida Colleges as the Coordinator of Equity, Access and Campus Safety. He is responsible for providing assistance to the college equity and compliance officers for student access, employment diversity, and services provided to students with disabilities. Alex also oversees academic advising, student admissions, financial aid, testing, registration and veterans services. He has a background in law enforcement and will be responsible for coordinating and disseminating information related to homeland security and campus safety and security to the Florida Colleges. Alex earned his Bachelor of Criminal Justice from Florida A & M University. He also earned his Master of Public Administration degree at Florida A & M University. He is a graduate of Helms School of Government at Liberty University. When asked about his major goals for the Florida Colleges in his current role, Alex asserted that he would like to improve the Division's collaborative approach to ensure all students have the tools available to be successful in order to achieve their educational goals. As we move forward, Alex is excited to work with the Florida Association on Higher Education and Disability to further their mission.

Dr. Jayme Joslyn always knew she wanted to teach. Her interest with teaching and educating students with disabilities began when she was old enough to realize her sister did not learn like everyone else. Dr. Joslyn could not remember lists, chores, and her school work suffered. She was diagnosed with a learning disability in high school and supports were put into place. Now as a mother of a gifted daughter, a daughter with a learning disability, and a son with a speech impairment; her interest in services for students continues. Dr. Joslyn is an educator with over 16 years' experience ranging from self-contained high school EBD to 4th grade in a private school. She earned degrees in the following disciplines: Bachelors- Special Education focus on Emotionally Handicapped, Masters- Varying Exceptionalities, Masters- Educational Leadership, and Doctorate- Educational Leadership. She continues to learn more by reading, teaching others, and researching relevant topics to student and teacher success.

Craig Kraft is the wheelchair coordinator for Shriner's Hospital for Children. He began his seating and mobility career at the North Dakota Developmental Center shortly after graduating from Bemidji State University with a bachelor of science in industrial technology. Craig has certifications from (RESNA) Rehabilitation Engineers Society of North America as an (ATP) Assistive Technology Professional and a (SMS) Seating Mobility Specialist. Craig served on the professional standards board for RESNA from 2009-2015.

Heidi Tilney Kramer is a mom and independent scholar focusing on Critical Children's Studies and U.S. Media. She has written two theses: "Visionary of Control: The efficiency, expertise, and exclusion of Alexander James Inglis," which reviews elitist changes made to the U.S. education system during the Progressive era in order to ensure a stable workforce - said changes resulted in sexist, racist, and classist policies which continue in the modern world; "Monsters Under the Bed: An Analysis of Torture Scenes in Three Pixar Films" highlights the ways in which torture is framed in G and PG rated films - as state control in Monsters, Inc., the prison/concentration camp theme of Toy Story 3, and the 1960s spy thriller trope used in The Incredibles. Her recently released (2016) book, Media Monsters: Militarism, Violence, and Cruelty in Children's Culture, explores the history of propaganda and exposes the powerful forces pouring billions into influencing children with militaristic, violent, and cruel images at increasingly younger ages. She teaches Childhood in America at Eckerd College and lectures on the subject. Her latest project is the analysis and categorization of the entirety of American children's films.

Chris Littlewood is a self-advocate for ALL people with disabilities and access and functional needs both professionally and in his personal time. Chris is employed as an Instructional Technology Coordinator with the Center for Public Safety Innovation at St. Petersburg College. He has more than twenty years of experience as both an instructional designer and educational project manager. As a self-advocate for people with disabilities, Mr. Littlewood uses his public safety experiences and experiences as a late-deafened/very hard of hearing person in education and in providing subject matter expertise in the area of inclusive emergency planning and education for people with access and functional needs, including people with disabilities. Chris works with various disability organizations on a local, state, and national level. Through family genetics, Chris has sensory-neuro bilateral hearing loss. His hearing loss began to progress in his early twenties to its current state which is a severe to profound hearing loss. Chris uses mostly his voice and some American Sign Language

(ASL) to communicate. He relies on speech / lip reading and a little residual hearing to communicate one-on-one. In various larger meetings and training environments, he uses additional accommodations for people who are deaf or hard of hearing. Chris holds both his Bachelor's (B.S. Education & Social Sciences) and Master's degree (M.Ed. - Instructional Technology) from the University of South Florida with emphasis on social sciences, technology, and criminal justice.

Vanessa Lloyd is a past president of FL-AHEAD. She officially began her post-secondary educational career with Embry-Riddle Aeronautical University (ERAU) back in 1985 and became a disability service provider in 2002. She holds the position of Director of Disability Services at Embry-Riddle serving both the Daytona Beach campus and the World-Wide campus with 181 teaching sites. She also serves as a consultant for the Prescott, AZ campus. She is well-known in the disability provider network for her accommodations of disability services and often called on for her user friendly advice. She earned her Bachelor of Science degree from Bethune-Cookman College in Elementary Education and her Master of Science degree from ERAU in Technical Management.

Dr. Ken Marquard has traveled throughout the State of Florida to bring together postsecondary disability service providers to discuss the importance of networking and sharing professional knowledge and resources. This eventually led to the establishment of the Florida Association of Higher Education and Disability (FL-AHEAD). He also assisted FL-AHEAD in becoming an affiliate of AHEAD, the national professional organization. For his efforts, FL AHEAD awarded him the "Florida AHEAD Life Time Service Award" in 2012. Each year the award is given to another professional in the field in recognition of his contributions to the field in the State of Florida. "Dr. Ken," as he is commonly called, has been a long-standing member of AHEAD and is currently Co-Chair of the AHEAD Standing Committee on Member Development. He has spearheaded an international initiative to bring together international members of AHEAD and his interviews with these individuals is posted on the AHEAD national website. He has presented at numerous AHEAD Conferences over the years. He has also served on the State Inclusion Council and is currently serving with another state initiative called Employment First. Currently Dr. Ken is Coordinator of Research & Graduate Studies and an instructor at José María Vargas University, but part of his work is facilitating a regional network of disability and other social services agencies. This Association of Agencies (AOA) of South Florida covers 3 South Florida Counties and brings together more than 80 agencies each month to network and find solutions to disability issues in these communities. With more than 40 years in the field of special education, Dr. Ken has worked with individuals with disabilities from 0 to 90 as a teacher, program coordinator, and administrator in the USA and the Cayman Islands. He taught all grade levels in public and private schools, and his doctoral research studied preschoolers with disabilities; however, most of his experience has been working with adults as Director of Disability Services at Miami Dade College for more than 15 years.

Christian Moriarty is an Assistant Professor with the College of Policy, Ethics, & Legal Studies at St. Petersburg College. Professor Moriarty received his B.A. in Psychology and Interdisciplinary Studies at the University of South Florida, his M.A. in Bioethics from USF, his J.D. from Stetson University College of Law, and is a licensed attorney with the Florida Bar. He teaches Applied Ethics, Medical Ethics, Business Ethics, Legal Ethics, and Copyright/Intellectual Property Law. Professor Moriarty is co-author on the Florida Bar's JustAdulting.com and International Center for Academic Integrity's Institutional Toolkit to Combat Contract Cheating, the latter for which he serves as an Executive Board member.

Dr. Paul Nolting is a national expert in assessing math learning problems, developing effective student learning strategies, assessing variables that affect math success and helping students with disabilities and Wounded Warriors become successful in math. He was a disability coordinator and consults on disability issues. He has been the key note speaker at several state disabilities conferences and has presented at numerous national disability and math conference. He was the main consultant for developing the state of Georgia course substitution policy that was implemented last year. He has consulted with 150 campuses and has helped thousands of students become successful in math. As a national expert he was interviewed in the Journal of Developmental Education and U.S. News and World Report. He is the author **Math and Disabilities Handbook** and two math study skills texts **Winning at Math** and **My Math Success Plan** which the latter is for students with disabilities. Finally he was the major facilitator of the first two National Math Summits and has a math success blog.

Krista Price has over 16 years of experience in the field of disabilities. She served as a school psychologist in a south Florida school district for nine years before transitioning to higher education. Currently she provides disability support services to students at Seminole State College of Florida and is completing her dissertation in Leadership and Education with a specialization in Exceptional Student Education. Serving others has always been at the heart of what she does and feels that her work is just an extension of that.

Charles Ray is the initiator of the Adaptive Sports through Therapeutic Sports Ministry (TSM) at Mt. Zion Human Services, Inc. His primary responsibilities were to promote adaptive sports, obtain TSM partnerships, TSM local networks and obtain funding to meet program goals and objectives. The networking activity included developing and coordinating an adaptive sports management and coaching team with specific knowledge and experience in adaptive sports and recreation. The TSM Program started in 2012. The initial events were exhibition wheelchair basketball games.

Susan Richmond is a consultant at the Center for Autism and Related Disabilities at USF and the Coordinator of the Learning Academy at USF and the Learning Academy Employment Services. Beginning her career in a state developmental center for people with intellectual disabilities, she has over thirty years of experience in the field of disabilities. Susan has a Bachelor's degree in Social Work and a Master's in Education. She served as the Deputy Director of the NJ Council on Developmental Disabilities for twenty years where she participated in numerous advocacy and policy related activities aimed at improving the quality of life for individuals with disabilities. In her current positions at USF Susan enjoys working directly with individuals, their families and the professionals that serve them helping to improve their skills and provide necessary resources to increase their ability to succeed in life.

Kyle Romano works in the Public Relations department at Custom Mobility, Inc and is also an athlete in the adaptive & recreational sports arena. When he was 3 years old, he received his first power wheelchair. His current interests are in the "e-sports", video game tournaments which involves members in the disabled community who are incapable of playing other forms of recreational sports, which may be too physically taxing.

Jack Roudabush became involved with wheelchair and disabled sports shortly after his spinal injury in December, 2003. He first explored wheelchair softball, playing for the Columbus Pioneers in Ohio. Needing something to do in the off-season, he signed up for wheelchair basketball. Since then, he has been involved in wheelchair tennis, sled hockey, hand-cycling, and adaptive rowing. In 2017 following multiple recognitions in wheelchair softball on a national level, he was added to the 2017 USA Wheelchair Softball Team, where he will be competing on an international level. When he's not playing sports, Jack is an Outreach Coordinator for Florida Adaptive Sports, a project aimed at enabling and empowering Florida's disabled through sports

Dr. Stephanie Moulton Sarkis is an American Mental Health Counselors Association Diplomate and Clinical Mental Health Specialist in Child and Adolescent Counseling. She is a Licensed Mental Health Counselor and a National Certified Counselor. She is a Florida Supreme Court Certified Family Mediator. She maintains a private practice in Tampa, Florida, where she counsels adults with attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (including Aspergers), and anxiety. Dr. Sarkis is a blogger for *Psychology Today* and *The Huffington Post*. Dr. Sarkis received her degrees and training from the University of Florida. Dr. Sarkis has been published numerous times, including in the *Journal of Attention Disorders*, the *National Psychologist*, and *The ADHD Report*. Her website is www.stephaniesarkis.com. Dr. Sarkis is the bestselling author of five books: *10 Simple Solutions to Adult ADD: How to Overcome Chronic Distraction & Accomplish Your Goals*; *Natural Relief for Adult ADHD: Complementary Strategies for Increasing Focus, Attention, and Motivation With or Without Medication*; *Adult ADD: A Guide for the Newly Diagnosed*; *ADD and Your Money: A Guide to Personal Finance for Adults with Attention Deficit Disorder*, and *Making the Grade with ADD: A Student's Guide to Succeeding in College with Attention Deficit Disorder*.

Ross Silvers is PSTA's first Mobility Manager, a position he has held since July 2010. In this capacity, Ross' primary responsibilities include, manager of PSTA's ADA complementary paratransit service called DART, implementation of the New Freedom grant to increase PSTA's role as lead transportation coordinator for Pinellas County, transition and management of the Transportation Disadvantaged Program to PSTA in January 2012, and the transition and management of Community Transportation Coordinator function in July 2012. Ross grew-up in the suburbs of Miami, then earned a BS degree at Tulane University in New Orleans. He

began his professional career working for the Epilepsy Foundation back in Miami, where he used the new express bus service, Metrorail, and Tri-Rail to get to work and most work meetings. When fixed route options were not feasible, he used their ADA Paratransit service. After ten years in Washington, DC, Ross and his family chose to relocate to St Petersburg, Florida. Ross worked for five years as the City of Tampa's first Disability Rights Coordinator, finding the daily commute across the Gandy Bridge on the 100X the most relaxing part of his workday. In his job, Ross ensured that all of Tampa City programs, services, and facilities were fully accessible and available to persons with all types of disabilities, and frequently worked with HART on bus system accessibility. Now Ross takes pride in commuting to work on PSTA buses as a customer as well as a Manager,

Stefanie Silvers has have been working in education for twenty years with students with disabilities and their families. She received a Master of Education in Psychological Counseling and then went back to school part-time while working for a university to receive her Education Specialist degree in Special Education/Learning Disabilities. Stefanie's true passion is assisting students to identify their barriers and provide assistance/resources/strategies to help them reach their academic goals. These barriers can be learning, physical, emotional, family, and/or economic. She has worked with preschoolers and their families on pre-literacy skills, co-taught middle school, and assisted associates, bachelors and graduate students to receive the accommodations to which they are entitled and adopt the strategies they need to be successful. Stefanie has been working with Allied Health students with disabilities for eight years and also worked with medical students with disabilities at a university for three years. She has been working at St. Petersburg College since June 2004.

Mark St. Louis serves as Associate General Counsel for St. Petersburg College, providing review, research and counsel on a variety of legal issues. Prior to joining SPC Mark served as General Counsel to New College of Florida, Manager of Stetson University College of Law's Center for Excellence in Higher Education Law and Policy, Human Resources Program Coordinator for St. Petersburg College and as a soldier in the Michigan Army National Guard.

Saunya R. Talley has been an educator in St. Petersburg for 25 years. Her career began as an Adjunct Professor at St. Petersburg (then Junior) College where she found her love of teaching. She earned her undergraduate and graduate degrees at the University of South Florida (Tampa and St. Petersburg, respectively). Unhappy with the school options for her special needs children, she founded a local private school, designed for multi-grade grouping, cluster and experiential learning, universal design, and portfolio assessment. Saunya is experienced in inclusive screening and teaching strategies for both the neuromajority and the neurodivergent. Having retired from K-12, Saunya has returned to St. Petersburg College as a Career and Academic Advisor while pursuing her doctoral degree at Southeastern University in Lakeland. She is dedicated to research and advocacy for twice-exceptional learners at the post-secondary level.

Federico Valadez Jr. is one of five Regional Transition Representative for Project 10 Transition Education Network. He is responsible for providing technical assistance and training to 12 School Districts in Region 4 West-Central Florida. The mission of Project 10: Transition Education Network Regional Representatives are responsible for assisting Florida school districts and relevant stakeholders in providing training and technical assistance in terms of transition services for students with disabilities in order to improve their academic success and post-school outcomes. He assisted with the research and development of the curriculum framework for STING RAY Program, a model for 18-22 postsecondary education programs for students with disabilities across the State of Florida. He has a Master's Degree in Education Guidance and Counseling and is certified in Texas and North Carolina as a Qualified Mental Health Professional and a Qualified Developmental Disabilities Professional. Federico's professional career is multi-faceted with over 25 years of experience in the mental health, social services, and educational arena in helping multicultural populations consisting of children, adolescents, adults, the elderly, individuals with disabilities, and/or families. He is also a nationally and statewide recognized speaker and has conducted national and statewide presentations, trainings, seminars on transition services for students with disabilities. Finally, he has also assisted in securing large Federal, State, and Local grants to help students with disabilities achieve their highest potentials.

Randall Ward started working in disability while an undergraduate at Michigan State University. Employed as a private vocational rehabilitation counselor for 18+ years and has been in Higher Education Disability Services for 10 years. He spent five years at the community college and is in his fifth year at a four-year public institution. He presently is an Associate Director for Student Success, Director Disability Resource Center at Purdue University. Randall was one of 27 participants in a three-year research project funded by the federal Department of Education: "Shaping Inclusion Through Foundational Transformation, (Project SHIFT). This project focused on improving the quality of higher education for students with disabilities using Universal Design Principles and social model thinking. As result of participating in this grant funded activity, Randall found the answers to his questions regarding how society has socially constructed disability. He has presented on this and other related topics at the state, regional, and national level. He is passionate about changing the focus of disability to that of Diversity with its tenants of Social justice and Civil Rights. Randall obtained a Master of Arts: Guidance Counseling and Student Personnel from Northern Michigan University, and Bachelor of Science: Natural Resources and Environmental Education with an Earth Science Teaching minor from Michigan State University. He is a member of AHEAD and serves on the Professional Development Committee. Randall awarded the AHEAD Diversity Recognition Award in 2014.

Valeree Williams has a BA in Sociology and a Master's in teaching. She has taught special education in a low income high school setting for 4 years then moved to Florida Atlantic University as an Assistant Director of SAS, at one of their satellite locations. Ms. William's professional experience and research has highlighted students with exceptional abilities, minorities, low income, and at-risk students.

Dr. Yvonne Williams has a Ph.D. from the University of South Florida in Curriculum and Instruction with an emphasis in Adult Education-Training and Staff Development and a cognate in Statistics and Research. Her M.A.is in Training and Staff Development and her B.A. is in Business Management. Her work experiences have been in the field of sales, training, and facilitating student success. She is currently employed at St. Petersburg College as an Instructional Designer/Facilitator and as an Adjunct professor facilitating Statistics and Research classes. She was previously employed at XEROX the document company as a sales/territory representative/manager and a Digital Education Color Specialist. She also worked at the University of Phoenix as an instructor and an area chair in the Department of Research and Statistics. She has successfully completed the knowledge exam for CPLP certification, and is certified in Conflict Resolution and Train-the-Trainer. Dr. Williams is a member of the Institute for Learning Styles Research and board chair for CROP at SPC.