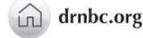


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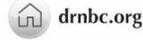


## Tuesday, May 23, 2017

7:30 – 8:00	Conference Registration (30 min)
8:00 – 8:30	Welcoming Remarks (30 min)
8:30 – 10:00 (90 min)	<p><b>Adam Pottle</b>, Writer, Teacher &amp; Scholar</p> <p><b><i>A Fresh Vision of Normalcy: A Declaration of the Vitality of Deafness and Disability</i></b></p> <p>As a writer and English instructor, Adam Pottle often employs storytelling as a teaching device. He stimulates his students' senses and imaginations by approaching his material in a creative manner. A four-hundred-year-old sonnet finds new life when read in the voice of a stand-up comedian; a war poem becomes all the more devastating after a lesson on the technological advances of killing machinery.</p> <p>Telling stories in class helps Pottle cultivate attentive and invested students: he encourages his students to bring their own experiences into class discussions. A conversation about Dylan Thomas's "Do Not Go Gentle into That Good Night" may yield revelations about personal losses, or a discussion about love poetry may generate stories about first dates and long marriages. In every class, Pottle aims to create a more fluid, spontaneous, and holistic learning experience.</p>
10:00 – 10:20	Refreshment Break (20 min)
10:30 – 11:30	Concurrent Session 1
(60 min)	<p><b>Christina Cederlof</b>, Instructor, Thompson Rivers University</p> <p><b><i>Exploring Transitions Through Appreciative Inquiry</i></b></p> <p>Appreciative Inquiry provides a means to examine our successes and our personal stories to build a strength-based approach towards guiding positive change. In this interactive workshop, we explore the principles of Appreciative Inquiry and develop a plan to guide successful transitions for ourselves and the people we serve.</p>
(45 min)	<p><b>Nicole Roberts-Sara</b>, Behaviour Consultant, Salish Sea Behaviour Consulting</p> <p><b><i>Mentoring University Student with ASD: A Mentee-centered Approach</i></b></p> <p>This study presents a conceptual understanding of how mentorship is experienced by the participants of a mentorship program for university students with Autism Spectrum Disorder. We interviewed the participants of the Autism Mentorship Initiative at Simon Fraser University.</p>
(60 min)	<p><b>Teresa Morishita</b>, Instructor, Kwantlen Polytechnic University and <b>Dr. Fiona Whittington-Walsh</b>, Chair, Sociology Department, KPU</p> <p><b><i>Including all Citizen's Program: A Pilot Project at Kwantlen Polytechnic University</i></b></p>

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	<p><i>Including All Citizen's Program</i> is a pilot project at Kwantlen Polytechnic University and involves the full inclusion of students with Intellectual or other developmental disabilities (5 ASE alumni) into Faculty of Arts courses. This program is a fully inclusive, for-credit university certificate designed using the principles of universal design for learning. This presentation includes a critical review of literature on post-secondary education for learners with intellectual or other developmental disabilities and strives to answer the question - <i>How can innovative learning opportunities for learners with intellectual and/or developmental disabilities be forged within a post-secondary environment?</i></p>
11:45 – 1:00	Lunch & DRNBC Annual General Meeting (75 min)
1:00 – 2:15	Concurrent Session 2
(75 min)	<p><b>Elissa Robb</b>, Audiology Consultant, Western Institute of the Deaf and Hard of Hearing &amp; <b>Deloris Piper</b>, Coordinator of PCAS</p> <p><b><i>A Workshop Model for Guiding Deaf and Hard of Hearing Students Through Transition to Post-Secondary Education</i></b></p> <p>This session will provide an overview of the “transition to post-secondary” workshop created by PCAS and their community partners. The workshop was designed to take students, their parents, and k-12 teachers through a comprehensive process of understanding what is involved for successful transition and supporting students throughout the process.</p>
(75 min)	<p><b>Panel Presentation Post-Secondary Transition Programs for Secondary Students</b></p> <p>Representatives from the Vancouver School Board Transition Team, Douglas College, and Selkirk College present information on specific programs that their institutions have developed to help facilitate and support students, and discuss the positive impacts these partnership programs have on students as they transition from high school.</p> <p><b>Pam Neuman</b>, District Resource Teacher – Secondary Transition, Vancouver School Board  <b>Derek McQuillen</b>, Work Experience Facilitator, Vancouver School Board  <b>Irina Tzoneva</b>, PhD, Instructor, Faculty of Child, Family and Community Studies, Douglas College  <b>Allison Roy</b>, Instructor, Selkirk College</p>
2:30 – 5:30 (3 hours)	<p><b>Networking Reception</b></p> <p>Building connections is an important part of attending a conference. What better way to meet new people and connect with old friends than enjoying a cold beverage and</p>

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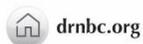
some delicious appetizers? This reception will also feature performances by [Adapted Music Society](#) with Jim Meyer and Dave Symington, with special guest hip hop artist Greg "Spokes" Labine. The 2017 DRNBC Awards recipients will also be announced.

## Wednesday, May 24, 2017

7:30 – 8:00	Conference Registration (30 min)
8:00 – 8:30	Welcoming Remarks (30 min)
8:30 – 10:00	<p><b>Class Kings – Rick “Big Love” Kumar and Calvin “Kalvonix” Tiu</b></p> <p>Based out of Kwantlen Polytechnic University, they are fourth-year English majors/counseling minors who proudly serve as rap ambassadors. Sharing their musical message with the larger community is their goal. Their performances and projects include the 2010 Winter Games, publishing an essay and rap album on children’s literature, and rapping at the 2014 Multicultural Heritage Festival. Calvin and Rick illustrate how language has helped them form their own identities and how it can do the same for the students and audiences for which they perform.</p>
10:00 – 10:20	Refreshment break (20 min)
10:30 – 12:00	Concurrent Session 1
(75 min) 10:30 – 11:45	<p><b>Liz Girard</b>, Instructor, North Island College</p> <p><b><i>Teaching an Adaptive Technology for Communication Course: Supporting students in using their own personal devices for literacy and communication</i></b></p> <p>Many of your students own a smart phone or tablet. Do they use them effectively for communication? Do you have students whose low literacy skills are a barrier to moving forward in their work or life? This workshop will show you how to teach your students to use the accessibility tools on their personal devices (smart phones &amp; tablets) for reading and writing. You will learn how to use screen readers, voice to text and various other accessibility tools built into personal devices. You will also be given a set of lesson plans and handouts for a semester long course on this subject. This workshop is interactive, please bring your own personal device to the workshop and plan on using it.</p>

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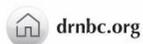
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	** Each person should bring their own personal device (smart phone, tablet, laptop, etc) **
(60 min) 10:30 – 11:30	<p><b>Jewelless Smith, PhD.</b> Student--UBC-Okanagan Exec, BC board of Director, National Educational Association of Disabled Students (NEADS), &amp; Chairperson, Council of Canadians with Disabilities</p> <p><b><i>Critical and Emerging Issues for Students and Graduates with Disabilities in the Post-Secondary Space</i></b></p> <p>Jewelless will discuss current NEADS projects including The Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary and Breaking Through Barriers: An Employment Project To Support Persons With Disabilities. And Jewelless will address the intersection of her NEADS work with her roles with the Council of Canadians With Disabilities and DAWN Canada and her academic research and interests. DRN members to contribute their best practices and model programs/services to the NEADS Landscape of Accessibility Project.</p>
(90 min) 10:30 – 12:00	<p><b>Dr. Lara Boyd, PT, PhD.,</b> Canada Research Chair (Tier II) in Neurobiology of Motor Learning. Director, Brain Behaviour Laboratory, CIHR Delegate &amp; Health Research Advisor to the VP Research</p> <p><b><i>Environment and the Changing Brain</i></b></p> <p>In this talk Dr. Boyd will: 1) describe how the brain changes in response to environment, experience and behaviour, 2) discuss how anxiety and stress impact brain plasticity, and 3) present data to suggest ways that stress can be mitigated to maintain brain health.</p>
10:30 – 12:30 (2 hour – drop-in session)	<p><b>Pacific Assistance Dogs Society (PADS)</b></p> <p>PADS will be bringing a team of their pups for a casual session where attendees can drop-in to visit with the pups and learn about their program. Their pups range in age from 12 weeks to 2 years.</p> <p>PADS breeds, raises and trains fully certified assistance dogs. Their service and hearing dogs provide life-changing independence to those with physical disabilities other than blindness. Their accredited facility dogs work with community professionals, such as teachers, RCMP and psychologists to help support healthy communities.</p>
12:30 – 1:30	Lunch (60 min)
1:30 – 2:30	Concurrent Sessions 2

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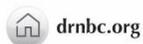
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(60 min)	<p><b>Wendy Parry, M.A., M.Ed.</b>, Instructor, Douglas College and <b>Heather Simpson, M.A.</b>, Instructional Facilitator, Douglas College</p> <p><b><i>Highlight Best Practices in Transitioning Youth with ASD</i></b>                  Based on a review of over 120 articles focusing on best practice in transitioning youth with Autism Spectrum Disorder (ASD) from high school into early adulthood the presenter has developed a matrix and literature review that highlights key domains, challenges and barriers that exist in the current BC context, what best practice is, and identification of areas of further investigation and research. Presenter will share results and describe/highlight both gaps in programs and services that exist in BC, and further identify programs and services that have yielded positive results in other jurisdictions.</p>
(60 min)	<p><b>Miles Stratholt</b>, Policy Analyst, B.C. Government</p> <p><b><i>Assistive Technology for Students with Disabilities</i></b>                  Assistive technology is an important element for the accommodation of students with disabilities. AVED and the Permanent Disability Working Group examined current assistive technology with regards to effectiveness as a tool to address barriers, what new technologies are available, how students are assessed and how technology can be incorporated into the universal design of curriculum delivery.</p>
(45 min)	<p><b>Candace Witkowskyj</b>, Senior Learning Specialist, Vancouver Coastal Health</p> <p><b><i>Universal Design, Mixed Media, and Learning Styles: Hands-On Strategies for Post-Secondary Educators</i></b>                  This session provides a brief overview of influencing theories and considerations in the development of curriculum for adult learners of all abilities. This session will guide participants through contextualizing dominant learning theories to the everyday classroom experience, adapting a number of typical learning activities to better suit different learning styles, and identifying indicators of progress and potential assessment criteria. Participants will walk away with the tools needed to adapt and assess traditional learning activities to be more accessible and creative. Participants will also receive a number of resources, references to research materials, and sources that will assist them in their everyday work.</p>
2:30 – 2:45	Transition break (15 minutes)
2:45 – 3:45	Concurrent Session 3

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(60 min)	<p><b>Kellie Tennant</b> Faculty at Douglas College, Aboriginal Stream and Child and Youth Care Program &amp; <b>Rae-Anne LeBrun</b>, Child and Youth Care Worker &amp; Douglas College Student</p> <p><b><i>Culture in the Classroom: working with Indigenous learners and their strengths</i></b> Learn about what a post-secondary instructor and student have been practicing at Douglas College utilizing their traditional Indigenous cultures to enhance their wellness, classroom activities, and studies. This workshop is an opportunity to hear how you can work with student strengths in relation to their disability while enhancing their success in education!</p>
3:45 – 4:00	Closing Remarks (15 min)