

Notes from the Field

Selected Posters and Recorded Sessions

Raphael Raphael,

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Abstract

This notice provides select listings of posters and recorded sessions presented at the 40th Annual Pacific Rim International Conference on Disability and Diversity in Honolulu, Hawaii.

Keywords: disability, conference, posters, recorded sessions

Selected Posters and Recorded Sessions

The following listed selections represent some of the diversity of posters and recorded sessions shared at the 40th Annual Pacific Rim International Conference on Disability and Diversity in Spring 2025. (Note: not all fields available for all listings.)

Accessibility at Pearl Harbor National Park Using Wayfinding Tools and Audio Descriptions for Visitors with Visual Impairments

Type: Poster

Strand: Disaster Resilience & Built Environments

Name: Dr. Amy Parker

Affiliation: Portland State University

Other Contributors:

Dr. Brett Opegaard, University of Hawaii, Manoa

Haruka Hopper, Hawaii Department of Education

Hazelle Magaoay-Baniaga, Portland State University

Kira Swearingen, Portland State University

Mary-Clare Cable, Portland State University

Leah Neumann, Portland State University

Abstract: Audio Description, tactile objects, and memorial sites are often studied separately for their communicative and emotive potential without consideration of potential multimodal connections existing among people, technologies, and solemn public places. This study's novel mixed-methods approach uses site tours, surveys, think-aloud protocol, semi-structured interviews, and observations to develop rich and holistic understandings of such site visits at Pearl Harbor National Memorial in Hawai'i by people who are DeafBlind, blind, or with low-vision.

Pearl Harbor National Memorial. Several themes emerged in the grounded empirical data gathered during the tour, afterward, and during an interview one month later, including findings that bridged emotions, inclusion, and place-based narratives.

Keywords: Audio description, memorial, orientation & mobility, tactile map, wayfinding tools

College and Career Readiness for Students with Disabilities

Type: Poster

Strand: Employment

Name: Melinda R. Pierson, Ph.D.

Affiliation: California State University, Fullerton

Other Contributors: N/A

Abstract: Students with disabilities may need additional support and encouragement when focusing on the future in applying for college or the career of their choice. The goal of many educators and parents is to support all students with their future goals and determine steps to support their journey toward self-sufficiency. This study focused on strengths-based training for preschool-12th grade students with disabilities using the Holland Code which designates the RIASEC as its basis for strength identification.

Allowing students to determine which three strengths they claim can further their pathway toward a positive career choice or college major where they would be most successful. The RIASEC letters allow the focus to be on a student's strengths, abilities, and interests regardless of their disability.

The RIASEC letters are:

Realistic – doer – trades like a mechanic, carpenter, or welder

Investigative – thinker – fields like technology, research, or science

Artistic – creator – jobs in design, music, or fine arts

Social – helper – jobs as a healthcare worker, teacher, or first responder

Enterprising – persuader – jobs in business, leadership, or sales

Conventional – organizer – jobs as a computer programmer, office coordinator, or accountant

The researcher supported students with disabilities in 8 schools in Orange County, California in the 2024-2025 schoolyear and worked with teachers to incorporate the RIASEC letters throughout their instruction in every subject. Students reported that they loved learning how to identify their strengths and how to be a strong self-advocate for realistic college and career options based on their skills and interests.

Keywords: college readiness, career readiness, self-advocacy, strengths-based instruction

Teacher Training in Haiti – Supporting Students with Disabilities in Developing Countries

Type: Poster

Strand: Disaster Resilience & Built Environments

Name: Melinda R. Pierson, Ph.D.

Affiliation: California State University, Fullerton

Other Contributors: N/A

Abstract: Teachers in Haiti and other developing countries have had extremely limited instruction on effective teaching practices and there is little research in the development of teacher training curriculum especially regarding supporting students with disabilities. This

presentation will share one model of teacher training in a developing country focused on literacy, behavior, and overall classroom environment with teacher outcomes over a ten-year period highlighted.

A partnership with a university professor and orphanage schools will be discussed as well as practical ways to support teachers with a focus on challenges that are present when teaching in such harsh conditions. More than 40 teacher candidates at a large university have joined their professor on multiple study abroad trips to Haiti to work in these orphanage schools. Recent trips to India, Kenya, and Mexico will also be compared to the long-term benefits of the work in Haiti.

Overall goals for professional development for the teachers in Haiti include the following: supporting teachers in developing countries in the areas of literacy, behavior, and overall classroom environment; collaborating with individuals to develop best practices and reflective practices around teaching in general; and learning how to support and strengthen the rights of children around the world to be educated and to develop programs that enable them to grow into productive citizens. The focus on students with disabilities is significant as there is a higher percentage of students with disabilities present in the schools; thus, teachers need specific strategies on how to work to support all students.

Keywords: developing countries, poverty, orphanage schools, disaster

Healthcare Engagement During the Perinatal Period Among New Mothers with Disabilities: A Secondary Data Analysis

Type: Poster

Strand: Health Justice and Equity

Name: Siobhan Coad, MSW

Affiliation: University of Hawaii at Manoa, Thompson School of Social Work & Public Health

Other Contributors: N/A

Abstract: This study examines the relationship between disability and healthcare engagement during the perinatal period among new mothers in the United States using data from the Pregnancy Risk Assessment Monitoring System (PRAMS). Disability was significantly associated with delayed prenatal care initiation, and mothers with disabilities had a lower prevalence of attending postpartum visits. These findings highlight the need for disaggregated data analyses by disability type to capture the variety of experiences within the disability community. Tailored interventions are essential to ensure equitable access to perinatal care for all mothers.

Keywords: healthcare, perinatal, mothers with disabilities

Community integration interventions for individuals with intellectual and developmental disabilities: A systematic review

Type: Poster

Strand: Neurodiversity

Name: Mila Jimenez, OTR/L

Affiliation: New York University

Other Contributors: N/A

Abstract: Introduction: A scarcity of community support services for individuals with intellectual and developmental disabilities (I/DD) has been associated with decreased levels of community participation. Decreased participation gives rise to adverse effects on life-satisfaction and quality of life (QoL); thus community integration interventions are applied to foster efficacy in one's leisure, employment, or domestic endeavors. Objectives: The purpose of the systematic review is to examine the effectiveness of community integration interventions for increasing QoL for individuals with I/DD. Methods: A thorough search in Pubmed, Psychinfo, and CINAHL examined quantitative studies involving community integration interventions published between 2007 and 2023. The search identified 2,131 relevant studies and resulted in 12 studies that had sufficient methodological quality.

The 12 studies were critically appraised and evaluated to assess the level and strength of evidence of community integration interventions involving employment, leisure, and activities of daily living (ADL) management. Results: Studies' results demonstrated improvements in QoL outcomes, however, a moderate level of evidence was found for community integration interventions in employment and leisure-based settings, while a low level of evidence was found for ADL management interventions. Conclusion: Low to moderate levels of evidence were found to support community integration interventions for individuals with I/DD. Thus, current literature is limited, and further research is urgently warranted as more individuals with I/DD are ingrained into the community.

Keywords: neurodiversity, intellectual disability, community integration, occupational therapy

Collaborative Assistive Technology Services Using 3D Printing in a Developing Country

Type: Poster

Strand: Technology

Name: Takashi Watanabe

Affiliation: Nihon Fukushi University

Other Contributors: Sano Mitsuhiro, Kobe Gakuin University

Abstract: Assistive technology services (ATS) must be conducted as an outreach to the user's community as the situation demands. Occasionally, ATS depends on the various social resources of the regional community or the experience and knowledge of individuals. Hence, in developing countries that are geographically difficult to access or lack the ATS resources, the crucial processes of ATS are limited or unavailable. Some of the Pacific's locales might have a similar situation. These problems could lead to a regional gap in well-being, owing to the loss of an opportunity to try out assistive devices.

To bridge the inter-regional gap in ATS and enable individuals with disabilities to obtain useful assistive devices, we are conducting a "3D Printing Project" with the Centre for the Rehabilitation of the Paralyzed (CRP) in Bangladesh.

Two programs are currently conducted in collaboration with the Occupational Therapy Department and the Inclusive Education School in the CRP. One program conducts on-site workshops to learn the effective use of 3D printers, and online meetings for follow-ups and to exchange information regularly. Another program involves outreach activities to provide self-help devices for children with disabilities in the CRP school. We conduct consultations in the classrooms while observing their conditions on-site and attempt to implement the selection or design of suitable devices for individuals using 3D printing technology.

The next challenge is to tackle the issues of 3D printing arising from the local infrastructure and climate, and to build a sustainable system.

Keywords: assistive technology, rehabilitation, community welfare, special needs education, international collaboration

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Name: Takashi Watanabe

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Keywords: Assistive technology, rehabilitation, community welfare, special needs education, international collaboration

Thriving Together: Intentional Design and Well-Being in the Digital Age

Type: Recorded Presentation

Strand: Technology

Name: Naomi Rombaoa Tanaka

Affiliation: University of Hawaii at Manoa, Center on Disability Studies, Hawaii Positive Engagement Project

Other Contributors: N/A

Abstract: In today’s rapidly evolving digital landscape, adult learners are seeking more than just information—they are striving for meaningful, well-being-centered learning experiences that empower them in both their personal and professional lives. This presentation, *Thriving Together: Intentional Design and Well-Being in the Digital Age*, explores how we can intentionally design online learning environments that foster not only engagement but also emotional and mental well-being. By leveraging openly available digital tools, we can create inclusive learning spaces that encourage adult learners to engage in learning content and thrive.

Drawing directly from the conference theme, *By Us and For Us: Legacy and Future of Our Movement*, this session delves into how we can build upon the legacy of inclusive adult education by adopting future-facing strategies. Through the lens of online well-being cohorts,

we will share actionable approaches that empower adult learners to take control of their educational journeys, prioritize their mental health, and actively engage in digital learning communities.

This presentation directly aligns with the strand Empowering Inclusion: Tackling the Challenges and Promise of New Technologies. We will explore the key challenges of online learning and present solutions based on nearly a decade of hands-on experience. Our focus will be on three critical lessons: 1) Adaptive work is essential for success, 2) High engagement is achievable in well-designed online retreats, and 3) A diverse blend of strategies is necessary to effectively enhance the online learning experience.

Keywords: intentional design, online professional development, wellbeing, online cohort

Recording URL: <https://youtu.be/KX8URUxgSMc?si=idjAlaJ3YMA-h0KQ>

Teaching AT, UD and Accessibility Toward Building a K20 STEM Pathway for Students with Disabilities: A Work in Progress Case Study

Type: Recorded Presentation

Strand: STEM Pathways

Name: Daniela Marghitu

Affiliation: Auburn University

Other Contributors: Maryam Bigonah, Sasikiran Reddy Nallapareddy, Vennela Akula, Nayanika Reddy Rajoll, Aparana Pant, Sanjaya Poudel

Abstract: One of the goals of the Auburn University (AU) "Learning for Rural Alabama STEM Middle School Teachers in Machine Learning and Robotics" project is to develop a Professional Development Program for K12 middle school teachers focused on Assistive Technology (AT), Universal Design (UD) and Accessibility concepts and skills needed to design and develop accessible learning materials.

The current PDP pilot content is divided in five core modules. Its first pilot testing took place in AU RET Summer 2024 program and the iterative development and pilot testing will continue in the 2024-2025 school year and AU RET Fall 2025 program:

- A. Introduction to Disability
- B. Introduction to Accessibility Legal and Technical Standards
- C. Introduction to UD
- D. Introduction to Computing and Software Engineering Built-in Accessibility

E. Introduction to Developing Accessible Documents

Inspired by the CRA workshop on “Accessible Technology for All,” focused on framing the state of the art of AT, accessibility and UD, an “Assistive and Accessible Computing” course, for students from Computer Science and Software Engineering majors, focused on AT, UD and Accessibility concepts and skills needed to design and develop accessible and assistive computing systems, was developed with funds from SIGCSE Special Projects Grants. The course pilot content is divided into five core modules was pilot tested in Spring 2025 semester:

- A. Introduction to Disability and Relevant Assistive Technology
- B. Introduction to UD
- C. Introduction to Accessibility in Computing and Software Engineering
- D. Introduction to Accessible Web App Development
- E. Semester Project Development

Keywords: disability studies, inclusive STEM education, accessibility

Recording URL: https://whova.com/portal/webapp/apric_202503/Agenda/4477263

Interprofessional Education on ASD and Intellectual Disabilities: Program Description and Evaluation of Project INTERACT

Type: Recorded Presentation

Strand: Low Incidence Disabilities

Name: Karena Cooper-Duffy, PhD.

Affiliation: Western Carolina University

Other Contributors: Johanna Price, PhD, CCC-SLP, Western Carolina University

Jon Campbell, PhD., Western Carolina University

Amy Rose, PhD, CCC-SLP, Western Carolina University

Billy Ogletree, PhD, CCC-SLP, Western Carolina University

Abstract: Project INTERprofessional Autism Collaborative Training (INTERACT) is an interprofessional education program designed to prepare graduate students in psychology, special education, and speech-language pathology to work with autistic individuals with intellectual disabilities and their families. The online coursework and team-based clinical experiences are described along with data. Sixty-six graduate students were prepared to assess, provide interventions, and implement interprofessional collaboration through five courses and clinical experiences with individuals with autism and their families. Each student was on a team that included a faculty advisor, a student from psychology, special education and speech and language pathology.

Content in the courses was shared with the students by the five Project INTERACT faculty with expertise in autism and moderate to severe intellectual disabilities, a panel of autistic adults, a panel of parents who have children with autism, and experts in the field of autism. Content was shared that addressed the inequalities related to identification of autistic individuals across cultures and gender. Strategies were explored to facilitate the effective assessment, instruction and inclusion of autistic individuals in schools, employment and in the community. Students collaborated across disciplines to use strategies to enable autistic learners to develop effective communication skills, executive functioning with self-regulation learning, academic skills and daily living skills. Results included three rating scales completed at program entry, midpoint, and program exit. Participants developed knowledge and skills related to understanding, assessing, and supporting autistic children with intellectual disabilities and their families.

Keywords: Interprofessional collaboration, Autism, Intellectual Disabilities

Recording URL: <https://youtu.be/3qfHEjRsJi0>

Using the Teacher Rating and Assessment Instrument for Teachers of Students with Significant Disabilities (TRAIT-SD) to Facilitate Inclusion

Type: Recorded Presentation

Strand: Low Incidence Disabilities

Name: Karena Cooper-Duffy, PhD.

Affiliation: Western Carolina University

Other Contributors: David Westling, EdD. Western Carolina University, Professor Emeritus.

Abstract: The Teacher Rating and Assessment Instrument for Teachers of Students with Significant Disabilities (TRAIT-SD) is an evaluation instrument for teachers of students with significant disabilities based on 38 best practices in the field of special education. This instrument is a tool used to identify strengths and areas for development for teachers educating students with significant intellectual disabilities both in general education and special education classes. Historically teachers who educate students with extensive support needs have been evaluated with instruments that are used for general education teachers. The best practices that special education teachers need to implement correctly daily are not included in the general education evaluation instrument.

As a result, they are rated on skills that they may not be using daily. Using the incorrect instrument for special education teachers who educate students with extensive support needs can leave the teachers feeling ineffective and inefficient. During this time of significant teacher shortages in low incidence disabilities it is critical for us to support our teachers by identifying what they are doing well and acknowledging that as well as identifying what the teachers need to develop while also providing professional development. This instrument can give administrators and Exceptional Children directors a tool to provide special education teachers

with effective feedback on their performance and support the teachers. Reliability and validity data are reported on this instrument.

Keywords: Teacher rating, severe disabilities, professional development

Recording URL: N/A

Do Speech Language Pathology Students have an Implicit Bias toward Person-First Language or Identify-First Language?

Type: Recorded Presentation

Strand: Health Justice and Equity

Name: Varun Uthappa A. G.

Affiliation: Eastern New Mexico University

Other Contributors: Priyanka Shailat, Eastern New Mexico University;
Rachel Lingnau, Eastern New Mexico University

Abstract: As part of culturally responsive service delivery, rehabilitation professionals must develop cultural humility and use appropriate disability language such that both person-first and identity-first language are acknowledged. Existing research based on self-reports shows explicit or conscious preference for person-first language among rehabilitation professionals. Explicit attitudes do not explain biases formed outside one's conscious awareness, referred to as implicit bias. Extant research shows that service providers have implicit bias against disability as measured using the Implicit Association Test, but no test has examined implicit bias about disability language.

In this study, 22 speech language pathology graduate students took a customized Disability Language Implicit Association Test (DL IAT) for person-first and identity-first language associated with communication disabilities. They also completed a survey about lived experiences with disability and explicit preference for person-first or identity-first language. The DL-IAT results revealed a positive implicit attitude toward person-first language with a moderate effect size. Eighty-one percent of the participants preferred person-first language on the self-rating and 50% of them shared a strong preference for person-first language. Among 18 participants who preferred person-first language explicitly, 83% also showed a similar implicit bias. Three of the participants lived with disabilities. Two participants shared explicit and implicit biases toward person-first language, and one had no explicit preference but had an implicit bias toward identity-first language. The findings suggest that although person-first implicit and explicit preferences exist as a group, the role of individual factors are pertinent when considering attitudes toward disability language among rehabilitation service providers.

Keywords: implicit bias, person-first language, identity-first language, communication disabilities

Recording URL: https://liveenmu-my.sharepoint.com/:v:/g/personal/uthappav_ad_enet_enmu_edu/EfXp-jsYX25Du1IDV3OCvZUBYknuTDSQGGD0TKhAFlyfEw

Implicit Attitude toward Communication Disorders among Speech Language Pathology Graduate Students

Type: Recorded Presentation

Strand: Neurodiversity

Name: Varun Uthappa A. G.

Affiliation: Eastern New Mexico University

Other Contributors: Priyanka Shailat, Eastern New Mexico University;
Rachel Lingnau, Eastern New Mexico University

Abstract: Speech-language pathologists provide clinical services to individuals with communication disorders across the lifespan. In the clinical curriculum, speech-language pathology graduate students learn about cultural responsiveness pertaining to communication disorders which include identification and mitigation of biases toward communication disorders. While explicit or conscious preference toward communication disorders can be examined through self-reports, implicit or automatic biases are not easily determined. Stuttering research has shown a presence of negative implicit bias toward stuttering and its features in speech language pathologists, using an adaptation of the Implicit Association Test.

To learn about implicit attitudes associated with other communication disorders, a customized Communication Disorders Single Target Implicit Association Test (CDIS ST-IAT) was given to 21 speech language pathology graduate students. Twelve out of 21 participants exhibited a negative implicit bias toward communication disorders, however, there was no statistically significant bias in either direction as a group. The findings revealed varied implicit biases across participants. The participants also completed a survey about their lived experiences with disability and explicit belief toward communication disorders. Normalized scores on survey responses regarding explicit attitudes were compared with the CDIS ST-IAT scores revealing no relationship between explicit and implicit attitudes. Therefore, conscious and automatic biases toward communication disorders may differ. Among three participants who lived with or identified as having a disability, two participants exhibited a minimal to moderate positive implicit bias. The study highlights the importance of recognizing implicit and explicit biases distinctly as well as considering individual lived experiences.

Keywords: implicit bias, communication disorders, speech language pathology, implicit association test

Recording URL: https://liveenmu-my.sharepoint.com/:v/g/personal/uthappav_ad_enet_enmu_edu/EQfencg-e7ZKqHXUY0aEImlBgw7UYW59wPOGJGZeNch5Cg

Shaping Legacy and Futures: Addressing Social-Emotional Fatigue in Deaf and Hard of Hearing Students in Educational Contexts

Type: Recorded Presentation

Strand: Low Incidence Disabilities

Name: Natalia Rohatyn-Martin

Affiliation: MacEwan University

Other Contributors:

Denyse Hayward, University of Alberta;

Lynn McQuarrie, University of Alberta;

Sydney Dickner, University of Calgary;

Jerry Gan, University of Alberta;

Linda Cundy, University of Alberta;

Stephan Rohatyn, McLennan Community College

Abstract: Research on fatigue involving Deaf and Hard of Hearing (D/HH) students, has primarily focused on cognitive or physical fatigue dimensions. While researchers recognize the impact of fatigue on social-emotional well-being, it has often been overlooked as a distinct dimension of fatigue. Social-emotional fatigue refers to fatigue that arises from demanding social situations and emotional challenges. Distinguishing between various dimensions of fatigue—social-emotional, physical, and cognitive—helps to identify the specific challenges students face, thereby enabling better support for managing fatigue in educational settings.

In this presentation, we will discuss the findings of a thematic analysis of interviews conducted with D/HH post-secondary students, parents of D/HH students, and professionals working with D/HH students. Two major topics were used to structure the interviews to understand social-emotional fatigue in participants' experience: Fatigue Triggers and Fatigue Indicators. A series of semi-structured questions were posed to explore participants' understanding and experience of social-emotional fatigue. Parallel questions were asked in the parents, professionals, and students focus groups. A careful examination of interview transcripts was conducted, and multiple themes were identified.

Fatigue Triggers highlighted external and internal factors contributing to social-emotional fatigue, such as communication barriers and social isolation. Fatigue Indicators encompassed a range of emotional and behavioral indicators as well as a variety of coping mechanisms employed by D/HH individuals. Importantly, the interconnectedness of social and emotional factors in identifying and managing fatigue among D/HH learners was highlighted. By showcasing these findings, the presentation pursues inclusion in the areas of low incidence

disabilities and advocates for a more inclusive approach to education, reflecting the conference's commitment to advancing the legacy and future of movements for equity, diversity, and inclusion.

Keywords: Social-Emotional Fatigue, Deaf and Hard of Hearing, Indicators, Coping Strategies, Educational Support

Recording URL: <https://drive.google.com/file/d/1JvEDDjbJ8-eCL4HooZPI7P401LTFvpuU/view?usp=sharing>



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