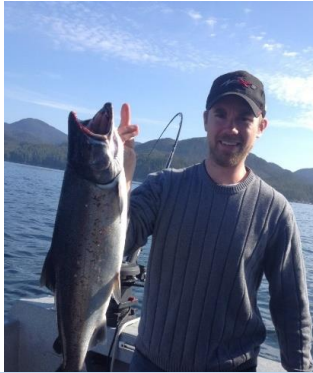


2017 DRNBC Conference: Presentations and Speaker Bios



Keynote Presenter:

Adam Pottle is a writer, teacher, and scholar whose work focuses on the philosophical and liberating aspects of Deafness and disability. He has published two works of fiction and a poetry collection, and had a play produced. He received his PhD from the University of Saskatchewan in 2016. He lives in Saskatoon.

A Fresh Vision of Normalcy: A Declaration of the Vitality of Deafness and Disability

Drawing on his experiences as a student, teacher, and writer, Pottle talks about how his deafness has influenced him, challenging the way we conceive normalcy and, by extension, the way we think about Deafness and disability.



Christina Cederlof, Instructor, Thompson Rivers University

Christina Cederlof is a Senior Lecturer in the Education and Skills Training program within the Faculty of Education and Social Work at Thompson Rivers University. She has always been excited about what motivates people and how to engage people to work towards a productive goal. She consistently evaluates and researches teaching methodology and technology to add to her practice. In addition to her scholarly teaching she is actively engaged in the Scholarship of Teaching and Learning and has disseminated her observations and conclusions to eighteen external conferences and workshops - four of which were international - over the past six years.

Exploring Transitions Through Appreciative Inquiry

Appreciative Inquiry (AI) is a model that engages people towards self-determined change. It was originally developed by David Cooperrider and Suresh Srivastva, researchers in the organizational behavior of large private and public organizations. There was a precursor towards positive studies towards change and a move away from “problem solving”. In the area of education, Jeanie Cockrell and Joan McArthur-Blair explore AI in their book, *Appreciative Inquiry in Higher Education: A Transformational Force*. Gervase Bushe notes that AI goes beyond just focusing on the positive as there is a transformational component to AI that can bring about new ideas, stories and images that generate new possibilities for action. In this interactive workshop we will explore the key principles of Appreciative Inquiry and discover not only successful approaches towards resilience but also inspiring plans towards guiding the change needed for ourselves and the people and groups we care about.

Participants will explore the five principles of Appreciative Inquiry and use a four step process of discovery, dream, design and deliver to develop approaches towards fostering resilience and guiding positive change for themselves and for their students.



Nicole Roberts Sara, Simon Fraser University

Nicole Roberts, graduated from Simon Fraser University (SFU) in 2015 with a masters' degree in Educational Psychology. Her thesis, "Mentoring University Students with ASD: A Mentee-centered Approach" was the first study of its kind to present a qualitative analysis of how a mentorship program was experienced by university students with autism. Nicole worked as the research coordinator for the Autism Mentorship Initiative at SFU, where her study took place, under the supervision of Dr. Elina Birmingham. She has presented her research at several conferences and continues to share her knowledge and findings with others who wish to seek support for students with autism.

Nicole has worked with children, youth, and adults with autism for over ten years and is currently a behaviour consultant on Vancouver Island, servicing families who need support for their children and youth with autism.

Mentoring University Student with ASD: A Mentee-centered Approach

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. An in-depth analysis of a mentorship process is described.



Teresa Morishita, Instructor, Kwantlen Polytechnic University

Teresa is currently a doctoral student in the Faculty of Medicine at the University of Calgary with a Community Rehabilitation and Disabilities Studies (CRDS) specialization. CRDS is an interdisciplinary program that uses a social justice framework to examine the intersection between community and disability. Through my studies and work at Kwantlen Polytechnic University (KPU), Teresa is committed to advancing knowledge and awareness through disability-related research, education, policy, practice, and community development with the overriding motivation of expanding educational access for learners with intellectual and developmental disabilities. Several of the students involved in the Including All Citizen's Program will co-present at the session.

Including all Citizen's Program: A Pilot Project at Kwantlen Polytechnic University

This small study involves a critical literature review and case study approach to explore the broad question: How can innovative opportunities for students with intellectual and other developmental disabilities be forged within a post-secondary environment? Another aim of the study is to contribute to the understanding of current adult special education philosophies and practices along with potential areas to expand teaching and learning opportunities within Kwantlen Polytechnic University.

- An overview of current literature relating to pedagogy for learners who have been identified or self-identity as having IDD as well as the Including All Citizen's Program
- A discussion paper including resources on innovative pedagogy including student engagement, instructional delivery, and universal design for learning

Kellie Tennant, Faculty at Douglas College, Aboriginal Stream and Child and Youth Care Program



Kellie Tennant is from the Cree Nation, from Peguis Manitoba, and has been a visitor in Coast Salish Territory for 25 years. Kellie holds a Bachelor Degree of Social Work from UFV, and a Master Degree of Social Work from UBC. Kellie has been a Faculty member for 9 years at Douglas College in the Aboriginal Child, Family and Community Studies Program and the Child and Youth Care Degree. Kellie is also a child protection mediator for the Attorney General in her private practice working to Indigenize mediation for families involved in child welfare services. At Douglas College, Kellie works with students to discover their gifts and strengths to effectively work with children, youth and families in a culturally appropriate manner. Kellie specializes in urban Aboriginal social issues and assisting youth and families to walk in both worlds with cultural pride. Meegwich!



Rae-Anne LeBrun, Child and Youth Care Worker & Douglas College Student

Rae-Anne LeBrun is Cree and Russian from her Mother's side and Maltese from her Father's side. Rae-Anne is a youth worker with the Urban Native Youth Association and a student at Douglas College. Rae-Anne has been learning, teaching, and decolonizing on Unceded Coast Salish territory for over 20 years in which she identifies as a student, poet, artist, daughter, and an activist for culture and change.

Culture in the Classroom: working with Indigenous learners and their strengths

- What is culture?
- How you can use culture in your everyday life?
- How can you use culture in the classroom or for studying?
- Accommodation as faculty (exams, in class, fasd)
- Accommodation as a student (beading, sewing, medicines)
- Culture as Therapy for healing past trauma and everyday wellness
- Medicine Ties activity with Group
- Talk about working with hands in class for learners with disabilities.

Attendees will gain a general understanding of Indigenous Culture, What Culture as Therapy means, a Medicine Tie activity including a personal medicine tie, and traditional singing.

Miles Stratholt, Policy Analyst, B.C. Government



Miles Stratholt is a Policy Analyst with the Student Services Branch of the Ministry of Advanced Education. He is the provincial chair of the Permanent Disability Working Group and has been working in the field of provincial programs for students with disabilities since 2008.

Assistive Technology for Students with Disabilities

Accessing funding through the Federal/Provincial/Territorial Permanent Disability Working Group, the B.C. Ministry of Advanced Education has conducted a research project examining the current state of assistive technology for students

with disabilities studying in the post-secondary environment. The project surveyed the application and effectiveness of assistive technology, the potential of new technologies, how assistive technology facilitates universal design of curriculum delivery and the assessment process for identifying assistive technology to address student needs. The presentation will provide a summary of the project results, its implications for current best management practices and key indicators for areas of future research.

The project provides the resource material for policy makers, disability coordinators and practitioners assisting students with disabilities to better identify the needs of students and the most applicable assistive technology to address them. It also provides the basis for development of additional tools to help guide government policy makers and practitioners at the institution level.



Liz Girard, Instructor, North Island College

Liz Girard teaches employment skills to adults with developmental disabilities at North Island College. She has been a college instructor since 2002, teaching in the Arctic and on Vancouver Island. She loves to be outside, make music, read good books and hang out with her kids. Liz does not love spending time with technology, but she uses it all the time in her teaching. She also has become passionate about helping her students learn to use their own technology for their own purposes.

Teaching an Adaptive Technology for Communication Course: Supporting students in using their own personal devices for literacy and communication

This workshop will help other program instructors learn how to teach students with developmental disabilities in using their own personal devices (phones, tablets) for communication.

The workshop will:

- Discuss the definition of communication for the context of the workshop (reading, writing, talking, sending texts, researching information, making digital documents, exploring the world online) * Briefly discuss the barriers students have to communication * Profile a few students who have taken my course – share their skill development throughout the course * Discuss the course I have taught, share the lesson plans and handouts
- Share the road blocks and the success experienced while teaching this course
- Teach workshop participants the skills needed for screen reading on phones and tablets
- Teach workshop participants how to use a screen reader on a desktop computer.
- Teach workshop participants the skills needed for voice to text on phones and tablets
- Show how to use KNFB / One lens * Discuss desk top accessibility tools

Attendees will learn:

- How to approach teaching accessibility tools with students with developmental disabilities
- How to use a screen reader on a phone, tablet and desktop computer
- How to enter text into a phone and tablet using voice only
- How to support developmental students in learning the above skills until they are independent.
- Participants will also be given a semester of lesson plans and handouts to support this learning.



Wendy Parry, Instructor, Douglas College

Wendy Parry is currently an instructor in Vocational Education and Skill Training department at Douglas College. For 6 years she co-coordinated the Disability and Community Studies department at Douglas College. During her time in the DACS department she led the development of both the Employment Supports Specialist and Disability and Applied Behavioural Analysis advanced certificates. She has a Masters of Arts in Liberal Studies and Masters of Education in Curriculum Development (SFU).

Highlight Best Practices in Transitioning Youth With ASD

Based on a review of over 120 articles focusing on best practice in transitioning youth with ASD from high school into early adulthood (Autism Spectrum Disorder) the presenter has developed a matrix and literature review. Presenter will share results and describe/highlight both gaps in programs and services that exist in BC, explore areas that require further research and identify programs and services that have yielded positive results in other jurisdictions.

- Describe and explore domains in best practice of students with ASD from the secondary
- system into early adulthood
- Identify and explore areas/topics that require further research/investigation
- Highlight and explore key areas that increase the likelihood of a successful transition

A Workshop Model for Guiding Deaf and hard of Hearing Students Through Transition to Post-Secondary Education

All students transitioning to post-secondary education from the supportive environment of the K - 12 school system experience challenges, and these challenges are greater for students requiring accommodations due to their disabilities. These students are at particular risk of failure in post-secondary because of the differences between the two education systems.

There is a much greater emphasis on self-advocacy and independence for students in the post-secondary system, and students with disabilities including those who are Deaf and Hard of Hearing, are subject to significant cultural and societal marginalization can find these challenges unduly daunting.

This session will provide a detailed look at key aspects of the “Post-Secondary Transition Workshop” that , through support from the Ministry of Advanced Education and together with their community partners; the Western Institute of Deaf and Hard of Hearing, Provincial Services for the Deaf and Hard of Hearing, Canadian Hard of Hearing Association of BC – Youth Peer Support Program, designed to assist Deaf and hard of hearing students, their families and teachers with access to valuable information to help prepare them with transitioning into post-secondary education.

We will share an overview of the workshop’s elements including: specific content that focuses on preparing for this new context and educational environment, students’ rights and responsibilities, financial support programs, exploration of self-advocacy and access, and the panel discussion which introduces the aspiring grade 11 and 12 students to older Deaf and Hard of hearing role models who share their personal experiences and words of wisdom.



Elissa Robb, Audiology Consultant, Western Institute of the Deaf and Hard of Hearing (*co-presenting*)

Elissa Robb is a registered Audiologist and Hearing Instrument Practitioner at the Western Institute for the Deaf and Hard of Hearing, Tricities Location. Elissa completed her Master's of Science in Audiology at the University of British Columbia in 2013. She is also the Secretary for the Canadian Hard of Hearing Association's Vancouver Branch. Elissa enjoys meeting people of all ages, and believes that self-advocacy is vital in order to have successful communication, regardless of the mode in which they communicate.



Deloris Piper, Access Advisor, PCAS (*co-presenting*)

Piper has worked in the field of deafness for over 30 years; coordinating support services for students at the University of Alberta, as a registered sign language interpreter in community and education settings and as access advisor and facilitator for PCAS at BCIT. The belief that nothing is impossible, coupled with the importance of thinking outside the box in order to create possibility, access and empowerment for everyone, are Piper's keys to service and life-long learning.



Jewelless Smith, PhD. Student--UBC-Okanagan, Exec, BC board of Director, National Educational Association of Disabled Students (NEADS), Chairperson, Council of Canadians with Disabilities (CCD)

Jewelless is currently on the board of directors for NEADS (National Educational Association of Disabled Students), and the CCD (Council of Canadians with Disabilities). Smith is currently project lead with the Revelstoke Child and Youth Mental Health and Substance Use Collaborative (CYMHSU), funded by Doctors of BC, and the Province of BC and under the provincial, Shared Care Collaborative. Smith is the BC project coordinator for a national project with DAWN-RAFH Canada: The Legislation, Policy and Services Responses to Violence Against Women with disabilities and Deaf Women in Canada (LPS), funded by Status of Women Canada.

Critical and Emerging Issues for Students and Graduates with Disabilities in the Post-Secondary Space

Jewelless Smith will bring her unique perspectives and experience as Chair of the Council of Canadians With Disabilities (CCD), Director At Large for the National Educational Association of Disabled Students (NEADS) and Researcher with the DisAbled Women's Network Canada (DAWN) to discuss the current post-secondary landscape for disabled students in various transitions in BC and across Canada. In an interactive presentation she 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. She will encourage DRN members to contribute to the NEADS Landscape of Accessibility Project. Attendees will gain an understanding of how national disabilities advocacy organizations can support service providers and administrators to make college and university education accessible for all students with disabilities.

Panel Presentation Post-Secondary Transition Programs for Secondary Students

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.

- **Allison Roy**, Instructor, Selkirk College
- **Irina Tzoneva**, PhD, Instructor, Faculty of Child, Family and Community Studies, Douglas College
- **Pam Neuman**, District Resource Teacher – Secondary Transition, Vancouver School Board
- **Derek McQuillen**, Work Experience Facilitator, Vancouver School Board