### Community Integration for Individuals in Nursing Homes

From individual advocacy through litigation this full day institute will identify various ways to get people out of nursing facilities into appropriate community settings. This will include identifying residents who want to move, working with nursing facility staff, creating discharge plans, accessing compliance with Medicaid pre-admission and resident review requirements, the possible engagement of CMS or HHS Office of Civil Rights, and issues to consider prior to engaging in Olmstead or Medicaid litigation.

#### Presenters
- Kelly Bagby, Senior Counsel, Litigation Foundation, AARP
- Mindy Morrell, Centers for Medicare & Medicaid Services, Disabled and Elderly Health Programs Group
- Roberta Mueller, Senior Staff Attorney, New York Lawyers for the Public Interest (NY P&A)
- Stacie Converse, Attorney, Disability Rights Center (Maine P&A)
- Elizabeth Priaulx, Senior Disability Legal Specialist, National Disability Rights Network
- Marjorie Rifkin, Attorney, University Legal Services (DC P&A)
- John Sorensen, Health Insurance Specialist, Centers for Medicare & Medicaid Services
- Dan Timmel, Centers for Medicare & Medicaid Services, Disabled and Elderly Health Programs Group

#### Learning Objectives
1. Apply skills for assisting individuals in nursing facilities to obtain appropriate discharge planning and services to transition to the community, including knowing about the design of various state Money Follows the Person programs to facilitate nursing facility transition.
2. Be familiar with the newly revised data sources maintained by the Centers for Medicare and Medicaid Services to identify individuals who desire to leave nursing facilities and move into the community with supports.
3. Understand the requirements of Medicaid Pre-Admission Screening and Resident Review (PASRR).
4. Consult with P&A and AARP staff who are currently engaged in PASRR litigation, including issues to consider prior to, during, and at the remedy stage of PASRR litigation.

#### Credits:
- CLE eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization skills; PAL approved: Cultural Competence skills; PAL approved: Substantive Legal Skills; PAL approved: Elective
Although the goal of our national policy is that students with disabilities become properly prepared to enter integrated employment when they leave school, all too often students with disabilities transition into sheltered workshops. Using hypotheticals, lecture and discussion, this institute will review the requirements of the major federal laws designed to appropriately equip and enable students with disabilities to enter integrated employment, including special education, vocational rehabilitation, Medicaid, assistive technology and work incentives.

**Presenters**
- Cheryl Bates-Harris, Senior Disability Advocacy Specialist, National Disability Rights Network
- Ron Hager, Senior Staff Attorney, National Disability Rights Network
- Amy Scherer, Disability Advocacy Specialist, VR/CAP, National Disability Rights Network
- James R. Sheldon, Jr., Supervising Attorney, Neighborhood Legal Services

**Learning Objectives**
1. Be familiar with the provisions of the major federal laws designed to prepare students with disabilities to enter competitive employment.
2. Will be able to know how effective use of work incentives can enable a person with a disability to prepare for and enter work, while maintaining needed benefits, such as Medicaid.
3. Understand the role assistive technology can play in enabling a student with a disability to engage in integrated employment.

**Credits:** CLE eligible; CRC eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**Institutes | Monday, June 6 | 8:30 am – 5:00 pm | Salon B**

**Legal Directors Meeting**

P&A Legal Managers have challenging and complicated roles of providing visionary leadership to the P&A legal program and managing the delivery of quality advocacy services. The annual full-day P&A Legal Directors meeting provides a setting for P&A Legal Managers (including Legal Directors, Litigation Directors, Managing and Supervisory Attorneys) to join their peers to share and discuss common concerns, develop and strengthen management and supervision skills, and explore strategic considerations regarding emerging issues. This year’s sessions include facilitated discussions on integrating media strategies into litigation plans; maximizing shrinking resources to meet increased demands; integrated employment initiatives; and continuing opportunities for partnerships with federal enforcement agencies including the Department of Justice and the Department of Education, Office for Civil Rights.

**Presenters**
- David Card, Communication and Publications Specialist, National Disability Rights Network
- Steven Schwartz, Executive Director, Center for Public Representation

**Learning Objectives**
1. Apply leadership and management skills to meet client needs with diminishing P&A staff and agency resources.
2. Be familiar with how to use the media to advance litigation plans and identify effective approaches for reaching various segments of the community.
3. Identify advocacy strategies and systemic approaches to protecting individuals’ right to work in fully integrated settings.

Credits: CLE eligible; PAL approved - Organizational Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

Institutes  Monday, June 6  8:30 am – 5:00 pm  Salon A
Monitoring Community Settings for Individuals with Intellectual Disabilities

P&As have the authority to monitor community settings for individuals with intellectual disabilities for compliance with respect to the rights and safety of residents. But, what is effective monitoring in the P&A context? This workshop will cover all aspects of developing an effective P&A monitoring program of community settings for individuals with intellectual disabilities, ranging from the goals of monitoring to developing infrastructures, to using the results of monitoring. This workshop is recommended for P&As wanting to improve their community monitoring programs for community settings for individuals with intellectual disabilities.

Presenters
- Ron Cowan, Legal Rights Advocate II/Investigator, Disability Law Center of Alaska
- James Gardner, President and Chief Executive Officer, The Council on Quality and Leadership
- Elizabeth Pell, Policy Analyst, Human Services Research Institute
- Merry M. Postemski, Advocate, Disability Rights Vermont
- Cas Shearin, Team Leader, Monitoring & Investigations Unit, Disability Rights North Carolina
- Jeff Rowe, Program Director, Community Living Ombudsman Program, Advocacy Center (LA P&A)
- Earnest Woodard, Self-Advocate, President, Helping Hands, ARC of Baltimore

Learning Objectives
1. Identify common safety and quality of life issues for individuals with intellectual disabilities living in the community (and their guardians/families).
2. Explain what the goals of P&A monitoring are and the infrastructures and strategies necessary for achieving these goals.
3. Describe the considerations that P&As should take into account when interviewing individuals with developmental disabilities, especially individuals with low verbal skills.

Credits: CLE eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization skills; PAL approved: Cultural Competence skills; PAL approved: Substantive Legal skills; PAL approved: Elective

Institutes  Monday, June 6  8:30 am – 5:00 pm  Kent A/B/C
NITA: Negotiation and Negotiation Ethics
Effective negotiation techniques are critical skills for P&A attorneys in order to achieve the best results for their clients. In this two-day session the National Institute for Trial Advocacy (NITA), in cooperation with TASC, will guide participating attorneys through simulated negotiation’s sessions in order to develop various skills required of effective negotiators, including identifying issues, developing options, making commitments, and the ethical issues raised in negotiation. Materials will include the Advanced Negotiation and Mediation Theory and Practice: A Realistic Integrated Approach, by Thomas Guernsey and Paul J. Zwier. Participation is limited to 16 attorneys and some pre-conference preparation is required.

**Presenter**
- John G. Douglass, Dean & Professor of Law, University of Richmond
- Zelda B. Harris, Professor of Law, University of Arizona

**Learning Objectives**
1. Understand competing models of negotiation and strategic use of negotiation in reaching client goals.
2. Develop effective negotiation techniques including identifying issues, developing options, and making commitments.
3. Identify strategies for gaining and disclosing information and understand the implications of professional responsibility requirements related to ethics, conflicts and disclosure issues in the negotiation process.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills

**Institutes**

<table>
<thead>
<tr>
<th>Monday, June 6</th>
<th>8:30 am – 5:00 pm</th>
<th>Salon D</th>
</tr>
</thead>
</table>

**PAIMI Institute**

The 2011 PAIMI Institute offers a variety of workshops that will educate and inform PAIMI Advisory Council members and staff about how to strengthen the PAIMI program in their P&A agency. The roles and responsibilities of PAIMI Councils will be discussed. In addition, participants will be given the opportunity to learn about innovative programs taking place in the states and to create a work plan for their council.

**Presenters**
- Dorothy Adams, Chair, DC PAIMI Council
- Karen Armstrong, Senior Public Health Advisor, P&A Program, SAMHSA, Center for Mental Health Services, State Planning & Systems Development Branch
- Sheree Lloyd, Chair, AZ PAIMI Council
- Amanda A. Mays, Disability Advocacy Specialist, National Disability Rights Network
- Mike Perry, Chair, Utah PAIMI Council
- Yvette Sangster, Director of Advocacy Education, Georgia Advocacy Office Inc.
- Nachama L. Wilker, Deputy Executive Director for Training and Technical Assistance, National Disability Rights Network

**Learning Objectives**
1. Be familiar with the roles and responsibilities of PAIMI Councils.
2. Understand how to assist your P&A with priority setting, and writing effective annual Program Performance Reports (PPRs).
3. Know how to create a strategic plan for the council.

**Credits:** PAL approved: Advocacy Skills; PAL approved: Cultural Competence Skills; PAL approved: Organizational Skills; PAL approved: Elective

---

**Tuesday, June 7 2011**

<table>
<thead>
<tr>
<th>Institutes</th>
<th>Tuesday, June 7</th>
<th>8:30 am - 5:00 pm*</th>
<th>Kent A/B/C</th>
</tr>
</thead>
</table>

**NITA: Negotiation and Negotiation Ethics**

*Note: All day Institute continued from Monday (8:30 am – 5:00 pm)*

Effective negotiation techniques are critical skills for P&A attorneys in order to achieve the best results for their clients. In this two-day session the National Institute for Trial Advocacy (NITA), in cooperation with TASC, will guide participating attorneys through simulated negotiation’s sessions in order to develop various skills required of effective negotiators, including identifying issues, developing options, making commitments, and the ethical issues raised in negotiation. Materials will include the Advanced Negotiation and Mediation Theory and Practice: A Realistic Integrated Approach, by Thomas Guernsey and Paul J. Zwier. Participation is limited to 16 attorneys and some pre-conference preparation is required.

**Presenter**

- John G. Douglass, Dean & Professor of Law, University of Richmond
- Zelda B. Harris, Professor of Law, University of Arizona

**Learning Objectives**

4. Understand competing models of negotiation and strategic use of negotiation in reaching client goals.
5. Develop effective negotiation techniques including identifying issues, developing options, and making commitments.
6. Identify strategies for gaining and disclosing information and understand the implications of professional responsibility requirements related to ethics, conflicts and disclosure issues in the negotiation process.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills

---

**Session A**

<table>
<thead>
<tr>
<th>Tuesday, June 7</th>
<th>8:30 am – 10:00 am</th>
<th>Salon E</th>
</tr>
</thead>
</table>

**Advanced Discipline**

This workshop will address some of the more vexing problems facing students with disabilities as they experience school removal. Strategies will be discussed for reducing a school’s over-reliance on discipline for students with disabilities experiencing behavioral challenges. Questions and suggestions from the audience will be encouraged.

**Presenters**

- Alyssa Fieo, Director of Legal Advocacy, Maryland Disability Law Center
- Rachel Shapiro, Staff Attorney, Equip for Equality, Inc. (IL P&A)
Learning Objectives
1. Be familiar with strategies to counter the common tactics used by school districts when disciplining students with disabilities.
2. Know how to ensure that students with disabilities receive appropriate services when they are excluded from school for disciplinary reasons.
3. Apply strategies to reduce the over-reliance on discipline for students with disabilities with behavioral issues.

Credits: CLE eligible; PAL approved: Substantive Legal Skills; PAL approved: Elective

Session A	Tuesday, June 7	8:30 am – 10:00 am	Laurel C/D
Empowering Self-Advocates & Families in Policy Advocacy
This session will cover how P&As can work to include self-advocates and families in the federal and state public policy processes. The speakers will provide multiple perspectives on how to ensure that the voices of self-advocates and families have the ability to be meaningfully heard in the legislative process.

Presenter
• John Anton, Self Advocate, Legislative Intern
• Jim Jackson, Executive Director, Disability Rights New Mexico
• Alan Kerzin, Executive Director, Disability Law Center, Inc. (MA P&A)

Learning Objectives
1. Know about the successes, barriers and challenges to including families and self-advocates in the public policy process.
2. Be familiar with the experiences of self-advocates and families in the federal and state public policy processes.
3. Think of creative ways to ensure that their public policy advocacy takes into account cultural, linguistic and other differences.

Credits: PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

Session A	Tuesday, June 7	8:30 am – 10:00 am	Salon D
ER Services for Individuals with Mental Illness
Emergency departments are often the primary resource for individuals with psychiatric disabilities who are seeking medical or psychiatric services and supports. Unfortunately, some may have to wait for hours to receive services and may be restrained and re-traumatized when they are finally seen. The purpose of this workshop is to encourage P&As to get involved in emergency room advocacy and to discuss how emergency room services could be improved for people with psychiatric disabilities.

Presenter
• Suzanne Harrison, Director of Psychiatry, LifeBridge Health, Inc
• Laura Cain, Managing Attorney, Adult Mental Health, Maryland Disability Law Center

Learning Objectives
1. Describe some of the experiences that individuals with psychiatric disabilities have experienced when seeking services in emergency departments, especially women who have experienced prior sexual abuse.
2. Identify strategies for improving the experiences of individuals with psychiatric
disabilities in emergency departments.

3. Explain ways in which P&As can effectively advocate for alternatives to emergency department services.

**Credits:**  CLE eligible; PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session A</th>
<th>Tuesday, June 7</th>
<th>8:30 am – 10:00 am</th>
<th>Salon A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good to Great</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A strong P&amp;A needs a strong Board of Directors. Going beyond a cursory review of Board member roles and responsibilities, this workshop focuses on how Board members can govern more effectively and provide true leadership to their P&amp;As. There will be an opportunity for small group interaction using hypothetical examples of possible governance issues within a P&amp;A.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ken Oakes, Chair Board of Directors, Disability Rights Network- PA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Polly Stamatopoulos, Governance &amp; Fiscal Management Specialist, National Disability Rights Network</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify opportunities to improve Board engagement and participation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Know how to assess Board performance and hold members accountable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand the Board of Director’s responsibility toward cultural and disability competency and its effects on recruiting and retaining Board members, Council Members, staff, and volunteers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits:</strong>  PAL approved: Organizational Skills; PAL approved: Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session A</th>
<th>Tuesday, June 7</th>
<th>8:30 am – 10:00 am</th>
<th>Laurel A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Traditional Funding of AT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals with disabilities and their families often struggle to identify funding sources for assistive technology (AT). The speaker will discuss creative ways to access traditional funding sources such as Medicaid and vocational rehabilitation agencies, some little-known AT funding sources, (e.g., the Adoption Assistance Program and the Crime Victims Compensation Fund), and additional AT funding strategies, (e.g., Use of tax strategies and creative structuring of child support agreements).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• James R. Sheldon, Jr., Supervising Attorney, Neighborhood Legal Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Learn about creative ways to establish eligibility for traditional AT funding sources, like Medicaid and state vocational rehabilitation agencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Be familiar with several little-known AT funding sources, like the Adoption Assistance Program and the Crime Victims Compensation Fund.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use other AT funding strategies, like the use of IRS flexible spending and health reimbursement accounts, and creative structuring of divorce settlements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain how strategies can be used in tandem to maximize funding of AT and minimize out-of-pocket expenses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits:</strong>  CRC eligible; PAL approved: Technology Skills; PAL approved: Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Orientation for New Legal Directors

This workshop is designed for P&A Legal Directors and Managing Attorneys (regardless of their actual job title) who are relatively new to their positions. Seasoned colleagues will highlight issues of importance to newer Legal Directors, and provide practical guidance on effectively managing the legal work of a P&A (e.g., client services, case management, attorney supervision, issues unique to P&A practice). Information will also be provided about useful resource materials and supports available to assist Legal Directors/Managing Attorneys in their dual roles of providing leadership to the P&A legal program and delivering high quality advocacy services.

**Presenter**
- Pamela Hoopes, Legal Director, Minnesota Disability Law Center
- Janice Johnson-Hunter, Deputy Executive Director for Legal Services, National Disability Rights Network

**Learning Objectives**
1. Be aware of resources and supports available to assist P&A Legal Directors, especially those who are new to their positions.
2. Apply best practices relating to case management, including: those relating to caseloads, document management and retention, and protecting privacy and confidentiality.
3. Be familiar with effective approaches for recruiting, hiring, supervising and retaining a diverse staff.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Organizational Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

### Sheltered Workshops: A Primer [14(c)]

Segregation in employment was considered a way to allow people with disabilities to prepare to be employed in a job outside the confines of large segregated employment environments. The problem is that, for most individuals, segregated employment environments (including Work Centers) are the “end” instead of the means to productive employment. Learn how segregated employment came into being and how these environments continue to operate despite the passage of laws to promote integration.

**Presenters**
- Eve Hill, Attorney, Brown Goldstein & Levy

**Learning Objectives**
1. Be familiar with the history of segregated employment settings and subminimum wage.
2. Know about recent data that shows us about the employment outcomes of people with disabilities in segregated settings versus community settings.
3. Understand the myths that have kept these facilities open and what you can do as an advocate to ensure real jobs at real wages.

**Credits:** CRC eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective
Break: 10:00 am – 10:30 am  Harborside Foyer

Tuesday, June 7, 2011
GENERAL SESSION
10:30 am – 12 noon
Salon C/D/E

The Missing Piece of the ADA: Affordable Care Act

Lunch Break: 12 noon – 1:30 pm  Harborside Foyer/Salon C
Roundtables: 12:15 pm – 1:15 pm  Location
RT 1  ADD Discussion  Laurel A/B
RT 2  Issues for Communication Staff  Salon B
RT 3  Expert and Document Discovery in Systemic Prison Litigation  Essex A/B/C

Tuesday, June 7, 2011
Session B  Tuesday, June 7  1:30 pm – 3:00 pm  Essex A/B/C
Advocacy in Sheltered Workshops
Community rehabilitation providers believe they are doing the right thing preparing people with disabilities for employment. The issues and questions are complex. Learn what actions experienced advocates have made to improve employment and quality of life indicators for those settled in segregated programs.

Presenters
- Crystal Beelner, Program Director, Georgia Advocacy Office, Inc.
- Amanda A. Mays, Disability Advocacy Specialist, National Disability Rights Network

Learning Objectives
1. Be familiar with the principles of full employability for people with disabilities as set forth in public policy.
2. Know how experienced advocates have approached providers and family members to encourage growth in employment opportunities.
3. Identify best practices which can help shift the paradigm from segregation to full employment for all.

Credits: CLE eligible; CRC eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization Skills; PAL approved: Elective

Session B  Tuesday, June 7  1:30 pm – 3:00 pm  Laurel A/B
Continuing Issues in VR - Part I
A variety of issues continually emerge throughout the vocational rehabilitation (VR) system. This two-part session discusses some of the continuing VR issues identified by the panelists and the participants, as well as more recent systemic problems emerging from the VR system. Participants will interact with the panelists to clarify problematic
issues and develop ways to overcome them.

**Presenters**
- Sue Beecher, Assistant Director for Client Services, Indiana Protection and Advocacy Services
- Robin Hall-Walker, CAP Director, Nevada Client Assistance Program
- Corey Hinds, Employment Manager/CAP Director, Disability Rights Florida

**Learning Objectives**
1. Recognize major VR advocacy issues that continually reoccur.
2. Describe significant new issues within the VR system.
3. Understand a cultural competency issue that was discussed during the workshop.
4. Apply strategies to address and overcome these new and continuing issues.

**Credits:** CRC eligible; PAL approved: Advocacy Skills; PAL approved: Elective

---

**Session B | Tuesday, June 7 | 1:30 pm – 3:00 pm | Salon E**

**Developing Effective OCR Complaints**

This session will provide practical advice on OCR’s complaint procedures. This will include tips on effective approaches to initiating complaints, how to determine when to file a complaint, what type of information is necessary for a comprehensive complaint and how to effectively present that information, and the level of involvement that P&A staff and their clients can expect during the investigation.

**Presenters**
- Ron Hager, Senior Staff Attorney, National Disability Rights Network
- Howard Kallem, Chief Regional Attorney, DC Regional Office, Office for Civil Rights

**Learning Objectives**
1. Know when it makes sense to file a complaint and when it does not.
2. Be familiar with how to effectively draft a complaint, including what information is necessary and how to present that information.
3. Understanding what to expect from and how to communicate with OCR during a complaint investigation.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**Session B | Tuesday, June 7 | 1:30 pm – 3:00 pm | Salon B**

**Extreme Isolation in Correctional Facilities: Part I**

This two-part workshop focuses on prisoners with cognitive, intellectual, or psychiatric disabilities who are forced to live for prolonged periods of time in extreme isolation in correctional settings (e.g., supermax prisons, disciplinary segregation units, etc.). This includes youth as well as adults confined in correctional facilities (jails, prisons, juvenile correctional facilities).

Part I discusses the adverse effects of prolonged extreme isolation, and applicable constitutional and legal protections. Part II focuses on legal, legislative and other advocacy strategies to end the use of extreme isolated confinement for prisoners who are vulnerable to experiencing adverse effects in those settings.

**Presenters**
Learning Objectives
1. Understand applicable constitutional and legal protections that apply to prisoners with mental health disorders, and how the courts analyze cruel & unusual punishment claims.
2. Be aware of the research relating to the effects of prolonged extreme isolation on prisoners, including a controversial Colorado study published in 2010.
3. Be familiar with isolation practices in correctional facilities and the adverse effects of prolonged extreme isolation on prisoners with mental health problems.

Credits: CLE eligible; PAL approved: Advocacy Skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session B</th>
<th>Tuesday, June 7</th>
<th>1:30 pm – 3:00 pm</th>
<th>Salon A</th>
</tr>
</thead>
</table>

Public Policy Update
How will recent changes in Congress affect the P&A and CAP System that was created by federal law, and primarily relies on federal funding to provide legal advocacy for individuals with a disability? What affect will there be on federal laws and implementing regulations that provide a significant part of the framework for protecting the rights of, and providing advocacy for, individuals with disabilities?

This session provides information about legislative and regulatory action occurring at the national level that impacts (positively or negatively) individuals with disabilities and the P&A and CAP System. Effective strategies will be discussed for educating policymakers as a P&A or CAP staff member, a Board member of a P&A or CAP agency, a PAIMI Council member, or an advocate or self-advocate.

Presenter
- Cindy Smith, Public Policy Counsel, National Disability Rights Network
- Patrick Wojahn, Public Policy Analyst, National Disability Rights Network
- Eric Buehlmann, Deputy Executive Director of Public Policy, National Disability Rights Network

Learning Objectives
1. Explain the effect of pending and enacted legislation and regulations on individuals with a disability and the P&A and CAP System.
2. Implement effective strategies to fulfill the statutory requirements to educate policymakers.
3. Recognize the interaction of legislation effecting individuals with a disability with its impact on other distinct populations such as gender, age, race, and national origin, and be able to educate policymakers on that interaction.

Credits: PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

| Session B | Tuesday, June 7 | 1:30 pm – 3:00 pm | Laurel C/D |
## Removing Barriers to Voting

Data from the 2010 election cycle show that people with disabilities were three times more likely to refrain from the voting process due to: (1) a lack of transportation, (2) uncertainty about their eligibility to vote, and (3) inaccessible polling places. This workshop will provide you with proven best practices to increase voter turnout among individuals with disabilities.

### Presenter
- Alicia Boehme, Advocacy Specialist, Disability Rights Wisconsin
- Andrea Rizor, Advocacy Specialist, Michigan Protection and Advocacy Service, Inc.

### Learning Objectives
1. Know how to use quantitative and qualitative data analyses to improve and expand Get Out the Vote outreach and messaging.
2. Apply strategies for partnering with election officials/administrators to remove polling place barriers.
3. Have an Election Day toolkit.

### Credits:
- PAL approved: Advocacy Skills
- PAL approved: Communication Skills
- PAL approved: Community Organization Skills
- PAL approved: Cultural Competence Skills
- PAL approved: Elective

## She Wants to Leave the Hospital

This workshop identifies the steps involved in negotiating a client’s discharge from a state hospital back into the community with appropriate services and supports. Using role playing and hypotheticals, workshop participants learn to: locate and understand state discharge planning requirements; identify potential hospital violations of these requirements, and file grievances on behalf of the client; prepare for a discharge planning meeting by accessing your clients strengths and weaknesses and identifying the community services your client may need; contact providers who may be able to supply these services; inform the client of her discharge planning rights and prepare her to participate effectively in the process negotiate with hospital administrators at discharge planning meetings; track discharge planning progress; and advocate for improvements to hospital discharge planning practices at a systemic level.

### Presenters
- Sandy Bernstein, Legal Director, University Legal Services (DC P&A)
- Cathy Costanzo, Attorney, Center for Public Representation
- Steven Schwartz, Executive Director, Center for Public Representation

### Learning Objectives
1. Identify potential hospital violations of state and hospital discharge requirements, and file grievances on behalf of a client.
2. Prepare for a discharge planning meeting by assessing your client’s strengths and weaknesses, and identifying community services your client may need, considering cultural and linguistic needs.
3. Negotiate with hospital administrators at discharge planning meetings, track the discharge planning progress, and advocate for systemic improvements to hospital discharge planning practices.
4. Be familiar with how to advocate for systemic improvements to hospital discharge planning practices.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Break: 3:00 pm – 3:30 pm</th>
<th>Harborside Foyer</th>
</tr>
</thead>
</table>

**Tuesday, June 7, 2011**

<table>
<thead>
<tr>
<th>Session C</th>
<th>Tuesday, June 7</th>
<th>3:30 pm – 5:00 pm</th>
<th>Essex A/B/C</th>
</tr>
</thead>
</table>

**Braided Funding for Employment**

Contrary to popular opinion, rehabilitation dollars can come from many sources: departments of developmental disabilities, mental health or hygiene; Medicaid and Medicare waivers; Money Follows the Person funding, state or federal vocational rehabilitation; Ticket to Work; and possibly even PASS. Each funding stream comes with its own unique challenges and program criteria. Learn how to effectively utilize multiple funding sources to support people with significant disabilities achieve jobs which allow full integration and community participation.

**Presenters**
- Robert Nicholas, Senior Visiting Fellow for Disability Research, John J. Heldrich Center for Workforce Development, Rutgers University

**Learning Objectives**
1. Understand the multiple funding sources available to support employment.
2. Know how to effectively blend these resources together to support full employment of people with disabilities.

**Credits:** PAL approved: Advocacy Skills; PAL approved: Organizational Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session C</th>
<th>Tuesday, June 7</th>
<th>3:30 pm – 5:00 pm</th>
<th>Laurel A/B</th>
</tr>
</thead>
</table>

**Continuing Issues in VR: Part II**

A variety of issues continually emerge throughout the vocational rehabilitation (VR) system. This two-part session discusses some of the continuing VR issues identified by the panelists and the participants, as well as more recent systemic problems emerging from the VR system. Participants will interact with the panelists to clarify problematic issues and develop ways to overcome them.

**Presenters**
- Sue Beecher, Assistant Director for Client Services, Indiana Protection and Advocacy Services
- Robin Hall-Walker, CAP Director, Nevada Client Assistance Program
- Corey Hinds, Employment Manager/CAP Director, Disability Rights Florida

**Learning Objectives**
1. Recognize major VR advocacy issues that continually recur.
2. Describe significant new issues within the VR system.
3. Understand a cultural competency issue that was discussed during the workshop.
4. Apply strategies to address and overcome these new and continuing issues.

**Credits:** CRC eligible; PAL approved: Advocacy Skills; PAL approved: Elective
### Session C  Tuesday, June 7  3:30 pm – 5:00 pm  Salon B

**Extreme Isolation in Correctional Facilities: Part II**

This is the second part of a two-part workshop focused on prisoners with cognitive, intellectual, or psychiatric disabilities who are forced to live for prolonged periods of time in extreme isolation in correctional settings (e.g., supermax prisons, disciplinary segregation units, etc.). This includes youth as well as adults confined in correctional facilities (jails, prisons, juvenile correctional facilities).

Participants interested in attending Part II are encouraged (but not required) to attend Part I (Session B at 1:30 pm). Part I discussed the adverse effects of prolonged extreme isolation, and applicable constitutional and legal protections. Part II focuses on legal, legislative, and other advocacy strategies to end the use of extreme isolated confinement for prisoners who are vulnerable to experiencing adverse effects in those settings.

**Presenters**

- Melinda Bird, Senior Counsel, Disability Rights California
- Amy Fettig, Staff Counsel, ACLU National Prison Project
- Robert ("Bob") D. Fleischner, Assistant Director, Center for Public Representation
- Carl Fulwiler, Assistant Professor, University of Massachusetts Medical School

**Learning Objectives**

1. Be familiar with efforts to use systemic litigation to reform extreme isolation practices in correctional facilities.
2. Be aware of efforts to use legislative and public opinion advocacy to reform extreme isolation practices in correctional facilities.
3. Understand best practices for management of prisoners with mental health problems, including psychiatric disorders, who are unable to safely function in correctional facilities without interventions.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

### Session C  Tuesday, June 7  3:30 pm – 5:00 pm  Salon D

**Outreach to Rural Communities**

This workshop will explore the opportunities and obstacles for delivering services to rural communities and other hard to reach communities. Topics to be covered include understanding the needs of rural communities, the quality and availability of infrastructure, using resources wisely, and improving cultural competency.

**Presenters**

- Julia Freeman-Woolpert, Outreach Advocacy Director, Disability Rights Center (NH P&A)
- Darryl Holts, Senior Advocate Specialist, Disability Rights Network of Pennsylvania

**Learning Objectives**

1. Apply strategies for doing outreach to and communicating with rural communities.
2. Identify ways to maximize resources when reaching out to rural communities that may be spread out over wide geographic areas.
3. Understand the possibilities for culturally competent services in rural communities.
### Outreach to Youth: Cultivating the Next Generation of Leaders

The disability community is in constant evolution and younger generations have a perspective that is important for P&As to utilize. This session will discuss the various ways in which P&As can engage in outreach to younger people not just as clients but as future Board members, advisory members, staff and volunteers.

**Presenters**
- Aaron Baier, NYLN Governing Board President
- Cara Liebowitz, NYLN Governing Board Member

**Learning Objectives**
1. Be familiar with organizations that P&As can intersect with to access young activists with disabilities.
2. Understand ways P&As can target their meetings and communication strategies to increase youth participation.
3. Understand ways that P&As can focus hiring practices and volunteer opportunities to create mentorship to younger people.

### Supreme Court Update

This workshop provides an overview and discussion of recent U.S. Supreme Court decisions and pending cases that have implications for individuals with disabilities and litigation brought on their behalf.

**Presenters**
- Robert Dinerstein, Professor of Law, Director of Clinical Programs, Washington College of Law, American University

**Learning Objectives**
1. Be familiar with recent decisions and pending cases in the Supreme Court that may impact people with disabilities and P&A advocacy.
2. Know about decisions in the broader civil rights context of race, color, religion, sex and national origin that are not specifically disability rights cases but that may affect disability rights cases.
3. Anticipate cases that may be heard in the next term that could affect disability and civil rights in the future.

### Trauma Sensitive Advocacy

Trauma sensitive advocacy is advocacy informed by an understanding of trauma and traumatic stress, and how those experiences impact people emotionally, behaviorally,
psychologically, physically, and socially. Many individuals with disabilities have been traumatized by sexual, physical, or emotional abuse and neglect, and their trauma history impacts their reactions to current stressors. This workshop provides an overview of trauma and its effects, and effective strategies to educate others about trauma informed care. There also will be a discussion about effective approaches for P&As to provide trauma informed services and for communicating, throughout the continuum of P&A services, with clients who have trauma histories.

**Presenters**
- Tonier Cain, Independent Consultant
- Amanda A. Mays, Disability Advocacy Specialist, National Disability Rights Network

**Learning Objectives**
1. Understand trauma and retraumatization, and the prevalence among individuals with disabilities.
2. Describe what trauma informed care and trauma sensitive services are, and how to incorporate them into P&A advocacy.
3. Be familiar with effective approaches to communicating with P&A clients who have a trauma history.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

---

**Tuesday, June 7**

**RECEPTION**
5:30 pm – 7:00 pm
Waterview Ballroom

**Wednesday, June 8, 2011**

| Breakfast: 7:30 am - 8:30 am | Harborside Foyer/Salon C |

| Session D | Wednesday, June 8 | 8:30 am – 10:00 am | Salon E |

**Educational Advocacy in the JJ System**

Children and youth with disabilities can be diverted from the juvenile justice system and secure confinement by leveraging their entitlements to special education and mental health services, and their rights under the Americans with Disabilities Act and other state and federal laws. This workshop explores strategies used by P&As to improve outcomes for youth with disabilities in contact with truancy or juvenile delinquency courts. Although this is a "basic" course for those unfamiliar with this topic, others are welcome to contribute to the discussion and share lessons they have learned in providing court-based advocacy. Recommended reading before attending this workshop: A Guide to Improving Educational Opportunities for Court-Involved Youth, [http://www.justice4all.org/files/NCLN%20Manual%2006-1-07.pdf](http://www.justice4all.org/files/NCLN%20Manual%2006-1-07.pdf)
Presenters
- Rachel Shapiro, Staff Attorney, Equip for Equality, Inc. (IL P&A)
- Amy Walters, Staff Attorney, Maryland Disability Law Center

Learning Objectives
1. Understand factors contributing to the over representation of youth with disabilities in the juvenile justice system, and the adverse consequences of placing them in secure confinement.
2. Identify successful P&A juvenile-court based education advocacy initiatives, which could be replicated by other P&As to promote diversion of youth with disabilities from the juvenile justice system.
3. Better understand the delinquency court culture that can create barriers to education advocates providing quality representation to youth with disabilities in the JJ system.
4. Be aware of effective ways for education advocates to involve and support families of court-involved youth, helping them to strengthen their skills in advocating on behalf of their children.

Credits: CLE eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

Session D Wednesday, June 8 8:30 am – 10:00 am Essex A/B/C
From Individual to Systemic Advocacy
What is the most egregious problem faced by people with disabilities in your state? How is your P&A trying to tackle the problem? Many P&As are good at solving problems on a case-by-case individual basis, but often struggle with moving from individual advocacy to larger systemic advocacy/litigation. Two legal directors who have led major systemic reform efforts will lead this discussion. They will discuss why it is important for P&As to focus on the big issues and how to promote and implement systemic reform efforts at P&As through litigation and other means.

Presenters
- James Tucker, Associate Director, Alabama Disabilities Advocacy Program
- Cliff Zucker, Executive Director, Disability Advocates, Inc.

Learning Objectives
1. Explain why systemic advocacy may be more effective than individual advocacy and provide examples of possible systemic actions that P&As could undertake, especially with respect to individuals of color who have disabilities.
2. Describe the internal processes and structure of P&As that promote systemic advocacy/litigation.
3. Identify the various considerations that P&As must take into account before and during systemic advocacy.

Credits: CLE eligible; PAL approved: Advocacy Skills; PAL approved: Organizational Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

Session D Wednesday, June 8 8:30 am – 10:00 am Salon D
Managing Emergency Calls
Clients who call a P&A can at times be in crisis and will express desires to hurt themselves or others. This session will provide information on the P&A’s ethical
obligations as well as skills to communicate with individuals in crisis and policies/models to address these situations.

**Presenters**
- Deana Krizan, Director, Baltimore Crisis Response Inc
- Mark McWilliams, Staff Attorney, Michigan Protection & Advocacy Service, Inc.
- John Ramsey, Intake Supervisor, Ohio Legal Rights Service (OH P&A)

**Learning Objectives**
1. Understand ethical responsibilities relating to confidentiality, client autonomy and mandatory reporting.
2. Apply skills to aid in talking with clients in crisis.
3. Be familiar with policies and models that relate to the interaction of people in crisis.

**Credits:** PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session D</th>
<th>Wednesday, June 8</th>
<th>8:30 am – 10:00 am</th>
<th>Salon A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Voter Registration Act and P&amp;As</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This workshop is designed to provide strategies on getting state agencies and disability service providers to increase voter registration opportunities by using the requirements of the National Voter Registration Act.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - Richard Dellheim, Deputy Chief, Voting Section, Civil Rights Division, U.S. Department of Justice  
- Rocky Nichols, Executive Director, Disability Rights Center of Kansas  
- Paul O’Hanlon, Attorney, Disability Rights Network of Pennsylvania | | | |
| **Learning Objectives** | | | |
| 1. Understand the mandatory requirements and complex issues NVRA presents for state funded agencies serving people with disabilities.  
2. Know how to get state agencies and disability service providers to provide more voter registration opportunities.  
3. Have a NVRA toolkit. | | | |
| **Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective | | | |

<table>
<thead>
<tr>
<th>Session D</th>
<th>Wednesday, June 8</th>
<th>8:30 am – 10:00 am</th>
<th>Kent A/B/C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P&amp;A Orientation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you new to the P&amp;A/CAP system? Is this your first TASC conference? For those who answer yes to either of these questions, this workshop is an opportunity to obtain information about the P&amp;A system, including its history, and also ask questions and network with peers. It also introduces participants to TASC training and technical assistance resources, and provides an opportunity to hear from an experienced P&amp;A Executive Director about life within a P&amp;A.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - Curtis L. Decker, Executive Director, National Disability Rights Network  
- Colleen Miller, Executive Director, Virginia Office for Protection & Advocacy | | | |
Learning Objectives
1. Understand the origin of the P&A system, its programs and the range of approaches that P&As can use to accomplish their mission.
2. Identify the training and technical assistance resources available through TASC, and how to access them.
3. Appreciate the importance of cultural competency in fulfilling the goals of the P&A system.

Credits: PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Organizational Skills; PAL approved: Substantive Legal Skills; PAL approved: Technology Skills; PAL approved: Elective

Session D | Wednesday, June 8 | 8:30 am – 10:00 am | Salon B
Perspectives on Employment: Part 1
Advocates and attorneys will gain a new, real-world understanding of how the ADA and the Rehab Act apply to common issues that confront individuals with disabilities while looking for a job or trying to maintain employment. The fun begins when participants select from a group of characters, each of whom has a specific disability and employment goal. During this session, participants follow their character through the process of applying for a job, interviewing, requesting a reasonable accommodation, and dealing with other employment problems. Through guided discussions the participants are encouraged to apply the protections of the ADA and the Rehab Act to each obstacle the employer creates for their character, on the path toward successful employment.

Presenters
- Mary Curtis, Attorney, Disability Rights Center of Kansas
- Catherine Johnson, Attorney, Disability Rights Center of Kansas

Learning Objectives
1. Recognize potential violations on the path to employment.
2. Identify and apply employment protections under the Rehabilitation Act for people with disabilities returning to work.
3. Identify and apply employment protections under the ADA for people with disabilities entering the workforce.
4. Know how to effectively advocate to overcome employer attitudes and misperceptions regarding employability of people with disabilities.

Credits: CLE eligible; CRC eligible; PAL approved: Advocacy Skills; PAL approved: Organizational Skills; PAL approved: Elective

Session D | Wednesday, June 8 | 8:30 am – 10:00 am | Salon D
Writing an Effective IPE
This session will take an in-depth look at the important task of writing an Individualized Plan for Employment (IPE). The discussion will be approached from both a legal and
practical perspective and will include an analysis of a well-written IPE.

**Presenters**
- Bob Huven, Rehabilitation Coordinator, Washington CAP
- Beth Lash, Regional Director, Maryland Division of Rehabilitation Services

**Learning Objectives**
1. Be familiar with the federal regulations that govern the creation of an Individualized Plan for Employment (IPE).
2. Apply tips that cover the "do's and don’t's" of writing an IPE.
3. Analyze and discuss an actual well-written IPE.

**Credits:** CRC eligible; PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**Break: 10:00 am – 10:30 am**

**Harborside Foyer**

---

**Wednesday, June 8, 2011**

<table>
<thead>
<tr>
<th>Session E</th>
<th>Wednesday, June 8</th>
<th>10:30 am - 12 noon</th>
<th>Salon B</th>
</tr>
</thead>
</table>

**Crossover Youth: Foster Care Children in the JJ System**

Foster care children removed from home because of abuse or neglect and subsequently placed in a juvenile justice facility or a State Supported Living Center are at greater risk of becoming lost in the state’s foster care system. The Texas P&A, Disability Rights Texas, has received funding for a pilot project to enhance the quality of legal representation provided these children. This project connects these vulnerable youth to a court-appointed advocate who meets with them, reviews their medical records, speaks to doctors and institutional staff, and provides much-needed representation in court.

**Presenters**
- Dustin Rynders, Special Project Attorney, Disability Rights Texas
- Ian Spechler, Special Project Attorney, Disability Rights Texas

**Learning Objectives**
1. Be aware of the unique challenges facing foster care youth who are also in another child-serving system, and the importance of cross-system advocacy to meet their needs.
2. Understand how outcomes for crossover youth can be improved by providing them enhanced cross-systems advocacy.
3. Be able to consider replicating in other jurisdictions the cross-systems youth advocacy model that the Texas P&A has been providing to foster youth in contact with another state child-serving system.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

<table>
<thead>
<tr>
<th>Session E</th>
<th>Wednesday, June 8</th>
<th>10:30 am - 12 noon</th>
<th>Salon A</th>
</tr>
</thead>
</table>

**Hospital Bioethics & Disability Rights**

Hospital ethics committees and consultants may not understand or appreciate the
perspective of individuals with disabilities. The goal of this workshop is to help
disability rights advocates better understand how hospital ethics committees function.
The speakers will also be discussing a hypothetical case to show how different
stakeholders may approach bioethical issues involving individuals with disabilities and
how communications can be enhanced to bridge these differences.

**Presenters**
- David Carlson, Associate Director of Legal Advocacy, Disability Rights Washington
- Anita Tarzian, Associate Professor, Univ. of Maryland School of Nursing

**Learning Objectives**
1. Be familiar with the development of hospital ethics committees, their function, quality
   improvement efforts, and the importance of a disability perspective.
2. Explain at least two current and emerging bioethics issues involving individuals with
disabilities.
3. Identify at least three strategies that P&As and self-advocates can use to try to
   enhance communications between disability rights advocates and hospital ethics
   committees.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Substantive
Legal Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session E</th>
<th>Wednesday, June 8</th>
<th>10:30 am - 12 noon</th>
<th>Salon D</th>
</tr>
</thead>
</table>

**Perspectives on Employment: Part 2**
This is Part 2 of a continuing session to gain a real-world understanding of how the ADA
and the Rehab Act apply to common issues that confront individuals with disabilities
while looking for a job or trying to maintain employment.

For more information see description for Part 1, Session D, above.

**Presenters**
- Mary Curtis, Attorney, Disability Rights Center of Kansas
- Catherine Johnson, Attorney, Disability Rights Center of Kansas

**Learning Objectives**
1. Recognize potential violations on the path to employment.
2. Identify and apply employment protections under the Rehabilitation Act for people
   with disabilities returning to work.
3. Identify and apply employment protections under the ADA for people with disabilities
   entering the workforce.
4. Know how to effectively advocate to overcome employer attitudes and
   misperceptions regarding employability of people with disabilities.

**Credits:** CLE eligible; CRC eligible; PAL approved: Advocacy Skills; PAL approved:
Organizational Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session E</th>
<th>Wednesday, June 8</th>
<th>10:30 am - 12 noon</th>
<th>Essex A/B/C</th>
</tr>
</thead>
</table>

**Strategies for Replacing Loss of Medicaid**
This workshop will discuss how to advocate or litigate to replace or prevent cuts to
Medicaid long term care and home and community based services. Ideas will be
discussed for replacing lost programs with other sources of Medicaid funding.
Presenters
- Sarah Sommers, Senior Attorney, National Health Law Program

Learning Objectives
1. Be familiar with current litigation challenging recent reductions in Medicaid waiver and long-term care services and the pros and cons of possible legal claims.
2. Identify possible methods for states to supplement the loss of Medicaid funds stemming from tight state budgets.
3. Recognize particular subpopulations that may be differentially impacted by specific types of Medicaid cuts, and whether cuts will have special impact on any cultural groups.

Credits:  CLE eligible; PAL approved: Advocacy Skills; PAL approved: Community Organization Skills; PAL approved: Elective

Session E  Wednesday, June 8  10:30 am - 12 noon  Salon E

Systemic Administrative Actions
IDEA’s State Administrative Complaint Procedures are a mechanism for assailing major systemic IDEA violations/FAPE denials by LEAs. This workshop focuses on an actual systemic State Administrative Complaint filed against an LEA and explore all the steps involved in developing, structuring, and filing the complaint as well as the post filing strategies that were used to secure a systemic SEA investigation and ultimate Settlement Agreement. The following pre-filing issues will be examined: defining systemic IDEA problems/issues to be addressed; developing case outline of pre-filing activities/tasks and timelines; use of data and monitoring reports to determine and target a “worst offending” LEA regarding selected systemic issues; specific client outreach and recruitment strategies including detailed client profiles used to obtain clients; identifying and using an expert; the structure for the systemic state complaint including use of systemic LEA data; drafting the complaint and crafting proposed systemic remedies; pre-filing negotiations; using media when filing the complaint.

The following post-filing issues will also be discussed: dealing with the SEA and ensuring a systemic investigation; negotiating with the LEA; drafting a settlement agreement; monitoring compliance with the Settlement Agreement.

Presenters
- James E. Comstock-Galagan, Executive Director, Southern Disability Law Center
- Ronald K. Lospennato, Counsel, Advocacy Center (LA P&A)

Learning Objectives
1. Identify the various pre and post filing activities/tasks involved in developing and filing a systemic IDEA State Complaint together with strategies for accomplishing them.
2. Utilize a template for structuring and drafting a systemic IDEA State Complaint.
3. Be familiar with ways to utilize experts in both crafting a systemic IDEA State Complaint and in prodding an SEA to conduct a systemic investigation.
4. Know ways to utilize the media both in the filing and post filing stages of a systemic IDEA State Complaint.

Credits:  CLE eligible; PAL approved: Advocacy Skills; PAL approved: Organizational Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective
**Session E | Wednesday, June 8 | 10:30 am - 12 noon | Kent A/B/C**

**Trauma Informed Care and Disaster Management**

This capacity building workshop provides a forum for P&A staff and the mental health community to share their areas of expertise and experiences in assisting survivors of disasters with respect to understanding, among other things, the impact of trauma on the lives of those with a psychiatric diagnosis.

**Presenters**
- Joan Gillece, Project Director, NASMHPD
- Connie Kristenson, Regional Manager, Disability Rights Texas

**Learning Objectives**
1. Recognize trauma informed care as an important component of disaster management services to persons with mental health needs.
2. Understand the support mechanisms survivors needs for recovery.
3. Have a Trauma Informed Care Disaster Management toolkit.

**Credits:** PAL approved: Advocacy Skills; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

**Session E | Wednesday, June 8 | 10:30 am - 12 noon | Laurel A/B/C**

**VR Litigation**

When Congress amended Title I of the Rehabilitation Act in 1998, it allowed applicants and eligible recipients of vocational rehabilitation (VR) services to seek review of an administrative hearing decision in federal or state court, thereby changing the litigation landscape. Although this amendment was viewed as a positive development, many pitfalls occurred once these cases actually made it to court. This session will discuss key federal cases from the last year.

**Presenters**
- David Hutt, Senior Staff Attorney, National Disability Rights Network
- Amy Scherer, Disability Advocacy Specialist, VR/CAP, National Disability Rights Network

**Learning Objectives**
1. Identify key cases that have occurred under the VR Services Provision of Title I of the Rehabilitation Act.
2. Recognize the issues and obstacles that must be overcome in order to increase the chances of a favorable legal outcome, and discuss strategies that may be implemented to overcome these obstacles.
3. Apply recent legal decisions to CAP advocacy in culturally and linguistically competent ways.

**Credits:** CLE eligible; CRC eligible; PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**Lunch Break: 12 noon – 1:30 pm | Harborside Foyer/Salon C**

**Roundtables: 12:15 pm – 1:15 pm**

<table>
<thead>
<tr>
<th>RT4</th>
<th>Affordable Care Act: Implications for the Incarcerated</th>
<th>Salon B</th>
</tr>
</thead>
</table>
### Wednesday, June 8, 2011

**Session F**

**Getting a Facelift – Online!**

A few wrinkles might look good on George Clooney, but not on your website! If your site is showing its age, it might be time for a little work. It is, after all, the face you present to the world. These days nearly everyone who wants to learn what you are all about, first goes to your website.

Presenters will draw from their direct experiences to review step-by-step how to redesign your website, including costs, elements of design, technical requirements, and time demands. They will also discuss ways to produce, maintain and improve your website’s content to make it a rich, vibrant part of your communication strategy.

**Presenters**
- Keith Casebonne, Technology and Communications Manager, Disability Rights Florida
- Stephanie Patrick, Director of Outreach and Training, Advocacy Center (LA P&A)
- Sylvia Smith, Director of Legislative and Public Affairs, Disability Rights Florida

**Learning Objectives**
1. Be familiar with the steps and resources required for building a new website.
2. Be familiar with how to make your website a part of your P&As communication strategy.
3. Ensure your website is accessible for all users.

**Credits:** PAL approved: Communication Skills; PAL approved: Cultural Competence Skills; PAL approved: Technology Skills; PAL approved: Elective

---

### Session F

**Interviewing Individuals with Intellectual and Cognitive Disabilities**

This session will explore ways for participants to improve their skills interviewing individuals with cognitive and intellectual disabilities as part of P&A monitoring reviews and investigations. Participants will be provided general principles for interviewing individuals with these disabilities, along with ideas for conducting interviews as part of the SSA Representative Payee Review Project and in other monitoring and investigative settings. Using scenarios, participants will learn techniques to develop questions, build rapport, re-focus the interviewee to the questions asked, as well as discuss other ideas and skills to interview individuals who are both verbal and non-verbal.

**Presenters**
- Mary Jo Kern, Manager SSA Rep Payee Project, Senior Investigator, Equip for Equality, Inc. (IL P&A)
- Merry Postemski, Advocate, Disability Rights Vermont
**Learning Objectives**
1. Use techniques to framing questions to make them understandable to the interviewee.
2. Explain ways to build rapport during the interview process to obtain the most accurate information.
3. Recognize ways to communicate when verbal questions do not convey the question or allow for an answer.
4. Be aware of ideas for conducting interviews, refocusing the interviewee's attention, and addressing unexpected behavior.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**Session F  Wednesday, June 8  1:30 pm – 3:00 pm  Salon E**

**I've Filed for Due Process, Now What?:  Part I**

This two-part workshop is intended to prepare attorneys and advocates who handle, or may handle, special education due process hearings. The stages of preparing for a due process hearing will be reviewed by experienced P&A staff attorneys. Through discussion, simulation and role play, participants will have an opportunity to prepare and conduct direct and cross examination. Samples of hearing requests, hearing briefs, and opinions will be provided.

Prior to the conference, participants are encouraged to review the “Due Process and Discipline” webcast from the Special Education 101 webcast series archived on NDRN’s website at: [http://tascnow.com/tasc/issues/education.html](http://tascnow.com/tasc/issues/education.html).

**Presenters**
- Ron Hager, Senior Staff Attorney, National Disability Rights Network
- Maria Iriarte, Managing Attorney, Disability Rights California
- Diane Smith, Staff Attorney, Disability Rights Center (ME P&A)

**Learning Objectives**
1. Be more comfortable with going to due process by better understanding how to prepare for and present at a due process hearing.
3. Apply skills for preparing and conducting direct and cross examination.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Organizational Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**Session F  Wednesday, June 8  1:30 pm – 3:00 pm  Salon D**

**Models for Self-Employment**

Individuals with disabilities, who seek self employment at a higher level than their non-disabled peers, can be successful in a wide range of business opportunities. This workshop will provide an overview of a number of different self employment models that can be used to increase an individuals self sufficiency. From traditional small businesses to microenterprises to the arts, learn about the different support options available to assist people with disabilities become self employed in the job of their dreams.

**Presenters**
- Ralph Gemmill, Small Business Owner, Gemilicious
- Bill Hitte, Business Consultant, Small Business Development Center
- Morris Tranen, RISE Program

### Learning Objectives

1. Identify resources in the community existing to assist in self employment.
2. Be familiar with different models of support for the varying needs of individuals with disabilities including supported self employment.
3. Understand your role as an advocate in assisting someone with a disability reach their dream of self employment.

### Credits:

- CRC eligible;
- PAL approved: Cultural Competence Skills
- PAL approved: Community Organization Skills
- PAL approved: Elective

<table>
<thead>
<tr>
<th>Session F</th>
<th>Wednesday, June 8</th>
<th>1:30 pm – 3:00 pm</th>
<th>Laurel A/B/C/D</th>
</tr>
</thead>
</table>

### Native American 121 Programs

After the passage of the Rehabilitation Act Amendment of 1992, considerable actions were taken to enhance cultural competence in rehabilitation service delivery, increase outreach and services to persons with disabilities from diverse populations, and develop recruitment strategies of persons from diverse backgrounds to work in areas of rehabilitation. The amendments required the Rehabilitation Services Administration (RSA), Office of Special Education and Rehabilitative Services with the U.S. Department of Education, to develop a national strategic plan, known as the Rehabilitation Cultural Diversity Initiative (RCDI), that would implement priority training on issues of cultural diversity to all programs funded under the Rehabilitation Act. This session will shed some light on the Native American 121 programs and how they work.

### Presenters

- Therese Yanan, Co-Director for Program Services, Native American Disability Law Center, Inc.

### Learning Objectives

1. Be familiar with the Native American 121 programs -- specifically, what they are, why they exist and how they work.
2. Have an increased understanding about the cultural competency issues that are involved with Native American populations.
3. Identify any differences between the traditional VR system and the 121 programs.

### Credits:

- PAL approved: Community Organization Skills
- PAL approved: Cultural Competence
- PAL approved: Substantive Legal Skills
- PAL approved: Elective

<table>
<thead>
<tr>
<th>Session F</th>
<th>Wednesday, June 8</th>
<th>1:30 pm – 3:00 pm</th>
<th>Essex A/B/C</th>
</tr>
</thead>
</table>

### P&A & DOJ Collaborations

The Civil Rights of Institutionalized Persons Act (CRIPA) gives the U.S. Attorney General the authority to investigate institutional conditions and file lawsuits to remedy a pattern or practice of unlawful conditions in certain institutions owned or operated by, or on behalf of, state or local governments. These institutions include facilities for individuals who have a mental illness or/and intellectual disability, nursing homes, juvenile correctional facilities, and adult jails and prisons. The current administration has taken aggressive steps to enforce CRIPA and has coupled CRIPA enforcement with its
community integration efforts. The goal of this workshop is to enhance the interaction between P&As and the Department of Justice to improve the conditions in institutions and to promote community integration.

**Presenters**
- Alison Barkoff, Special Attorney for Olmstead Enforcement, Civil Rights Division, U.S. Dept of Justice
- Joshua Norris, Director of Legal Advocacy, Georgia Advocacy Office, Inc.
- Jonathan Smith, Chief, Special Litigation Section, Civil Rights Division, U.S. Dept of Justice

**Learning Objectives**
1. Describe the powers of the Attorney General under both CRIPA (conditions) and the Americans with Disabilities Act (community integration).
2. Explain how P&As have effectively interacted with the Department of Justice to improve conditions in institutions and to promote community integration.
3. Identify strategies for enhancing the interaction between P&As and the Department of Justice.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Cultural Competence Skills PAL approved: Community Organization Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

**Session F | Wednesday, June 8 | 1:30 pm – 3:00 pm | Kent A/B/C**

**Partnering with the Red Cross and FEMA**
This workshop will discuss the benefits of partnering with the American Red Cross and the Federal Emergency Management Agency to improve and expand the development of national-level policies and recommendations to ensure that individuals with all kinds of disabilities and functional needs can survive and recover from the effects of the full range of natural and man-made disasters. ARC, FEMA, and NDRN will discuss the advantages of partnering with one another.

**Presenter**
- Juliet Choi, Senior Director, Disaster Partnerships, American Red Cross NHQ
- Curt Decker, Executive Director, National Disability Rights Network
- Mary DeWitt-Dia, Senior Associate, American Red Cross
- Marcie Roth, Director, Office of Disability Integration and Coordination, DHS/Federal Emergency Management Agency

**Learning Objectives**
1. Understand the roles and responsibilities of the American Red Cross and FEMA in preparing for, responding to, and recovering from disasters.
2. Know how to access American Red Cross shelters and the full range of FEMA disaster recovery benefits.
3. Have an Emergency Preparedness and Disaster Management toolkit.

**Credits:** PAL approved: Advocacy Skills; PAL approved: Cultural Competence Skills; PAL approved: Community Organization Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

**Break: 3:00 pm - 3:30 pm | Harborside Foyer**
### Wednesday, June 8, 2011

<table>
<thead>
<tr>
<th>Session G</th>
<th>Wednesday, June 8</th>
<th>3:30 pm – 5:00 pm</th>
<th>Kent A/B/C</th>
</tr>
</thead>
</table>

#### Access to Healthcare

The independent living movement has fought hard to move from a medical to a social model, but in the process many legal rights have been left un- or under-enforced in the health care arena. Inaccessibility of medical equipment and facilities, as well as barriers to communication for Deaf and hard of hearing patients, prevent many individuals with disabilities from equally accessing health care and living more independently. This workshop will cover the basic legal rights of people with disabilities to accessible care in hospitals, doctor’s offices, and clinics and legal strategies for how these rights can be enforced, including information on best practices and methods of collaborating with medical providers to improve quality of care. The workshop will also cover recent activities within the federal guidance and rulemaking process affecting access to medical care for people with disabilities.

**Presenters**
- Mindy Friedman, Legal Fellow, Opportunity & Access Program, New York Lawyers for the Public Interest, Inc.
- Kelly McAnnany, Director, Opportunity & Access Program, New York Lawyers for the Public Inc.

**Learning Objectives**
1. Identify barriers to accessing health care, as well as the corresponding legal rights to accessible medical care.
2. Discuss useful legal advocacy tools.
3. Be familiar with best practices and methods of successful collaboration with medical providers.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session G</th>
<th>Wednesday, June 8</th>
<th>3:30 pm – 5:00 pm</th>
<th>Salon B</th>
</tr>
</thead>
</table>

#### Getting the Most from Social Media

This workshop will provide examples of how to utilize social media at your P&A. During this workshop speakers will discuss how they incorporated the use of social media into their mission, vision, purpose, outreach, and information and referral.

**Presenter**
- Robert Joondeph, Executive Director, Disability Rights Oregon
- Natasha Klepper, Communications/Meetings Assistant, National Disability Rights Network
- Peri Jude Radecic, Executive Director, Arizona Center for Disability Law

**Learning Objectives**
1. Identify effective strategies to incorporate social media with limited resources.
2. Apply effective ways to deliver your message and respond to feedback.
3. Write status updates that effectively reach a diverse range of people.

28
4. Identify ideas for using social networking to reach underserved communities.

**Credits:** PAL approved: Communication Skills; PAL approved: Communication Skills; PAL approved: Cultural Competence Skills; PAL approved: Technology Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session G</th>
<th>Wednesday, June 8</th>
<th>3:30 pm – 5:00 pm</th>
<th>Salon E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I’ve Filed for Due Process, Now What?: Part II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This two-part workshop is intended to prepare attorneys and advocates who handle, or may handle, special education due process hearings. The stages of preparing for a due process hearing will be reviewed by experienced P&amp;A staff attorneys. Through discussion, simulation and role play, participants will have an opportunity to prepare and conduct direct and cross examination. Samples of hearing requests, hearing briefs, and opinions will be provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior to the conference, participants are encouraged to review the “Due Process and Discipline” webcast from the Special Education 101 webcast series archived on NDRN’s website at: <a href="http://tascnow.com/tasc/issues/education.html">http://tascnow.com/tasc/issues/education.html</a>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - Ron Hager, Senior Staff Attorney, National Disability Rights Network  
  - Maria Iriarte, Managing Attorney, Disability Rights California  
  - Diane Smith, Staff Attorney, Disability Rights Center (ME P&A) | | | |
| **Learning Objectives** | | | |
| 1. Be more comfortable with going to due process by better understanding how to prepare for and present at a due process hearing.  
3. Apply skills for preparing and conducting direct and cross examination. | | | |
| **Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective | | | |

<table>
<thead>
<tr>
<th>Session G</th>
<th>Wednesday, June 8</th>
<th>3:30 pm – 5:00 pm</th>
<th>Salon A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Managing Stress</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn how to identify and manage the stress of working for a P&amp;A. Managers will learn how to identify when staff are stressed and need support. Participants will also receive tools to manage stress personally and as managers, and to build stronger teams that maintain productivity and good health.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - Polly Stamatopoulos, Governance & Fiscal Management Specialist, National Disability Rights Network  
  - Nachama Wilker, Deputy Executive Director, Training & Technical Assistance, National Disability Rights Network | | | |
| **Learning Objectives** | | | |
| 1. Understand and identify the symptoms of stress and the factors that contribute to a stressful environment.  
2. Use planning, time management, organization, and communication skills useful in reducing stress at work.  
3. Recognize how to effectively deal with difficult people and situations. | | | |
4. Understand how issues involving disability and culture can contribute to stress.

**Credits:** PAL approved: Organizational Skills; PAL approved: Elective

**Session G  Wednesday, June 8  3:30 pm – 5:00 pm  Essex A/B/C**

**Olmstead Litigation Review**

This session provides a summary of federal court cases raising ADA Title II Olmstead claims involving the DOJ integration regulation. It includes a discussion of major trends and issues to consider prior to bringing these type of cases.

**Presenters**
- Alison Barkoff, Special Attorney for Olmstead Enforcement, Civil Rights Division, U.S. Dept of Justice
- Sarah Sommers, Senior Attorney, National Health Law Program
- Karen Ward, Senior and Corporate Counsel, Equip for Equality (IL P&A)

**Learning Objectives**
1. Be familiar with the full range of Olmstead challenges advocates have raised recently in federal court.
2. Be aware of strategy considerations which have arisen as a result of recent Olmstead rulings, in areas such as choosing plaintiffs, defining your class, addressing fundamental alteration, identifying remedies.
3. Identify disability populations that may be well suited to bring an Olmstead claim.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**Session G  Wednesday, June 8  3:30 pm – 5:00 pm  Salon D**

**Reasonable Accommodations for People with Psychiatric Disabilities**

For people with psychiatric disabilities, requesting reasonable accommodations can be a challenging experience especially if this is the first time a disability is being disclosed. Finding effective reasonable accommodations may also be difficult. This session will review the ADA and its regulations, EEOC guidance, and recent case law decisions surrounding reasonable accommodations for people with psychiatric disabilities in the workplace. Best practices for handling the accommodation request and disclosing medical information will also be explored as will available resources for employees and advocates.

**Presenter**
- Alan Goldstein, Senior Attorney, Equip for Equality (IL P&A)

**Learning Objectives**
1. Know the rights of job applicants and employees concerning confidentiality and disclosure of medical information in the workplace.
2. Understand reasonable accommodations to allow a person to perform essential job functions.
3. Be familiar with some best practices in handling the reasonable accommodation process.

**Credits:** CLE eligible; CRC eligible; PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective
### Session G | Wednesday, June 8 | 3:30 pm – 5:00 pm | Laurel A/BC/D

**VR and AT: Vehicle Models**

A request for assistance with vehicle modifications to allow an individual with a disability to drive is a common request made to VR agencies. However, there is often much confusion surrounding this topic. This session covers the federal regulations that govern VR vehicle modifications, and what a driving evaluation actually entails. There will also be a discussion about examples of the types of assistive technology that can be used to address a variety of functional limitations that may impact an individual's ability to drive.

**Presenters**
- Dan Dubay, Supervisor, Adaptive Driving Program, DORS Adaptive Driving Services
- Tom Laverty, CAP Director, Maryland State Department of Education Division of Rehabilitation Services

**Learning Objectives**
1. Understanding the federal regulations that are related to VR’s responsibility to provide vehicle modifications.
2. Be familiar with the components of a driving evaluation for individuals with disabilities.
3. Have an increased understanding about cultural competency issues involved in serving a group that has such a wide array of disabilities.
4. Be familiar with some of the types of adaptations that may be done to make vehicles more accessible for people with disabilities.

**Credits:** CLE eligible; CRC eligible; PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills; PAL approved: Technology Skills; PAL approved: Elective

---

### Thursday, June 9, 2011

**Breakfast: 7:30 am - 8:30 am** | Harborside Foyer

### Session H | Thursday, June 9 | 8:30 am – 10:00 am | Salon A

**“Directors of First Impressions”**

This workshop explains how every person associated with a P&A (Board member, staff, PAIMI council members, and volunteers) plays a role in how a P&A is viewed in the community. It covers essential information on branding, communications, fundraising, and how first impressions affect service delivery. By creating a philosophy that everyone also serves as a “Director of First Impressions,” P&As make a positive and lasting impact on clients, donors, policy makers, the media, and the general public.

**Presenters**
- Michelle Kraus, Coordinator, Intake and Advocacy, Disability Law Center (NY P&A)
- Polly Stamatopoulos, Governance & Fiscal Management Specialist, National Disability Rights Network

**Learning Objectives**
1. Understand the critical role played by the people who serve as the P&As first point of contact.
2. Identify three things that a P&A can do to create a consistently warm, stable, and strong impression that will give everyone from clients to donors a sense of security.

3. Know how to apply these skills across cultural and disability communities to improve the P&As presence and standing in the community.

**Credits:** PAL approved: Organizational Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session H</th>
<th>Thursday, June 9</th>
<th>8:30 am – 10:00 am</th>
<th>Salon D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADA/AA Title I &amp; EEOC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| The ADA Amendments Act of 2008 (ADA/AA) signed into law on September 25, 2008 carries out the ADA’s objectives to expand coverage by, among other things, expressly rejecting Supreme Court cases that narrowly construed the definition of "disability" under the ADA. The critical inquiry under the amended law is no longer on whether the individual has a disability, but rather whether employers have complied with their obligations to reasonably accommodate applicants and employees with a disability or have otherwise discriminated against them because of their disabilities. The Final EEOC regulations, published in the Federal Register on March 25th, 2011, defines disability using a less strict standard. The regulations also make other changes and the EEOC has issued guidance materials as well.

A representative from the EEOC will speak about the new definition of disability and other changes in the EEOC regulations as a result of the ADA Amendments Act. |

**Presenters**
- Peggy R. Mastroianni, Associate Legal Counsel, U.S. Equal Employment Opportunity Commission

**Learning Objectives**
1. Identify the scope of the statutory change.
2. Be familiar with the EEOC regulations and what they are intended to cover.
3. Be able to counsel clients about the requirements of the new law.

**Credits:** CLE eligible; PAL approved: Substantive Legal Skills; PAL approved: Technology Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session H</th>
<th>Thursday, June 9</th>
<th>8:30 am – 10:00 am</th>
<th>Salon B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guardianship &amp; Rights</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This workshop provides an overview of common guardianship laws. There will be a discussion of common guardianship issues that P&amp;As are likely to encounter, including a special focus on the rights of guardians to oppose community placement and use of guardianship funds for lobbying.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Presenters**
- Emily Cooper Pura, Attorney, Disability Rights Washington
- Robert (“Bob”) D. Fleischner, Assistant Director, Center for Public Representation

**Learning Objectives**
1. Know the key guardianship case law and common claims raised by people with disabilities.
2. Identify statutory protections in other states that may merit adoption in your state.
3. Identify disability populations that may be particularly at risk for guardianship abuse, due to cultural, geographic, or other factors.
### Peer Advocacy and Supports

Training and employing consumers to provide peer advocacy and supports for persons with disabilities is an effective approach for P&A outreach to and advocacy on behalf of persons with disabilities. By way of example, this workshop highlights the District of Columbia P&A’s use of peer advocates in its successful jail reentry initiative and related projects.

In addition, two experienced Peer Advocates will share their experiences and perspectives on the benefits of training and employing peer advocates, and advocating for system reforms that incorporate peer-based programs to support individuals with disabilities.

This workshop is useful for P&A/CAPs interested in using peer advocates in any context (not just jail reentry) as well as those engaged in reform advocacy on behalf of individuals with disabilities in any service delivery system.

**Presenters**
- Gretchen Rohr, Staff Attorney, Jail Advocacy Project Director, University Legal Services (DC P&A)
- Louis Sawyer, Jr., Peer Advocate, Jail & Prison Advocacy Project, Univ. Legal Services (DC P&A)

**Learning Objectives**
1. Be familiar with the who, what, when, where and how of using Peer Advocates, and the benefits of using Peer Advocates for a variety of P&A advocacy activities and initiatives.
2. Describe how one P&A’s experience in employing Peer Advocates for a jail reentry project exposes myths about hiring survivors of the criminal justice and mental health systems.
3. Be able to apply tips for P&As in hiring, working with, and supervising survivors of the criminal justice and mental health systems.

**Credits:** PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

### Restraint & Seclusion in Schools Update

P&As have been involved for several years in a P&A-wide initiative to reduce the use of restraint and seclusion in schools. This workshop provides a very brief update on what is happening on the federal level and then focuses mainly on the challenges, opportunities and strategies P&As and school R/S reform coalitions' face getting well principled legislation and rules passed, enacted or improved at the state level. The workshop includes an opportunity for participants to hone their analysis of the challenges and opportunities present in their state and share strategies.

**Credits:** PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective
Presenters
- Eric Buehlmann, Deputy Executive Director of Public Policy, National Disability Rights Network
- Sylvia Smith, Director of Legislative and Public Affairs, Disability Rights Florida
- Dan Stewart, Supervising Attorney, Minnesota Disability Law Center

Learning Objectives
1. Describe the current status of federal efforts to reduce the use of restraint and seclusion in schools and next steps.
2. Identify at least 6 key principles that P&As should try to include in state laws and/or regulations to reduce the use of restraint and seclusion in schools.
3. Pinpoint 5 challenges that your P&A faces in getting R/S legislation passed and describe strategies for overcoming these challenges.

Credits: CLE eligible; PAL approved: Substantive Legal Skills; PAL approved: Elective

### Session H Thursday, June 9 8:30 am – 10:00 am Laurel A/B/C/D

**RSA’s Take on Several Key Issues**
This workshop will provide an opportunity for some direct feedback from the Rehabilitation Services Administration (RSA) on a number of important issues. Topics to be covered include the RSA monitoring process for the CAP programs as well as the procedure for requesting formal guidance from RSA on a particular issue and a review of the significant changes implemented by the new RSA commissioner.

**Presenters**
- Jim Doyle, VR Program Specialist, Rehabilitation Services Administration
- Carol Dobak, Chief, Vocational Rehabilitation Program Unit, Rehabilitation Services Administration
- David Jones, Vocational Rehabilitation Specialists, Rehabilitation Services Administration

**Learning Objectives**
1. Be familiar with the components of the RSA/CAP Monitoring process.
2. Understand RSA’s perspective on a variety of issues.
3. Identify the best way to request formal guidance from RSA.

**Credits:** CRC eligible; PAL approved: Organizational Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

### Session H Thursday, June 9 8:30 am – 10:00 am Essex A/B/C

**Spending PABSS Money**
This is an interactive session designed to showcase creative and effective uses of PABSS program dollars. Come and learn how other projects have focused their time and attention on beneficiaries returning to work. Bring your ideas and materials to share and help us all learn ways to increase the employment of beneficiaries.

**Presenters**
- Cheryl Bates-Harris, Senior Disability Advocacy Specialist, National Disability Rights Network

**Learning Objectives**
1. Learn how PABSS money can support return to work efforts across a spectrum of
programs.
2. Hear how PABSS can target specific populations of unserved and underserved populations.
3. Learn some new ideas and share your own.

Credits: PAL approved: Organizational Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**Break: 10:00 am - 10:30 am**

**Harborside Foyer**

---

**Thursday, June 9, 2011**

**GENERAL SESSION**

**10:30 am – 12 noon**

**Salon C/D/E**

Employment: The Last Frontier for People with Disabilities

---

**Lunch Break: 12 noon – 1:30 pm**

**Harborside Foyer/Salon C**

<table>
<thead>
<tr>
<th>Roundtables: 12:15 pm – 1:15 pm</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>RT8 Accommodations for Prisoners with Physical Disabilities</td>
<td>Salon B</td>
</tr>
<tr>
<td>RT9 Doing PAAT Work in the 21st Century</td>
<td>Essex A/B/C</td>
</tr>
<tr>
<td>RT10 International Convention on the Rights of Persons with Disabilities</td>
<td>Laurel C/D</td>
</tr>
<tr>
<td>RT11 PABSS Advocates</td>
<td>Laurel A/B</td>
</tr>
</tbody>
</table>

---

**Thursday, June 9, 2011**

**Session I**

**Thursday, June 9**

**1:30 pm – 3:00 pm**

**Salon B**

**A Conversation with the Centers for Medicare and Medicaid Services**

This workshop provides participants with an opportunity to discuss with CMS any issue that is on their minds. Such as: P&A access to CMS records and data; transparency of state waiver requests; CMS efforts to ensure pending waiver amendments do not violate Medicaid law or the ADA; increasing CMS oversight of community settings; and new opportunities to comment on ACA regulations.

**Presenters**

- Mary Sowers, Centers for Medicare & Medicaid Services, Technical Director for HCBS Waivers, Division of Community & Institutional Services

**Learning Objectives**

1. Be familiar with what CMS is planning in the coming months on issues of concern to the P&As, including possible plans for strengthening federal oversight of Medicaid funded facilities; regulations governing long term care provisions of the new health reform.
2. Understand CMS approach to reviewing state Medicaid waiver amendments and attempts to ensure that amendments would not violate Medicaid requirements.

3. Identify those areas in which CMS can promote access to health services for those with limited English Proficiency and further the goals of self-direction of long term care supports and services.

Credits: PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Community Organization Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session I</th>
<th>Thursday, June 9</th>
<th>1:30 pm – 3:00 pm</th>
<th>Salon D</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOJ ADA Regs: Title II &amp; III</td>
<td>Highlights of the New ADA Title II and Title III Regulations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DOJ’s 2010 revisions to the ADA Title II and III regulations were published in the Federal Register on September 15, 2010, and most provisions went into effect on March 15, 2011. Some of the changes include restrictions to the definition of service animal, new provisions for ticketing of public events like concerts, plays and sporting events, strengthening of the regulations regarding effective communication, modifications to the discussion and definition of wheelchairs and other powered mobility devices including Segways, and new provisions on hotel reservations, time shares and other places of lodging.

**Presenters**
- Rocco Iacullo, Staff Attorney, Disability Rights Network of Pennsylvania
- Christina Galindo-Walsh, Attorney Advisor, U.S. Department of Justice, Disability Rights Section

**Learning Objectives**
1. Understand the scope of the new regulations
2. Be familiar with what the DOJ regulations say and what they are intended to cover.
3. Be able to counsel clients and covered entities about the requirements of the new regulations.

Credits: CLE eligible; PAL approved: Substantive Legal Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session I</th>
<th>Thursday, June 9</th>
<th>1:30 pm – 3:00 pm</th>
<th>Laurel A/B/C/D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment and TBI Issues</td>
<td>Individuals living with a traumatic brain injury (TBI) have unique needs that must be effectively addressed so they can successfully obtain and maintain employment. This workshop discusses specific support services and other techniques that can be used by VR to assist individuals with these disabilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Presenters**
- Julia Freeman-Woolpert, Outreach Advocacy Director, Disability Rights Center (NH P&A)

**Learning Objectives**
1. Understand ways to assist clients who have TBIs and who wish to seek VR or other employment support services.
2. Knowledge of working with and advocating for individuals who have TBIs.
3. Describe several success stories in which the application of the above principles led to positive employment outcomes.
**Credits:** CLE Eligible; CRC eligible; PAL approved: Communication Skills; PAL approved: Community Organization Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session I</th>
<th>Thursday, June 9</th>
<th>1:30 pm – 3:00 pm</th>
<th>Salon E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leveraging Resources: Creating Effective Issues Teams</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P&amp;A’s have a diverse set of advocacy strategies to approach their work. A single issue area creates an opportunity for all members of the P&amp;A’s staff to play a role in advocacy, including Executive Directors, attorneys, advocates and I&amp;R staff. This workshop presents models in which team members have identified roles and responsibilities for specific advocacy strategies, inclusive of public policy, litigation and monitoring.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pamela Hoopes, Legal Director, Minnesota Disability Law Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Amanda A. Mays, Disability Advocacy Specialist, National Disability Rights Network</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand how to identify larger issue areas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Utilize skills on how to apply multiple advocacy strategies by utilizing all services provided under the P&amp;A continuum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify a team of P&amp;A staff who can provide advocacy on a single issue area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits:</strong> PAL approved: Cultural Competence Skills; PAL approved: Organizational Skills; PAL approved: Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session I</th>
<th>Thursday, June 9</th>
<th>1:30 pm – 3:00 pm</th>
<th>Salon A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LGBTQ Students with Disabilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About 2.7 million adolescents in the U.S. are gay, lesbian, or bisexual, and others identify themselves as transgender, intersex, questioning, two-spirit, or use other terms (LGBT for short). LGBT students are at risk for a number of negative experiences and outcomes associated with how others react to them – and, in particular, bullying, harassment, and discrimination. They are more likely to attempt suicide, suffer from depression, and experience mental health problems. All P&amp;As most likely have represented or are representing LGBT individuals with disabilities. This workshop offers an overview of issues regarding bullying and harassment of LGBT students, their legal rights, and strategies for P&amp;A outreach and advocacy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Amena Johnson, Director of Programs, Sexual Minority Youth Assistance League</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Colleen Miller, Executive Director, Virginia Office for Protection &amp; Advocacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sara Mindel, Director of Clinical Services, Sexual Minority Youth Assistance League</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand issues and implications of anti-gay behaviors for middle school and high school students with disabilities who are LGBTQ.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Be familiar with prevention and intervention best practices for supporting LGBTQ youth who are experiencing anti-gay behaviors, including bullying.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Be aware of the mental health effects of exposure to anti-gay behaviors, how to communicate with LGBTQ clients about these issues, and appropriate advocacy responses.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Roles & Responsibilities of a Board

This is a basic workshop on the role and responsibilities of a Board of Directors. It provides a general introduction to and review of governance issues (e.g., understanding fiduciary responsibilities, knowing how to govern more and manage less, and planning for the future). It includes an opportunity for small group interaction utilizing hypothetical examples of possible governance issues within a P&A.

**Presenters**
- Polly Stamatopoulos, Governance & Fiscal Management Specialist, National Disability Rights Network

**Learning Objectives**
1. Be familiar with the roles and responsibilities of Board membership, including fiduciary responsibilities and ethical obligations.
2. Use skills to assess Board performance and hold members accountable.
3. Understand the Board of Directors’ responsibility for cultural and disability competency and specifically with regard to recruiting and retaining Board members, PAIMI Council members, staff, and volunteers.

**Credits:** CLE eligible; PAL approved: Communication Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

### Social Security Update

Since the passage of TTWWIIA things at Social Security are constantly changing. Learn how the new Ticket regulations have changes the pattern of ticket assignments, what impact Timely Progress Reviews are having, and how eWorks is being implemented across the nation. In addition, you will hear an update on the Representative Payee Project.

**Presenters**
- Desiree Fitzgerald, Ticket to Work Policy Team Leader, Office of Employment Support Programs, Social Security Administration
- Sallie Rhodes, Ticket to Work Program Specialist, Social Security Administration
- Terri Uttermohlen, Project Officer, Social Security Administration

**Learning Objectives**
1. Be familiar with how employment networks are being revitalized as a result of revised Ticket regulations and Partnership Plus.
2. Understand whether timely progress reviews have significantly impacted beneficiaries and if so, which ones.
3. Understand how eWorks is operational.
4. Hear about progress in the rep payee reviews.

**Credits:** PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective
### Competitive Employment Advocacy

Traditionally, the education and training process for people with disabilities with regard to employment is inconsistent with competitive employment. People with disabilities have to overcome stigma created from years of assumed “unemployability” and pretextual, systemic barriers to access the rewards of employment. People experience mismatched evaluations that do not reflect job-related skills or talents. These lead to sub-minimum wages, minimum wages earned in segregation, or underemployment. This workshop discusses a process that leads to exploring a good match between the strengths, needs and interests of the job candidate and the business needs of the potential employer.

**Presenters**
- Cheryl Bates-Harris, Senior Disability Advocacy Specialist, National Disability Rights Network
- Crystal Beelner, Program Director, Georgia Advocacy Office, Inc.

**Learning Objectives**
1. Recognize and address the stigmatizing attitudes of helping professionals which form barriers to employment.
2. Know how advocacy can assist individuals with disabilities move from worst case scenarios to best place employment.
3. Understand of how subminimum wage and underemployment hinder movement out of poverty.
4. Be aware of the true meaning of "employment" as it related to employment of people with disabilities and recognize other misused words and phrases.

**Credits:** CLE eligible; CRC eligible; PAL approved: Advocacy Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

### Healthcare Reform Act (ACA)

On March 23, 2010, President Obama signed into law the Affordable Care Act (ACA), the first comprehensive health care legislation in decades. Some important provisions have already taken effect, but many others will be implemented at both the state and federal level over the next few years. Advocates, including P&As, need to be involved as important decisions are made by states and the federal government to ensure that the many significant provisions of the ACA for individuals with disabilities are implemented effectively and efficiently. This workshop provides an update on recent Congressional and Administration activities related to the ACA, and details on changes in health care law that specifically affect individuals with a disability. It also explores ways advocates, including P&As, can provide vital input and direction on the implementation of the ACA.

**Presenters**
- Eric Buehlmann, Deputy Executive Director of Public Policy, National Disability Rights Network
- Henry Claypool, Director, Office on Disability, U.S. Department of Health & Human Services
- Barbara Edwards, Director, Disabled and Elderly Health Programs Group, Centers for Medicare & Medicaid Services

**Learning Objectives**
1. Identify changes in health care law made by the ACA and how they specifically relate to individuals with a disability.
2. Understand the role advocates, including P&As, can play on the implementation of the ACA at both the state and federal level.
3. Understand how the ACA provides new avenues for protecting client rights and their ability to access services.

**Credits:** CLE eligible; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

**Session J | Thursday, June 9 | 3:30 pm – 5:00 pm | Salon D**

**Increasing Housing Opportunities for Individuals with Disabilities**

On January 4, 2011, President Barack Obama signed the Frank Melville Supportive Housing Investment Act of 2010 into law. This groundbreaking legislation will reinvigorate and modernize a U.S. Department of Housing and Urban Development (HUD) program - the Section 811 Supportive Housing for Persons with Disabilities program. By leveraging other sources of capital funding, such as federal Low-Income Housing Tax Credits, the reformed Section 811 program will now develop thousands more units of supportive housing every year and - for the first time - create integrated supportive housing units within affordable housing properties.

Learn how to utilize the new 811 program to further your state’s Olmstead-related goals. This workshop also discusses other tools for penetrating the housing market, such as source of income nondiscrimination laws, requiring low income tax credits to be targeted to include subsidies, Housing Authority outreach duties under the federal obligation to Affirmatively Further Fair Housing, and reviewing and challenging discriminatory screening criteria.

**Presenters**
- Luciene Parsley, Staff Attorney, Maryland Disability Law Center
- Ann O’Hara, Associate Director, Technical Assistance Collaborative
- Lauren Young, Director of Litigation, Maryland Disability Law Center

**Learning Objectives**
1. Be familiar with new provisions of Section 811 program.
2. Explain how Source of Lawful Income laws and the federal obligation to Affirmatively Further Fair Housing may increase housing opportunities for people with disabilities.
3. Identify at least two strategies to increase ability of persons with disabilities receiving housing subsidies.

**Credits:** CLE eligible; PAL approved: Community Organization Skills; PAL approved: Cultural Competence Skills; PAL approved: Elective

**Session J | Thursday, June 9 | 3:30 pm – 5:00 pm | Salon B**

**Medicaid and AT: Turning a “No” Into a “Yes”**
Medicaid agencies provide many typical reasons for denying a request for durable medical equipment (DME) -- e.g., not medically necessary, less costly alternatives available, item not covered by Medicaid, etc. This session will discuss Medicaid's most common reasons for saying "no" to DME requests and focus on the legal and evidentiary approaches to winning these cases at the hearing level.

**Presenters**
- James R. Sheldon, Jr., Supervising Attorney, Neighborhood Legal Services

**Learning Objectives**
1. Recognize Medicaid’s most common reasons for denying DME requests.
2. Identify legal and evidentiary approaches to winning cases at the hearing level.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Communication Skills; PAL approved: Cultural Competence Skills; PAL approved: Technology Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session J</th>
<th>Thursday, June 9</th>
<th>3:30 pm – 5:00 pm</th>
<th>Kent A/B/C</th>
</tr>
</thead>
</table>

### Persons with Disabilities in ICE Detention

More than 30,000 men, women, and children are detained daily by the Immigration and Customs Enforcement (ICE) agency pursuant to its administrative authority to ensure attendance at immigration proceedings and for processing for removal. Most are confined in various jails, prisons and holding facilities throughout the country – often under problematic conditions with inadequate or non-existent health and mental health services. An estimated 15% of detainees have a serious mental health disorder affecting their competency, and exposing them to harm while confined. This workshop provides an overview of the immigration enforcement system in the United States. There also will be a facilitated discussion about how P&As can advocate on behalf of persons detained by or on behalf of ICE in their jurisdictions who have serious psychiatric, cognitive or intellectual disabilities that may compromise their competency in ICE administrative proceedings.

**Presenters**
- Ann Baddour, Senior Policy Analyst, Texas Appleseed
- Melissa Crow, Director, Legal Action Center, American Immigration Council
- Judith (“Judie”) Storandt, Senior Staff Attorney, National Disability Rights Network

**Learning Objectives**
1. Be familiar with demographics of individuals who are detained in ICE custody, where ICE facilities are located, and the prevalence of disabilities among this population.
2. Understand the opportunities available to P&As to advocate on behalf of ICE detainees with disabilities.
3. Be aware of the deficiencies in the care and treatment of ICE detainees who have disabilities and barriers they face to due process in ICE administrative proceedings.

**Credits:** CLE eligible; PAL approved: Cultural Competence Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

<table>
<thead>
<tr>
<th>Session J</th>
<th>Thursday, June 9</th>
<th>3:30 pm – 5:00 pm</th>
<th>Salon A</th>
</tr>
</thead>
</table>

### Professional Ethics in Interdisciplinary Collaborative

P&As have long recognized the benefits of having an interdisciplinary approach in their legal advocacy. P&A attorneys frequently work collaboratively with other licensed
professionals – including social workers and nurses, to pursue client goals. However, there is sometimes conflict between the ethics demands of confidentiality found in the attorney rules of professional responsibility versus mandatory reporting requirements of other professionals on staff. This session will explore the tensions and conflicts that can exist between attorneys and other professionals working together in the same legal office and how to minimize the conflicts to ensure client-directed representation and meet ethical obligations.

**Presenter:**
- Alan Goldstein, Senior Attorney, Equip for Equality (IL P&A)
- Paul Tremblay, Director, Community Enterprise Clinic, Boston College Law School Legal Assistance Bureau

**Learning Objectives**
1. Understand the perceived tensions between attorneys and social worker collaborations and the distinct ethical mandates of the two professions.
2. Recognize the benefits of incorporating the insights of all interdisciplinary teams’ members in developing advocacy strategies and meeting client goals.
3. Understand the requirements regarding mandated reporting by non-lawyer professionals working within a law firm, or in conjunction with a lawyer.
4. Consider strategies to respond ethically and responsibly to suspicions of reportable activities or behaviors.

**Credits:** CLE eligible; PAL approved: Advocacy Skills; PAL approved: Substantive Legal Skills; PAL approved: Elective

---

**VR & Post-Secondary Ed Issues**

VR's willingness to pay for a client's post-secondary education can sometimes be a major point of contention. This workshop explores several of the issues relating to this complex topic. Problems can range from the feasibility of the overall goal to the identification and implementation of the accommodations needed to reach that goal. RSA will provide their perspective on this subject, and there will be a focus on strategies to overcome common obstacles.

**Presenters**
- Tonya Stellar, State Team Facilitator and VR Program Specialist

**Learning Objectives**
1. Be familiar with the federal regulations that dictate whether or not VR must pay for a client’s post-secondary education.
2. Identify common issues and obstacles that may be encountered when asking VR to pay for post-secondary education services.
3. Understand RSA's perspective on this topic.
4. Describe several success stories in which the application of the above principles led to positive outcomes.

**Credits:** CRC eligible; PAL approved: Advocacy Skills; PAL approved: Elective