

ARCA 2024 June Webinar Series

Promoting Disability Awareness
One Webinar At A Time



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Dates: June 7, 14, 21, & 28 2024 ~ 10:00am – 11:30am (EDT) & 12:00pm – 1:30pm (EDT)



June 2024 Webinar Programming Overview

June 7, 2024 ~ Disability Among Specialty Populations

10:00am – 11:30am (EDT): *Perinatal Mental Health and Disability*

12:00pm – 1:30pm (EDT): *Disability at the Intersection: Disability, LGBTQIA+ Pride, Identity, and Service*

June 14, 2024 ~ Transition Age Youth and Environmental Accessibility

10:00am – 11:30am (EDT): *10 Keys to Creating Inclusive, Accessible, and Engaging Services for Youth*

12:00pm – 1:30pm (EDT): *Programmatic and Environmental Accessibility: An Overview of Expectations and Opportunities*

June 21, 2024 ~ Autonomy and Intersectionality

10:00am – 11:30am (EDT): *Supported Decision-Making and Other Alternatives to Guardianship: Promoting the Least Restrictive Measures*

12:00pm – 1:30pm (EDT): *The Multicultural Counseling Competencies and Disability: Connecting the Dots with Intersectionality*

June 28, 2024 ~ Disability In Higher Education

10:00am – 11:30am (EDT): *Accessibility Advocacy in Counseling Spaces: Barrier Reduction & Community Building*

12:00pm – 1:30pm (EDT): *Teaching About Disability As Diversity*



Perinatal Mental Health and Disability

June 7, 2024 ~ 10:00am – 11:30am (EDT)

Presenters: Rebekah Lemmons, Ph.D. LPC-MHSP-S, PMH-C, CRC, RYT-500

Presentation Overview: This training opportunity will provide attendees with an overview of perinatal mental health and how to integrate this work into inclusive services. Disability related considerations with this population and with current clients in the perinatal period will be addressed. An overview of related legislation, resources, and time for added questions and answers will be provided.

Learning Objectives:

1. Participants will receive an overview of perinatal mental health.
2. Participants will receive an overview of disability related key areas of focus for the perinatal population.
3. Participants will receive education on perinatal resources and engage in a question-and-answer session to provide added learning opportunities.



**Rebekah Lemmons, Ph.D.
LPC-MHSP-S, PMH-C, CRC,
RYT-500**





Disability at the Intersection: Disability, LGBTQIA+ Pride, Identity, and Service

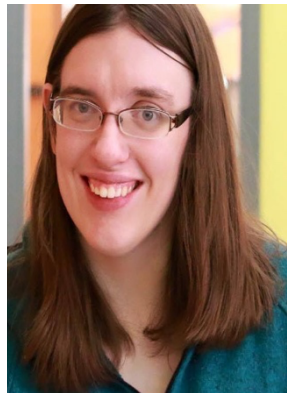
June 7, 2024 ~ 12:00pm – 1:30pm (EDT)

Presenters: Alexandra Kriofske Mainella, Ph.D., CRC
Tameeka Hunter, Ph.D., LPC, NCC, CRC
Emily Lund, Ph.D., CRC

Presentation Overview: The presenters will address the ways in which disability and LGBTQ+ identities intersect in the lives of LGBTQIA+ people with disabilities. The presenters will address clinical, educational, and vocational considerations, as well as broader systemic issues. Finally, the presenters will discuss ways in which counselors can better serve disabled LGBTQ+ clients and help promote queer disability justice.

Learning Objectives:

1. Learn about the intersection and overlap between disability and LGBTQIA+ identities.
2. Understand the application of Beatrice Wright's coping and succumbing framework (1978) to affirmative identity development.
3. Discuss disability justice and the intersectional nature of disability justice in serving individuals among this intersection.



<p>Alexandra Kriofske Mainella, PhD, CRC</p>	<p>Tameeka Hunter, PhD, LPC, NCC, CRC</p>	<p>Emily Lund, PhD, CRC</p>
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Ten Keys to Creating Inclusive, Accessible, and Engaging Services for Youth

June 14, 2024 ~ 10:00am – 11:30am (EDT)

Presenters: Troy J. Hall, M.A. and Michael Hanna, M.A.

Presentation Overview: In this presentation, we will delve into the principles of Universal Design for Learning (UDL), tenants of accessibility, and practical strategies for using these tools to create services for youth. From implementing clear language, creating kinesthetic activities, vividly describing images, to offering multiple assignment options, we'll explore techniques for making materials inclusive for all youth, regardless of disability. We'll empower professionals to create engaging and accessible spaces that cater to diverse needs. Let's cultivate an anti-ableist environment where every youth feels valued and supported.

Learning Objectives:

1. Understand the principles of Universal Design for Learning (UDL) and their significance in creating inclusive educational environments.
2. Examine the tenets of accessibility in education and their role in promoting equitable learning opportunities for all students.
3. Gain proficiency in implementing ten practical tools aimed at fostering dynamic, inclusive, and engaging learning environments that cater to diverse student needs.



Troy J. Hall, M.A.



Michael Hanna, M.A.



Programmatic and Environmental Accessibility: An Overview of Expectations and Opportunities

June 14, 2024 ~ 12:00pm – 1:30pm (EDT)

Presenters: Mary Reaves, MRC, ADAC

Presentation Overview: Providing counseling services requires understanding a number of theories, a willingness to think creatively, and a call to meet our clients where they are. But what happens when our programs and environments are not accessible? This webinar will provide an opportunity to review the expectations for providing services under the ADA and Rehab Acts as well as opportunities for going beyond what the law mandates and moving into true inclusion and equity to services and supports.

Learning Objectives:

Attendees will leave with an overview of legal obligations under the ADA and Rehab Act.
Attendees will gain an understanding of programmatic and environmental barriers.
Attendees will learn tips for making services and supports more inclusive.



Mary Reaves, MRC, ADAC



Supported Decision-Making and Other Alternatives to Guardianship: Promoting the Least Restrictive Measures

June 21, 2024 ~ 10:00am – 11:30am (EDT)

Presenters: Alie Springgate, MSW

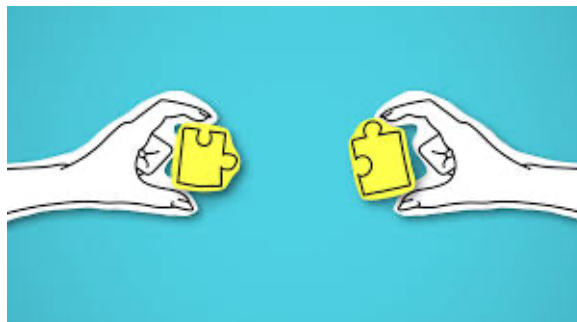
Presentation Overview: This presentation is intended to provide information and education related to guardianship, alternatives to guardianship, and the tools and strategies associated with Supported Decision-Making. We will explore why Supported Decision-Making and alternatives to guardianship are so vital to the health and safety of disabled folks, and why guardianship should always be considered only as a last resort.

Learning Objectives:

1. Participants will gain a greater understanding of the risks of guardianship as well as the available alternatives to guardianship.
2. Participants will learn about information and obtain resources related to Supported Decision-Making.
3. Participants will learn how to connect folks to resources in respective states.



Alie Springgate, MSW





The Multicultural Counseling Competencies and Disability: Connecting the Dots with Intersectionality

June 21, 2024 ~ 12:00pm – 1:30pm (EDT)

Presenter: Keith Wilson, Ph.D., LPCC, NCC, CRC

Presentation Overview: Throughout global history, people with disabilities have been overlooked, mocked, and frequently marginalized. We now know that past and present experiences of people with disabilities relate to the overall human condition of navigating environments, cultures, and systems. The common thread between these three categories is the people who enforce norms that are often unfair to those perceived as not fitting the cultural standards. In many spaces in the United States, people with disabilities have this unfortunate reaction that they do not fit into what some will call cultural “norms.” This view of people with disabilities is not accurate and misrepresents millions of our most productive US citizens. This presentation will connect, conceptually, the Multicultural Counseling Competencies to disabilities, leaving room for discussing the intersectionality of other social variables that might be a more salient identity for some who have disabilities.

Learning Objectives:

- To understand what the Multicultural Counseling Competencies are.
- To understand how to apply the Multicultural Counseling Competencies to people with disabilities.
- To understand the application of intersectionality for people with disabilities and apply appropriate strategies to facilitate services.



**Keith Wilson, Ph.D., LPCC,
NCC, CRC**





Accessibility Advocacy in Counseling Spaces: Barrier Reduction & Community Building

June 28, 2024 ~ 10:00am – 11:30am (EDT)

Presenters: K. Lynn Pierce, PhD, CRC, LPC, ACS

- Joe Charette, PhD, LPC, NCC
- Valeo L. Khan-Snyder, M.S., t-LMHC, NCC, BC-TMH

Presentation Overview: Disability is often overlooked in discussions of equity, and counseling spaces are unfortunately often not fully accessible. In this webinar, the presenters use their lived experience and professional knowledge to explain common barriers in educational and professional spaces with a focus on proactive barrier reduction, universal design, and deep access. Implications of ongoing inaccessibility and disability related bias for the field of counseling will be explored. Attendees will learn how disability affirming and community-based frameworks can frame advocacy efforts to center the voices and agency of disabled individuals.

Learning Objectives:

1. Identify physical and social barriers to accessibility and equity within educational spaces and programming.
2. Examine how ableism in systems impacts retention, promotion, and disability representation in counseling leadership.
3. Apply disability affirming frameworks to evaluate current advocacy efforts or guide new initiative.



**K. Lynn Pierce, PhD, CRC,
LPC, ACS**

Joe Charette, PhD, LPC, NCC

**Valeo L. Khan-Snyder, M.S., t-
LMHC, NCC, BC-TMH**



Teaching About Disability As Diversity

June 28, 2024 ~ 12:00pm – 1:30pm (EDT)

Presenter: Rhoda Olkin, Ph.D.

Presentation Overview: Instructors of diversity courses cannot be expected to be expert on all aspects of diversity. This may explain in part why disability receives the least amount of time in many of these courses. The purpose of this webinar is to help participants center disability as a dimension of diversity. The research background is discussed briefly, then three activities and one vignette that can be used to learn about disability are presented. Some initial teaching outcome data is reviewed, along with data from a survey of what graduate students with disabilities want instructors to know.

Learning Objectives:

1. Know two key findings from research literature on attitudes toward disability.
2. Be able to explain why disability simulation is not a good idea.
3. Know how to use two activities to teach about disability.
4. Cite two goals for teaching outcomes.



Rhoda Olkin, Ph.D.

