

# Developmental Disabilities Lecture Series



**FALL 2020 WEBINARS**



**Friday, September 25, 2020 | 10:00 AM – 12:00 PM**

## **The Americans with Disabilities Act: Disclosure and Reasonable Accommodations in Employment**



***Barry Whaley, MS***

Project Director, Southeast ADA Center  
Burton Blatt Institute, Syracuse University College of Law, Syracuse, NY

**Friday, October 2, 2020 | 10:00 AM – 12:00 PM**

## **Higher Education Opportunities for Students with Intellectual and Developmental Disabilities**



***Debra Hart, MS***

Director, Education & Transition  
Institute for Community Inclusion, University of Massachusetts, Boston, MA

**Friday, October 23, 2020 | 10:00 AM – 12:00 PM**

## **The Essential Role of Cultural and Linguistic Competence in Advancing Equity**



***Tawara D. Goode, MA***

Assistant Professor and Director, University Center for Excellence in Developmental Disabilities and  
National Center for Cultural Competence, Georgetown University, Washington, DC

**Friday, October 30, 2020 | 10:00 AM – 12:00 PM**

## **Self-Determination, Inherent Dignity, and Full Participation**



***Michael Wehmeyer, PhD***

Distinguished Professor and Director  
Department of Special Education and Beach Center on Disability, University of Kansas, Lawrence, KS

Friday, September 25, 2020 | 10:00 AM - 12:00 PM | Webinar

## The Americans with Disabilities Act: Disclosure and Reasonable Accommodations in Employment



In recognition of the 30th anniversary of the Americans with Disabilities Act, this session will provide an overview of the disability rights movement leading to the ADA and the goals and titles of the ADA. The presentation will then focus on Title I, the provision of reasonable accommodations to ensure equality in the workplace. Topics to be discussed include ADA Title I Employment Protections; reasonable accommodations; essential and tertiary job functions; rights and responsibilities of employees and employers; the employment professional's role in disability disclosure; the elements of good disclosure; and the ADA, Employment, and the COVID-19 Pandemic.



**Barry Whaley, MS** works at the Burton Blatt Institute, Syracuse University College of Law. He is the Project Director of the Southeast ADA Center, Principal Co-Collaborator with the University of Leeds (UK) Inclusive Public Spaces project, Co-Collaborator with the University of Queensland (AU) Gender, Equity, Disability, and Social Inclusion Mainstreaming Short Course, and Principal Investigator of the Mid-Atlantic Youth and Self-Advocacy project. Previously, he was Project Director of the Supported Higher Education Project at the University of Kentucky Human Development Institute. For many years, he was Executive Director of Community Employment, Inc., a supported employment provider. Mr. Whaley is an alumna of Indiana University and earned a master's degree in Mediation, Arbitration, and Conflict Management from Sullivan University.

**Webinar registration link:** <https://attendee.gotowebinar.com/register/5160244871984182544>

Friday, October 2, 2020 | 10:00 AM - 12:00 PM | Webinar

## Higher Education Opportunities for Students with Intellectual and Developmental Disabilities

This presentation will focus on key aspects of a national movement that is creating greater access to higher education for students with Intellectual and Developmental Disabilities. Common design features will be discussed, including equity access for all students, guided academic pathways, enhanced student support, and career connections as well as elements of the Higher Education Opportunities Act of 2008 and student outcomes (e.g., employment and overall life satisfaction) during and after going to college. Numerous resources offered through Think College, a national initiative dedicated to developing, expanding, and improving inclusive higher education options for students with intellectual disability, will be highlighted.



**Debra Hart, MS** is the director of the Education and Transition team for the Institute for Community Inclusion at the University of Massachusetts, Boston. She has over 30 years of experience, working on over 40 different state and national projects. Ms. Hart's work has been with students with disabilities, their families, and professionals to support youth in becoming valued members of their community via participation in inclusive K-12 education, inclusive higher education, and competitive integrated employment. More recently, Ms. Hart has focused on developing inclusive higher education options for students with intellectual disability nationwide via her work with Think College. She earned her bachelor's degree in Special & General Education from Boston University and master's degree in Special Education from Simmons College.

**Webinar registration link:** <https://attendee.gotowebinar.com/register/3957579262313514768>

Friday, October 23, 2020 | 10:00 AM - 12:00 PM | Webinar

## The Essential Role of Cultural and Linguistic Competence in Advancing Equity



We lag far behind other fields in efforts to achieve equity because we have yet to define it, and more specifically, what equity means in the disability space. We also cannot truly address equity without focusing on disparities, known outcomes of inequities, including those attributed to race and racism. This session will offer a definition of equity adapted to the intellectual and developmental disability (IDD) contexts, describe a framework for addressing disparities in IDD supports and services, and delineate the role of cultural and linguistic competence in our collective efforts to achieve equity in IDD.



**Tawara D. Goode, MA** is an assistant professor in the Department of Pediatrics, Georgetown University Medical Center in Washington, D.C. and has been on the faculty of the Georgetown University Center for Child and Human Development for over 30 years. Professor Goode is the Director of the Georgetown University Center for Excellence in Developmental Disabilities and is responsible for programs for individuals at-risk for and with developmental and other disabilities and their families. She is also the director of the Georgetown University National Center for Cultural Competence (NCCC). Professor Goode is recognized as a thought leader in the area of cultural and linguistic competence and building the NCCC into a nationally and internationally recognized and award winning program. She serves on numerous boards, commissions, and advisory groups at the local, regional, and national levels that are concerned with the health, mental health, and well-being of racially and ethnically diverse populations.

**Webinar registration link:** <https://attendee.gotowebinar.com/register/6288186571919624464>

Friday, October 30, 2020 | 10:00 AM - 12:00 PM | Webinar

## Self-Determination, Inherent Dignity, and Full Participation

If 2020 has taught us anything, it is that we must refocus and redouble our efforts to ensure that all people in our society have opportunities to fully participate and be included in the life of our communities. This presentation will look at how policies and practices of incrementalism in our field predicated on a long history of segregation, discrimination, and deficits-based models of disability have failed to ensure that people with intellectual and developmental disabilities have opportunities to live, learn, work, and play in their communities. The session will discuss the need to go beyond incremental approaches and deficits-based models to embrace strengths-based approaches that emphasize supports in typical contexts and self-determination.



**Michael Wehmeyer, PhD** is the Ross and Marianna Beach Distinguished Professor in Special Education and Chairperson, Department of Special Education, as well as Director and Senior Scientist, at the Beach Center on Disability, all at the University of Kansas. He is the author or co-author of over 450 peer-reviewed journal articles or book chapters and has authored, co-authored, edited, or co-edited 43 books on issues pertaining to self-determination, positive psychology and disability, transition to adulthood, the education and inclusion of students with extensive support needs, and technology use by people with cognitive disabilities. Dr. Wehmeyer holds undergraduate and master's degrees in Special Education from the University of Tulsa, a master's degree in Experimental Psychology from the University of Sussex in Brighton, England, and a doctoral degree in Human Development and Communication Sciences from the University of Texas at Dallas.

**Webinar registration link:** <https://attendee.gotowebinar.com/register/7103880163706194448>

# Developmental Disabilities Lecture Series

FALL 2020 WEBINARS

The Boggs Center's Developmental Disabilities Lecture Series is a community and continuing education program provided for professionals, policymakers, individuals with disabilities, and family members to enhance their knowledge and skills in innovative approaches and state of the art practices for people with developmental disabilities. Nationally known speakers with expertise in their field serve as faculty for the program. Eight sessions of the Developmental Disabilities Lecture Series are held each year, four in the Fall, and four in the Spring.

Funding for the Series is provided by the Division of Developmental Disabilities, Department of Human Services, State of New Jersey (Contract #04ME21C) and the Administration on Intellectual and Developmental Disabilities, Administration for Community Living, US Department of Health and Human Services (Grant # 90DDUC0036).

## REGISTRATION

To access the webinars, you must register in advance on GoToWebinar using the registration link for each session. The webinars are free of charge. Space is limited for each of the sessions.

- You will receive a confirmation email and reminder emails with the unique link to join each webinar. When you complete the registration form, please make sure your email address is correct since all emails will be sent to the address you enter.
- The "join webinar" link in the confirmation and reminder emails is unique to your registration and should not be shared with others. Please note that each person who wishes to participate must register and log in using their own email and device in order for their attendance to be recorded.
- If you need closed captioning, please email your request to [deborah.mahovetz@rutgers.edu](mailto:deborah.mahovetz@rutgers.edu) at least 2 weeks before each session.

For additional information about DDLS Webinars, including system requirements, please view [Frequently Asked Questions](#). If you have any questions, please contact Debbie Mahovetz at [deborah.mahovetz@rutgers.edu](mailto:deborah.mahovetz@rutgers.edu) or 732-235-9543

## CONTINUING EDUCATION AND CERTIFICATES OF ATTENDANCE

As part of Rutgers, The State University of New Jersey, The Boggs Center offers this program for social work continuing education credit per NJAC 13:44G6.4.c(5). The Boggs Center is a registered NJ Department of Education Professional Development Provider. The Fall 2020 sessions have been submitted to the Commission on Rehabilitation Counselor Certification (CRCC) for continuing education program approval.

Each session is eligible for 2 hours of continuing education recognition. Please note the following requirements to demonstrate completion and receive a Certificate of Attendance for each session:

- You must be logged onto the webinar from start to finish.
- You must complete a survey at the webinar's completion.

**Certificates of Attendance** will be emailed to attendees meeting these requirements the week following each event. Please see our website at: <http://rwjms.rutgers.edu/boggscenter> for Continuing Education approval information.

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