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Bridgette Schram: we are about to start that's why you can't hear anything. Alright let me share my screen.

>> I can't see the interpreter.

Bridgette Schram: can you see the interpreter now ? So I wanted to thank everyone for coming today. If you're having trouble it sounds like someone was having trouble seeing the interpreter. They should be pinned here or spotlighted here soon so hopefully that helps. If not go ahead and drop a message in the chat and we will make sure that we get that fixed for you to the best of our ability. So thank you everyone and welcome. Two hour webinar titled leveling the playing field supporting disabled students and early career professionals through mentorship. My name is Bridgette Schram and I will be your host today. I'm a white female in my 30s with long brown wavy hair. My background is a nondescript home-office with gray walls. I'm a PhD student and public health at Georgia State University and a graduate research assistant at the Center for leadership and disability. I'm also the student liaison for the student or for the disability section of a PHA this webinar is being presented by the mentoring program for the disability session of AP HA which stands for the Mac and Public health Association. Would like to thank AU CD for their support providing technical expertise in the platform to offer this webinar. Before we hear from our amazing panelists and presenters today I have a few session and accessibility reminders to go through. First we do have closed caption and services available so you can turn these on at the bottom of your screen in the chat box. Please we are asking all attendees to turn off the camera during presentations. This will allow for the main presenters to be easily visible as well as our interpreters throughout the session. There is, you can pin videos and speakers. We will be trying to do this as well but if you would like more control on that you can choose the three dots that appear in the top right of the picture. We do encourage everyone to use the chat box for questions today. We are asking to try and enter those during pauses in the presentation. As some screen readers read those allowed over the presenters. So if you can send those in the pauses that would be helpful for those using screen readers and we will attend the full Q&A at the end. We do ask if you come off mute and ask questions during the Q&A today to introduce yourself before you ask your question. And I want to let everyone know that we do have slides and a recording will be available. Online as well as we do have an attendee handout that includes an outline of today's presentation as well as presenter information, key takeaways and some resources that will be mentioned throughout. I just put a link to the chat box. And that is where all of the handout and where more slides be found today and in the future. So as you attend and learn from our panelists in the webinar today feel free to live tweet letting people know you are here and that you , and anything you may be learning. You can do this. If you do this please use the hashtagdis mentoring as well you can mention the APHA

disability at public health at Disin higher Ed or any other hashtags that you would like to associate with.

So we have a great lineup of presenters and content for today. So after I'm done speaking we are going to have Meredith Williams and Hana Mashsha take over for making the case. Are going to have a section on identity and intersectionality from Cindy and Syreeta disclosure and disability status will be covered by Chloe and Mike. We have accommodations and asking for help from Chloe and Courtney. Self-determination and alternative paths and timelines will be covered by Meredith and Dot and then the final topic will be ally ship and co-instigator from Syreeta and Meg almost every single one of our topics they have a student professional and mentor sore mentor mentee, to give both perspectives and provide as much support and content as possible then we will have a Q&A at the end. So I will now pass the mic off to the two main moderators today Meredith Williams and hana Mashsha who are the student representatives for the mentoring program of the APHA disability session Meredith is a PhD student in public health with a passion for promoting disability inclusion and mobilizing public health knowledge frameworks and strategies to meet the needs of the disability community. She has a background in patient and disability advocacy firmly grounded in her own lived experience and experience consulting speaking teaching developing trainings conducting research and providing technical assistance. Hana is a doctoral student in the consular education and supervision program at the Department of counseling Phyllis J Washington College of education of the University of Montana. She holds an MA from the University of Montana in counselor education and MED from ADIS about the University and special needs education in Ethiopia and a BA from University of Gandar in Ethiopia and works at the Montana rural Institute for communities and is involved in several projects I'm going to hand it off to you ladies now.

Meredith: hi everyone this is Meredith. Can you hear me okay? Okay so I am Meredith. I have long brown wavy hair has not been cut since before Covid hair and I'm wearing a maroon shirt, and behind me is an orange wall with a painting of a landscape. Hanging on it. I am so happy that you all could join us today. First we are going to start out with a little bit about who people with disabilities are. People with disabilities make up more than 25% of the US population. And that is a number that is only expected to increase with advances in medicine, improving survival rates in the aging population and what we are seeing now in the pandemic. And what's more nearly everyone will have a disability at some point in their lives. When we talk about disability for the mentoring program in particular we are very inclusive. So we are including those that most people think about as having a disability. So you might think about a difficulty with mobility. Or seeing or hearing or learning or communicating and anyone with a chronic illness or mental health condition or really any condition where your activities or participation are limited to some degree or you have to go about things in a little bit different way. About 80% of us have disabilities that you might not notice when you first meet us and interact with us. People with disabilities are also very diverse along every dimension. We are overrepresented in populations that we prioritize in public health including women, the LGBTQ plus community racial and ethnic minority communities, veterans, those who are experiencing homelessness and the list goes on and on. And in the mentoring program we see a great number of mentees who identify as members of two or three or

four or more of these communities at the same time. As people with disabilities we also have a lot to offer in school in the workplace. We tend to be very persistent and tenacious because we have had to be to navigate the barriers that are around us. For the same reason we tend to be really flexible and creative problem solvers. We tend to be team players so we know the importance of working together and making sure that everyone succeeds. And we are experts. We are talented and skilled in many fields. We are experts at the barriers that people experience to full and healthy functioning. We are experts at how systems work and how sometimes they do not work. And we're also really good at managing complex routines and competing demands and responsibilities at the same time.

On this slide I have an image from the disabled and here project it's an overhead shot of six disabled people of color talking and laughing on a rooftop deck party. Next slide please?

So what about students and professionals? Students and professionals with disabilities are really underrepresented in public health. We rarely see ourselves reflected in course content or among our faculty and our supervisors. Only about 7% of graduate students, 3% of physicians and as low as 1 1/2% of full-time faculty self report disabilities. And this is mostly because of barriers that have much less to do with our disabilities than the way in which school and work environments are designed and we are going to talk about a number of these during the webinar today. On this slide I have a photograph of glasses resting upside down on a notebook. Next slide please?

So why is providing skilled mentorship to students and professionals with disabilities important? It benefits mentees. It benefits mentors and it benefits the field as a whole. As mentees we are trying to navigate systems and environments that were not designed with us and with different ways of being in, moving through, experiencing and thinking, communicating about the world in mind. So we need support. We need support finding and using resources. We need support developing networks. And building our skills for disclosing disability and advocating for ourselves and what we need in those environments. And support amplifying our voices when they are not being heard. Mentors can benefit in that they can better support connect and communicate with mentees with disabilities better understand and anticipate our needs which sometimes we might have trouble communicating about or we might be hesitant to communicate about. And mentors can help us succeed and in doing so really capitalize on considerable talent skills and experience that we bring to the table. And finally in the same way that diversity and gender, socioeconomic and cultural background strengthens the public health workforce we need the voices and perspectives of those of us with disabilities to engage and empower marginalized communities including the many communities that intersect with the disability community. Better determine priorities for research and public health action and more ethical ways to go about those. And to promote health equity. And what's more we know that changes that promote full and equal participation for people with disabilities actually benefit everyone. And so our field and every field for that matter stands to gain a lot. And on this flight I have another image from the disabled in here project and in it a Latinx disabled woman and Asian woman Chad sitting on a couch holding mugs with a mobility scooter resting to the site. And now I will turn you over to Hana.

>> Before Hana speaks I want to read out a comment I want to add in something I have seen there's not enough change when it comes to disability I feel like we are constantly ignored when we speak up

about our experience as disabled people thank you for adding that. Go ahead Hana

Hana: thank you everyone thank you Meredith. My name is Hana. I identify as Black and African I have hair that is pulled back and I'm currently wearing black and white shirt and in my background there is a gray wall with medium-sized paint with a butterfly. Today I just want to share with you about the disability section mentoring program and what it is all about. Our mentor and program is initiated and founded by disabled students and scholars. And mostly founded based on their experiences of navigating academia in the workplace. Our mentoring program in general is mentee directed program. And some of you might have submitted applications to our mentorship program or some of you might be new to the program and planning to apply and you will find some questions that ask about your priorities and your goals. So the reason we ask the questions is we want to prioritize what is important for disabled students when they come to the mentorship program and we want to match them with a mentor that is also working in those areas and that can support them navigating the academic and work environment. Our primary goal is to provide 121 support and guidance for both the students as well as early career scholars and we accept students who are enrolled in undergraduate program as well as working through out the academic career. And this includes professionals and disabled workers who are in their career in the early years of their career. And just like Meredith was saying earlier diversity is welcomed. We recognize that disabled individuals come from different walks of life and we want to have an environment that accepts and prioritizes the value of the experience of disabled students and early career scholars bringing to the table whether in professional development as well as in their work environment and personal environment. Our program is welcome for nondisabled students and scholars especially if they're interested to work study in the disability area. So they can participate either as a mentee or as a mentor and focus on disability research and disability projects next slide.

And so our program has been in place for two consecutive years now. And the first matching happened in 2020 and the second matching happened in 2021. For the first time that we were able to match 32 mentee mentor matches from 27 mentors and 38 mentees. As you can see we have more mentees in the program who are interested to learn and get guidance to navigate the system and there are some mentors who were also matched with more than one mentee. And that approach continued in 2021 except that the number of matches has increased which we are very much grateful at least because it shows that there are more disabled students as well as nondisabled students in early career scholars. Who are really interested to participate in the APHA disability mentoring program. In addition to the matching of mentees and mentors we also donate working. So one way of learning from each other is creating a social platform where people can ask questions and share ideas and learn from each other and for that we have different ways of social media. So we have a Facebook page that is specifically private Facebook page specifically designed for the mentorship program. We have a slack page and LinkedIn groups that help to connect people who are interested to join those conversations. We are part of the APHA annual meeting and Expo student mentoring sessions and we have been organizing and promoting our program and also sharing what we have been learning through the mentoring program and what we have learned from all the mentees and mentors regarding

their experience going through the program. This is our first webinar as a mentor mentee webinar. However we have participated in several previous webinars that are organized by APHA and other disability focused mentorship programs. Next slide please?

So today we would like to have this opportunity to just learn from each other. And we invited students, we invited mentors. We are creating this environment so that we can ask questions and learn from how other students and scholars navigated the system and learn from each other. So we will talk about what do we bring to the table as disabled students in early careers. So this is the about our identity and intersectionalities we also talk about how we navigate the system of Academy and workplace. How do we state goals and what is our self-determination like or how do we ask for help and accommodation. And we also will hear from the voice of the allies or co-conspirators. What does it mean to have an ally and to have someone who will walk along with us as we navigate the system. So in order to do that we again invited the mentees mentors and also will hear the voice of allies. With that I will pass it to Meredith to introduce the speakers of the next topic.

Meredith: hey everyone this is Meredith again. The first topic we are going to cover is identity and intersectionality so we are going to be joined by Cindy Cetros and Syreeta Nol Cindy is a second-year occupational study and coleader of disability rights education activism and mentoring dream chapter at Milwaukee. Cindy advocates for black and brown families with children with disabilities and the admission and retention of students of underrepresented groups in higher education. Syreeta Nola is a disability justice advocate University California San Diego. She serves as underrepresented student officer for the University of California student Association. and is the founder of Jade, justice advocacy and disability education, a holistic disabled justice platform focus on empowering disabled students faculty staff and alumni through community and support.

Syreeta: thank you so much for the introduction, Meredith and to start off I want to stress the importance of identity in our disabilities. And to introduce myself as well my name is Syreeta Nolan. I'm a black woman and I have medium length short locks with and a black shirt with a blue necklace and my virtual background is a peer at sunset with the ocean behind me. And my pronouns areshe/her/hers and my disability pronouns are invisibly disabled disabled woman as well as neuro divergent and being disabled as an undergrad I really found that I had to paste together my identity myself. There was not really those sources of being proud to be disabled. Where it is always felt like being disabled is something siloed off to an office for students with disabilities for accommodation and accessibility. But I really found in becoming a disability advocate that there is so much more to disability and I will pass it to Cindy to introduce herself.

Cindy: Hi I am Cindy Petros my pronouns are she/hers/ella. I identify as a person with a mood disorder. My background is a beautiful palm tree that is swaying at the beach. I am a Latina in her mid-30s with her hair shoulderlength and wearing a purple cardigan.

Syreeta: awesome. And I wanted to share a little bit more about the social model of disability. You heard me use my disability pronouns and disability pronouns are part of a social model of disability. Disability currently within higher education and as our society really sees disability more as a social construct that prevents individuals with --- from participating for in full and engage lives and so it feels

like it is more seen as a modality of limitation rather than was brought up in the slides being able to embrace the social model of disability's was very much in the LGBT community being able to accept your identity being able to accept who you are in the community and not feeling like you have to hide something. Bringing into the construct of multiple social identities and that can be from me having physical disability is as well as mental health disabilities coming together is who I am as a black woman and an LGBTQ woman. So yeah.

Cindy: this is Cindy again. When I became aware of my disability it was introduced to me as a person first language. So Cindy has a disability. Cindy has a mood disorder. And up until current times many healthcare professionals and academic faculty have been educated under this model of disability of person first language. And I would say that it is difficult to manage A mood disorder and it is, there is a sense of loss. But definitely given the right language to who your identity, it is important and Syreeta and I have discussed how identity first language is so important and not all of us identify that way. But it is good to keep it in mind that we do have pronouns for our disabilities. Syreeta?

Syreeta: yes and the disability pronouns should be respected just as much as a gender pronoun as how we prefer to be known as in our pronouns whether we are in your presence or your speaking about us. Because even when we are not there it shows that you understand the tenets of nothing about us without us. And really understanding centering us correctly because within intersectionality it is just so important to understand that overlap into those disability pronouns as an aspect of who we are. And to describe our image that we have on this slide as well, so to the right we have in pink letters a quote that says intersectionality is about fighting discrimination within discrimination, tackling inequities, inequalities excuse me, tackling inequalities within inequalities and protecting minorities within minorities. And we have the logo in the bottom right corner for the Center for intersectional justice with alternating black pink and black text for the three letters of this organization. And as much as I am black I'm also as much disabled. As much as I am disabled as much as I am LGBTQ and it all comes together in ways that are so unique and inseparable. Cindy ?

Cindy: I have to agree with Syreeta. Our identities they belong, they come hand in hand and cannot be separated. This does not mean that systems of oppression can be, the barriers can be removed for your mentees and it's pretty important to realize whether it is a barrier that is within the mentor's ability to support, to help get it out of the way. But definitely disability is a big part of who I am and my values and my life. But this side of me is not always seen by everyone. I have to disclose it and still talk about that later on. This harmony to accept who you are takes a wild. And I have been able to accomplish all the things that I didn't think I was going to be able to. I am a mother. I'm a professional. I am a partner and I think I am proud of who I am despite my lows and my highs. And that my disability has come with me along the ride. Thank you Syreeta. Next?

This is Cindy again and I will begin by describing what we have on the right of the image. It is a text image adapted from the CRIAZ/ICREWFs' intersectionality wheel. It is a dartboard with a circle in the center with three rings that come out of it for the innermost circle has a bidirectional yellow arrow that points out to a text that reads innermost unique circumstances. The second ring has a bidirectional orange arrow that points out to the text that says a second aspect of our identity. The third ring has a

bidirectional arrow that points to the text that says the types of discrimination that impact identity and there is a fourth ring and final ring with a bidirectional burgundy arrow that points out to the text that says larger forces and structures reinforcing inclusion. And this is a visual to kind of help identify how our intersectionality students as disabled students or students with disabilities can be approached and Syreeta would you like to add anything before I give an example of it?

Syreeta: I think one thing, this is Syreeta again one thing I find really interesting about the intersectionality wheel that Cindy described it that it is really layering things together. If this was not a dartboard but rather a cake with four layers and some icing it's not like you can deconstruct the cake and just have like layer 3. You get everything together. Everything comes together and creates a unique set of oppression and privilege within ourselves. And with that, disability has this overall effect that we have never spoken about ableism. We speak about racism and we speak about feminism and I think of everything within the dartboard, if this were a four layer cake, the icing would be ableism that we never mention because it is really important that we realized within our identities and our privilege that we all have the disadvantage as disabled people or people with disabilities depending on what your disability pronouns are that ableism is not set by our institutions to be just as wrong as racism. It is not just as wrong as feminism. It is not just as wrong as any of these things that I mentioned broadly. The way our professors treat us is condoned. And the ableism that comes with accommodations. So really beginning to inquire to your mentees about what is going on and how you can support their unique cake. Of privilege and barriers really begins to create an environment where you can empower their success as a student. And Cindy?

Cindy: I think that was beautiful Syreeta this is Cindy again it's very important to engage in a lot of self-guided learning to identify your own identities through Your marginalized identities and your privileged identities because we all have them. It is also very important to do it and facilitate some of this learning for your mentee. I had an example of the intersectionality wheel. I approach my program early in the first semester and express a lot of interest on working on a thesis every semester. It's about 12 units so I was advised to leave it. Because the program was very rigorous enough and it was not recommended although the thesis was accepted by other of my classmates. Other classmates engage in thesis work. I was discouraged from it, and at the center circle it was for me I had to identify my unique circumstance where the Cindy, the mother, a person with a disability and a non-English native speaker, nontraditional student with a child with a neural developmental disability. And where do I fit into this which felt like discrimination. So I think pointing out that we don't know where we are being discriminated, at what point whether it is one of the isms, the structures or one of our marginalized identities, our culture or if it is just all of the above that affect us. Anything else Syreeta?

Syreeta: this is Syreeta again. I think leaving off that each mentee is going to be different they are going to be unique and going to be at a different place with their journey in disability identity and if you know that they are struggling please use resources to educate yourself and also make yourself aware of the resources on your campus to direct them to. If your campus has nothing that's why we have twitter. So I just want to say thank you so much. And I will direct back to the introduction of our next section. Thank you so much for having us both.

>> Thank you Syreeta and Cindy. The next topic is going to be a disclosure of disability status and this commission and the speakers are Chloe Simpson and Dr. Mike McKee. Dr. Mike McKee is one of the founders of our mentoring program. I should mention. He is a family physician with clinical and research expertise and disability health. As a physician he is especially interested in advocating for the rights of deaf and hard of hearing patients to obtain equitable healthcare including accessible communication. His research focus includes health disparities for individuals with various disabilities health information accessibility literacy and telemedicine applications. Dr. McKee is on the board of the Association of medical professionals with hearing losses. He is also currently an appointed member of the Roundtable on health literacy of the national academic sciences engineering and medicine. And he will be joined by Chloe Simpson. Chloe is a PhD student at the West Virginia University in the College of physical activity and sports sciences. With an adaptive physical activity focus. Her research interests involve investigating general physical educators self advocacy efficacy beliefs and management 3-D printing assistive technology and collegiate level adapted support opportunities. With her that I would leave the floor to Chloe and Dr. Mike.

Chloe: thank you so much Hana. Hi everyone my name is Chloe Simpson. I'm a white female. I have long wavy red hair with moderate friends. I'm wearing a navy blue shirt with a yellow undershirt and I am blushing and fidgeting pretty severely due to my nerves. I'm sitting in my office in front of a filing cabinet and a door with post it's that read mask it, so I don't forget my mask when I leave. I have been tasked to give the student perspective on disability and disclosure and accommodation. These are topics that are close to my heart and this is my first time publicly sharing my position as a disabled student. So I am here, I'm going to talk about my trajectory of disability disclosure and later there will be some overlap and may be repeated stories and sharing my experience gaining accommodations. My journey in self-identity is something I'm working on. And from K-12 to higher education experience it can feel like multiple Chloe's have existed leaving me wondering where I fit. It may simply be summarized as in K-12 I was labeled as a student with learning disabilities and entering higher education I worked my best to pass. Quote unquote pass. Internally denying my struggles with mental health anxiety and PTSD as a disability. My identity as a disabled student was something that was given to me informed externally in the first grade when my teacher in a private school a.k.a. eight Lutheran school I attended found and reported that I was defiant because I was unable to copy Bible verses from the board to my notebook, which is still something difficult. And I was marked as delayed. They asked my parents if they felt that I needed to be retained. In that process I was moved to a public school and in meeting my new first grade teacher Ms. Wise, I could feel the imposed shame that eventually imposed by adults on me I internalized. And people around me were saying it's okay to be held back you just learn differently you are not stupid. But ultimately it became an internalized shame that I held. And so interestingly enough through K-12 I continuously felt like an outsider. I was placed as an outsider in general education I was pulled out for sports and in the sports I was placed in English language learner classes meaning that I was an outsider there too. The feeling of outsider was internalized it's not good enough, shame and disclosure were both built into the system for me with an undergraduate I started and it was tough. I requested accommodations and I was met with a system

denying my accommodations due to lack of documentation which I will discuss later. So with that rejection my request felt invalidated and I felt like again I needed a pass. When I got to my Masters the shame continued and I heard things from friends and parents and family like you are lucky you got in. Don't mess up this opportunity. Kind of like do not let them see who you really are. And setting my value for me. And so again I wanted to pass and I remember early on I had a supervisor that said they thought I was an uninterested student due to my performance and did not know I had some other things going on and they said they wished I had told him earlier about my struggles. And I thought what they were saying was if I told him earlier about my disability they would have given me accommodation. So again I needed to disclose in an effort to get accommodation. So in my PhD to this day I still struggle with disclosure. As you can tell I'm really nervous right now and communicating with supervisors about my mental health and needs due to the shame and fear have been reinforced through experiences of rejection. So, breathe. On this PowerPoint on the flight is a background depicting people with physical disabilities and a quote in a white box that defines disability disclosure as a complex and ongoing process requiring decisions about who should know, why they should know, how to inform, what to disclose and when to inform. This definition assumes an individual is in a position to name or label their disability which for me has taken a long time. Disability disclosure is not a singular event. But an ongoing process of performing and negotiating in different settings and contexts. For people with visible disabilities they don't have the luxury of choice to disclosure and they face the discrimination automatically. Like with coming out of the closet where having a disability creates alike with coming out of the closet having a disability creates a dynamic where there are people who are in and people who are out. People who know and people who do not know and in doing this it honestly feels like coming out of the closet again. And so the fear of disclosure is a recurring fear. So go ahead next slide?

Thank you. So on this slide I have a shiny skeleton key entering a whole and a quote and the skeleton key kind of represents the idea of disclosing your disability will gain you access to accommodations. So excuse me. The quote reads with disability consent is no longer a given choice. Instead one must disclose in order to gain access, which often involves not mutual understanding but an imbalanced and imposed sense of power between parties involved. So in a real-world disclosure would not be the key to accommodations. Students may not know that they are learning with a disability. They may not be ready to disclose and they may be unaware of the need to disclose and should still have access to accommodations. So I recommend everybody read here I have it listed problematizing disability disclosure in higher education shifting towards a liberating humanizing intersectional framework. This really helped me with my own processing of my identity so before I pass this off I hope that in sharing this people can reflect on individualist complexity of disability identity and know that it is not as simple as disclosure equals the gaining of accommodations. Soon I'll pass it over to Mike to speak.

Mike: okay thank you so much Chloe. I appreciate it. My name is Mike McKee. My identity, I identify myself as a deaf white Latino male I wear a cochlear implant on my right side and I'm over at the University of Michigan Department of family medicine and also just to describe my background I am in a small office. A home office wearing a long dress shirt with blue and white stripes. Anyway, so I

wanted to just talk from the perspective of my personal experiences and also now moving into now a mentoring role. So it is really important that we need to move away from this negative aspect of disability you have heard a lot of people still have this very ableist negative perspective of disability but in reality we need individual training students faculty members who have a disability to be part of our biomedical healthcare team. We bring so much to the table. So it needs to be changed to more of a positive aspect. And this quote from Jordan president Jordan Cohen who is the former president of the AA MC is a really powerful quote and I wanted to read this briefly. It is a simple matter of social justice and equity that our healthcare professional community mirror society also in the inclusion of physicians with disabilities. So when you think about who we care for in our clinics, hospitals, we actually see that only a quarter of patients with disabilities but people with chronic conditions, many of those we offer a unique perspective a level of empathy, diverse viewpoints and we can connect with many of these individuals and we need to be heart of the table. So it's important we think about our disability is not a burden but an aspect to celebrate and to incorporate. So next slide please?

I really benefit from key mentorships. I had mentors who also were adept family medicine physicians. Dr. Zaso was what I consider a life mentor. So it's really critical to have somebody that also shares a similar identity. Has a similar identified disability to help navigate through the pitfalls, barriers and the negative environment that we often struggle against. There are other mentors who may not have a disability but are champions, advocates who may give you networking opportunities to be able to move ahead. And mentorship is so valuable. That's part of the reason why we set this program. If you look at these people especially in careers the lack of mentoring has been mentioned as either the top or second most important factor impacting career success. So it really is a make or break. And I believe that it's even more vital and more essential for us who are students, trainees, even early careers were actually trying to move ahead advance in our careers. We need these mentors but we need to be able to find those champions and the correct mentors and work with us. So there's a couple keys that have Artie been highlighted earlier. It's navigating barriers, the know-how, skill building, networking, support and opportunities but advocating is one that I feel is an item that is missing. But it is extremely valuable for students and trainees who have disabilities. And I just wanted to kind of give a couple of stories. So I actually had an example. So personally I still use a sign language interpreter especially foregoing rounds. Large meetings just it's hard to follow especially in a group format. And so as a result people know that I use that. So I am often contacted to quote get the cost of interpreters. And so I actually was contacted actually about a year or so ago about how much does it cost, how is it covered. This was in regard to a health professional student who is applying. And you know, those are obviously things that mentors have to say this is the wrong approach because what it is doing is making this be part of the decision-making on whether the applicant can be accepted or not. So what then needs to be done is we need to highlight and say this is wrong. What we need to do is say this sounds like it is a great applicant and then after the applicant is coming accepted figure out how we can make this work and we can talk about strategies, ways to cover it. It should not be that early part before acceptance. And unfortunately it is something that myself and many other deaf and hard of hearing individuals struggle with and it does affect the feeling of comfort whether to disclose or not. And we need to

change that. The other thing is in terms of having the students and trainees be part of the picture we do more, we provide a level of empathy that is hard to teach for other students. So we need to be part of the healthcare team. The second point I wanted to make is that mentors should be viewed as a leader and set the example. We need to set the bar high. We need to welcome students and trainees with disabilities in our clinical and also research programs. We need to provide opportunities for mentees to get training and networking experiences. And so if you think about mentors providing the emotional support I know that is a viable aspect but we need to do more. We need to create those experiences, work experiences. We need to give them opportunities to participate in the project whether it is publication potential or have to come for an internship or even precept. And so what we need to do is walk the walk. So that is an aspect that mentors especially with or without a disability make sure they have the training and diverse research and clinical workforce and we need to do that. The other thing is the opening of clinical shadowing and precepting opportunities is another area that we need to do better. Unfortunately we've had some examples across the country and some of them reach out to me trying to find a home where they can get these experiences and one healthcare professional student who is deaf struggle to find a clinical home and actually had a list of preceptors that were identified by school contacted through and they found out that the applicant was deaf and they refuse to say it was just not the right fit. That unfortunately happens even today and it is a common experience that we have. So fortunately we were able to provide an opportunity for the applicant to come over to our clinic but we have to advocate. We have to fight and make sure that those experiences do not happen. While it takes time to make those changes we need to make sure that we give those opportunities so they are not delaying their learning and training experiences as well.

The third point I wanted to do is a lot of times it's really educating others. So we need to educate, there is still a lot of ignorance across campus in an academic area even with the Americans with disabilities act. That's just unacceptable. Because we really should be leaders and what we have to do is sometimes we even have to advocate for mentees, students, trainees. We need to get into the fray and say this is not acceptable. This is what needs to happen. We need to ask a power that privilege, student and trainees do not have so need to leverage that and be an advocate for students and trainees with disabilities. I want to stop there and pass it on to the next speaker. Thank you.

Meredith: hey everyone this is Meredith again. Thank you Mike and Chloe. The next topic is accommodations and asking for help. We are going to be joined by Chloe again who did such a wonderful job of explaining the complexity of the disclosure for those of us with disabilities and Chloe will be joined by Dr. Courtney Fecske in the department of public health at University of Indiana Bloomington Dr. Fecske's research aims to voice advocacy for perspectives on experience or exploration of sport and varmint for individuals with disabilities and enhancement of evidence-based practices.

Chloe: hello everyone sorry I could get my mute right. There we go hi everyone this is Chloe again I'm here to follow up on disability disclosure to talk a little bit about accommodation. So the PowerPoint depicted here has a gray arrow above a rope suspension bridge. There are three light orange boxes

that are located over the gray arrow listing steps to formal accommodation. First locate services. Second request accommodations, 13 accommodations. Below each of the three boxes are three orange traffic cones representing barriers and/or burdens that fall on the student requesting accommodation. So as we go through this slide I'm going to talk about each of the steps. Some think we need to keep in mind is that accommodation occurs at any time in the student's education. It is not something that is set and continues throughout but will differ from context and situation. A lot of the time as a student with disability it kind of feels like a show me your papers and you will get what you need and it is not as simple as that. I think as faculty members the farther you get away from experiences we had in undergrad the more we forget how difficult it was and even more so if it was not difficult for you it's really easy to minimize the students experience and to get to listen to their difficulties and often justify the struggle that well in my time it was so much harder and I think we need to step back and meet individuals for who they are and not for what we have experienced. So when students are continuously met with skepticism they experience access fatigue and it really deters them from continuing to try to seek out accommodations. So to break down the three steps we will start with locate services. So first a student must seek out services they have to disclose the disability meaning they have to acknowledge the identity of having a disability and they have to be eligible under section 504. So institutions request specific documentation and it is good to know that this documentation is specific to institutions meaning it differs from institution to institution. And if the documentation is insufficient the student must schedule and pay for a new evaluation so the burden of this falls on the student. So once you get past that and just identifying what you need you have to request accommodation. So you work with a school's disability support coordinator 504 coordinator, ADA coordinator, whatever the school is going to call it to try to develop an accommodation plan. As a student we request an accommodation in writing which the student must disclose the disability. So items that expedite the process that may be important to know for your students is that in writing they should describe how the disability affects participation, identify specific accommodations needed, a date you expect a response for the accommodation request. If possible obtaining a letter of support from medical professionals familiar with the individual with the disability can be beneficial but again it falls on the student 30 follow that goes through you can gain accommodation but unlike accommodation in K-12 it is less formal than IEP or section 504 plans. Accommodations at a post secondary level will not be personal in nature. The school will not provide a tutor. Personal attendant or personal computer or software. So from undergraduate or graduate school accommodations also change and as you get higher up the more the accommodations drift away. So we have to remember employment spaces accommodations will also be different. As a mentor you may play a role as a mentor and employer and as a student I am a student and an employee and it's not contained within the classroom. A classroom accommodation translation to employment accommodations are different and may be unscripted. Time on a test and alternative formats of material are common accommodations whereas employment there are not clearly defined accommodations and needed to be more personalized to individual and work responsibilities may require more negotiation from employee to employer. So in my personal experience through K-12 my supports were given to me, my

accommodations were done for me. I was not asked to self identify because they had already identified for me. These were things that carried from the retention and low exam scores as I failed to perform on standardized testing. So in undergrad I got to college and I was like yeah I made it. School was hard but I was making it through until I got to sociology of culture class. I needed extra time on the exam. I really wasn't able to read through all the information in the allotted time. So I was told I needed to go to accessibility services and I failed to obtain the documentation after waiting for an opening at Kaiser. And I finally got the test that after the term was over I completed the initial part of the exam and kind of pulled a Chloe and Mr. the follow-up confirmation appointment and so after that I kind of gave up and my shame of where I fit outweighed my need for accommodation. So when I got to my Masters and I asked for extra time on tests I was met with comments like that you are my least favorite kind of student because you shut down when you are overwhelmed and again I felt like my uniqueness and learning was rejected and summed up as a difficult student instead of a student who learns differently. And so and continuing through my PhD this is something I really continue to work on but I acknowledged that I do hold value and I do hold worth for accommodation and that me asking for accommodation is not outside of what the real world is. It is the real world. And needing accommodation is going to be in academics and employment. Next slide?

All right. So on this slide I have student perspective accommodation recommendations, tips for mentors from a student. I have a picture with a stick figure and arrows pointing toward it listing things like education sexuality ability age gender ethnicity culture language class race. Sorry I need to slow down. Which just demonstrates the intersectionality of identity. So my number one tip is recognize the individuality of humanity. We are all individuals. We are all unique and nothing will be the same for anyone. I think in your classroom the biggest difference that in your mentoring you can make is to normalize accommodations early on instead of it being on the students shoulders to ask this is what I need started in class by saying these are the options I have for accommodations. I am happy to negotiate for what you need and creating an environment of universal design for learning is one of our best local starts. Be aware of your institution services and processes in case you need to help a student work through those it's really hard and unlike in my experience it can be very deterring to students. Remember when students do speak up and advocate for their needs and their self empowerment should be encouraged and their autonomy should be encouraged because it takes a lot of effort. And finally if a lot of this is not working out you might want to know the legislation to know the legal rights for a student or yourself are if accommodations are not being met. I really appreciate the time and space to speak here and I'm going to pass it off to Courtney.

Courtney: thanks Chloe. This is Courtney I'm a white female with glasses and I'm in my home office with gray walls I use the pronouns she/he identify as having any disability send I've had mental health diagnoses in my past so first I do want to acknowledge, Chloe thank you so much for sharing r your lived experience. Think that is honestly the best way to learn and to sit and listen to what people have gone through. I can definitely relate as a former student with disabilities. So the slide that I'm sharing, this one is a blue background with some colorful kind of headings and some bullet points. So I always, I'm going to give more of a mentor perspective since I am now in the Mentor position. I always

encourage students who have any health condition or disabilities to register at the disability student services office or disability resources center, whatever they are calling it at your university. And so it is supple as a mentor to know what services your university loosely. It's not your job to be an expert and know everything but you should know generally how to refer students, who to refer students to. And what resources that you can offer. So keep in mind that this can be very stressful. Emotionally it can be financially burdensome. It can be very time-consuming process for student to go through. Especially if they don't have a diagnosis already or a label that has been given to them. Because like Chloe shared you have to go through all this testing and a lot of time you are paying out-of-pocket and it can take a long time. So as a mentor as a professor support your students if they are going through this process. They might need some additional support, compassion and patience from you during that time. Let students know that when they register for disability services that they will likely meet with a disability specialist or whatever they are called at your university. The student can advocate for themselves and does not need to be passive in that meeting. They are welcome to bring a parent a friend, take notes, talk to a mentor before going in. They can go in and say this is what I need and this is what I want. But also listen to the disability specialists because hopefully they are there because they are specialists and they have a strong background in providing accommodations for students. And reading what might be helpful for them. So it most disability student services will have resources available to students. They might have computer programs, adaptive software. It depends on the program but sometimes they will be able to offer free programs. There might be tutoring or test proctoring for example. And some of these services are not even disability specific. So I would say if you are a faculty member for example consider thinking of what resources they have just for students at your university and include those on the syllabus because again those on a disability specific but if a student needs a tutor whether they have a disability or does not make it easy for them. Say here is the information in this is what you need to do to access the services. Then as a faculty at a university you may have access. So it depends on kind of how you can get access to information for your classes. So I suggest trying to make your materials as accessible as possible so that if a student needs accommodations they are already in place. So for example if you're uploading articles and want students to read them make sure they can be read by a screen reader. If you have pre-recorded lectures or slides make sure there is closed captioning on them. And these are things that make it more inclusive and easier for everyone in the class to learn. Something that I have found frustrating being in your faculty member is that I have been told sometimes there's modifications or accommodations that I want to use just in general for our course to make the content more accessible but it would cost money to do so. And I have been told that a student registers for the class with the specific accommodation that I don't need to do that which is frustrating for me. So not that it is the student's responsibility in any way, but it actually is really beneficial if I have a student that says I need these accommodations because that I can use it for the entire class. So students may not realize that through their accommodations it can actually make the class better for everyone. So some of these modifications may take time when you start doing them but I like to think that by being inclusive I'm setting a welcoming tone and leading by example for students with and without disabilities and

hopefully they will think about possibly doing some of these practices within their own professional careers beyond the classroom. And another consideration is that even if a student doesn't think they will need any accommodations by registering this creates a safety net that is in place. So I know a lot of students for example feel ostracized or not sure about a disability identity when they are K-12 and they are like I'm going to college and starting brand-new and I don't want this coming with me. So that is totally okay but I do encourage registering just because everything is in place if you need it or want it. As Chloe shared it can take several weeks and a long time to implement these things. So if it is there it is there and if you don't use it that's fine. But if you do use it that's absolutely wonderful that it is there for you and ready to go. And so accommodations cannot be applied retroactively. So if a student does not register and they need accommodations like I said it can take a long time which is upsetting for the student upsetting as a faculty member because you want them to have the services because they are entitled to it and something important is to never ask a student to explain themselves. We talked about disclosure earlier. So I will not go into it too much but it can be very nerve-racking and embarrassing for student to have to disclose and you have to disclose to get resources. And it is an unfortunate process and I will talk about some benefits in my next slide to advocating for yourself and for having the services. But as a faculty member I never need to know a student's narrative. I just need to know what I can do to support their learning. And if you are worried as a faculty member or mentor to provide necessary accommodations appropriately you can meet with a disability specialist on your own at your school and say how do I make my classroom better. How do I be more accommodating for everyone and then keep in mind that even if a necessary accommodation adds a bit more work for you for example if you have to add extended time or meet with a student extra think about what the student has to do. They are doing a lot of extra work unfortunately. They are having to perform the disability, get the testing, the accommodations, get the label, verify that they have the disability, meet with the disability specialist make sure that they are disclosing that they have accommodations to you. So it is something they are entitled to and I think it is something we should all strive to create an inclusive environment. And that I also recommend the same advice of your mentoring undergraduate, graduate or PhD students. I think it was mentioned before but disabilities do not disappear as we gain education or gain experience. A lot of times our students are successful because they have had these accommodations so we don't need to rip them away. So something I actually use personally as a doctoral candidate I took my preliminary exams with extended time. The written exam. So instead of the three day I think I had five days I had time and a half for the exam and it was really helpful and it gave my committees extra time to read through my work so it was kind of a win-win situation. I will go to the next light quickly because I think I am about at time. The next light is just when somebody comes to me and says here is my letter of accommodations I want to share what I perceive is going on. Which as a mentor I see a student demonstrating the skills of autonomy, being proactive in education and practicing self advocacy. I think these are great skills for students to have and that they will transfer to their professional development. When students reach out to me about accommodations I get the opportunity to get to know the student. I typically have hundreds of students in a semester and unless a student reaches out to me and makes an effort to connect about course materials or

outside of class I don't get to know my students but my sharing about a need for accommodations can be a pivotal contact point to start building a relationship. And then also as a professor with disabilities I appreciate and want to encourage and support any students that also have disabilities in academia and my professional areas. I personally want to support students with disabilities because I was a student with a disability. And I know how important it can be to have a kind and supportive mentor for your academic and professional development.

So I'm going to skip ahead a little bit but I'm happy to answer questions in the Q&A portion. But lastly I know firsthand that it can be uncomfortable to ask for help but remember accommodations provide equitable educational experiences. It is the students right. It is not a privilege. It is not something nice you are doing for the person. It is their right to have these accommodations to help with support their education in the learning. They are not at an unfair advantage. They are not in a position and students are entitled to have the opportunity to succeed in their education so just to support the students and let them know that I know as a former student with disabilities I was always like oh my gosh thank you please and being overly polite and having gratitude that I was being offered these services. That is pleasant and nice. But they should be there. It is what they are entitled to. So don't make the student have to think that they are not worth being in the classroom because they deserve to be in the classroom and they deserve the same ability to succeed as everyone else in that classroom. And up next are Meredith and Dot with self-determination and alternative paths and timelines. Thank you.

Hana: thank you so much for your presentation it is so great to hear for your experience on asking for accommodation and what resources are available. The next topic as Courtney said is going to be on self-determination and alternative paths and timelines. And the speakers are Meredith Williams and Dr. Dot Nary Meredith we have heard from in the beginning on making the case and she also introduced the previous speakers. Dr Dot Nar is an assistant research professor at the research and training center at the University of Kansas. Her research interests focus on community participation health promotion and advocacy training for people with disabilities and on creating accessible communities for all. Dr. Nar has been active in leadership of the disability section of the American Public health Association and served as a staff advisor for allies and the group dedicated for raising disability awareness and increasing access at the Kansas University. Dr. Nary is currently serves as the Kansas University faculty and staff counsel on disability inclusion. With that I will give the floor to Meredith and Dr. Nary

Bridgette: I'm going to chime in with a note to presenters. We are running over the initial timeline so if you have areas you can cut out we have plans for future webinars we can cut it in and we do lose the interpretation and CART services at 2:30 PM so please be mindful in your delivery. Thank you.

Dr. Nary thank you everyone I'm an older white female with reddish brown hair brown glasses and a pink shirt and my back on is a home: office and the plant I have managed to keep alive for about 10 years. My pronouns are she/her/hers. And I will read from notes because I have had several strokes and reading from notes is an accommodation and I will say first that programs are often created as though they are created for the survival of the fittest and are daunting for students with disabilities and programs often fail to notice that for person with a disability to survive and thrive the person must

develop skills in tremendous resilience to negotiate or remove barriers that impede progress. It is self-determination that allows students in early career professionals to navigate educational system successfully while simultaneously maintaining the health and well-being. So while turning to the slide now we have got a stylized depiction of the word self-determination which is a combination of attitudes and abilities that lead people to set goals for themselves and to take the initiative to reach the goals. In order to succeed in education and future careers research shows that self-determined students and early career professionals accept their disability and understand how it affects learning and achievement. Understanding when and which accommodations are needed and know how to describe the disability and need for accommodations and have the determination to overcome barriers they may encounter. So successful mentoring of disabled students and early career professionals involves respecting the knowledge of their own disabilities. Understand that timelines and career trajectories may change periodically. Providing support when barriers are encountered and suggesting ways to navigate this was true 20 years ago when I was one year into my doctoral program. I already had an unusual career trajectory as I entered grad school at age 40. They already had a disability from birth and used a wheelchair. The stroke added another layer of complexity to my situation. It was my self-determination that allowed me to figure out what was feasible, what needed to change how to advocate for the change and how to keep moving forward in my educational goals. A mentor who did not understand this would not have been helpful to me. So now I would like to turn it over to Meredith Williams who will share her personal experiences. Meredith?

Meredith: hey everyone, this is Meredith again thank you Dot for the wonderful summary of what self-determination is and why it is important. Thinking about my own journey and preparing for the webinar today I wanted to share a little bit about what self-determination means to me and what it looks like in my life. And to me I think self-determination means being able to make my own decisions, set my own goals and have some control over when and how I reach the goals. I am a PhD student who lives with chronic illness and disability. I have a rare genetic auto inflammatory condition and an immune deficiency that affects my energy concentration and productivity on a day to day basis. But it's also very unpredictable. It can get worse very suddenly. So that means that I'm not always in control of my own schedule or my own timeline. And I can't always necessarily count on my body to be in good working order when I need it to be on any given day. So I work with my disability. Pretty successfully by going to school part-time. I participate virtually whenever possible. I really plan ahead and stay organized and start of my projects and assignments early and that way I perform very well and can deliver some very high quality work. I think a good example of the importance of self-determination would be my journey through undergrad. I have been navigating higher education now for about 17 years. Through undergrad Masters, PhD. It took me nine years and four different universities to get through undergrad. Mostly because of a lack of understanding of chronic illness and disability. And the accommodations and considerations that students like me need. So many programs that can be flexible require you to be on campus participate in person and take a certain number of credits and have some inflexible policies and procedures. At one university I attended I became very ill as happens and everyone got together, my counselor who was supposed to oversee accommodations,

my physician, my professors and together they decided and recommended to me that I withdraw. Rather than offering me the accommodations I needed to stay in school. And I think they made that decision with what they thought were in my best interests in mind and with good intentions but it was not what I wanted. It was very discouraging to me because I still wanted to learn to be with my peers, to feel a sense of purpose and gain skills and make a meaningful contribution. To my community and to society. So contrasting that with eventually I found the University that catered to nontraditional student so I could participate in ways that worked best for me and they would help me succeed. So I could go to class part-time online in a hybrid but there was a stronger system for applying for requesting and receiving accommodations. And there he graduated with my undergraduate degree even after changing my major and in three years and at the top of my class. So while students like me can't always accomplish things the way that everyone else does we are able to accomplish things in ways that work for us. Most chronic illness in disabilities cannot be cured or completely overcome but there are many ways that we adapt to and work with our paths and timelines might look a little bit different so if we are applying to a job at our C might look different than other applicants and it might take us longer to get through school and there might be multiple transfers and there and there might be gaps in school and work. . The ways, I have touched on this earlier that we assess there are always good measures of how skilled and knowledgeable and capable you really are. So for example matters of productivity and standardized testing might not be an accurate reflection of what we can contribute. But to me these inconsistencies or differences are really markers of our persistence, our tenacity, our motivation and our ability to be flexible and creative problem solvers. And still find a way through systems that were never designed to include us in the first place. So self-determination is very important for students like me to be successful in the ways that we define our own success as well as the way that success is defined by those around us. And on this slide I have an image of a disability pride symbol it is a purple raised fist with the words disability pride at the bottom. Next slide please? Now I'm going to transition over to the next topic which is ally ship and co-conspirators. We are going to be joined again by Syreeta and also be joined by Dr. Meg Traci who is the pastor of the APA disability section and the research associate at the University of Montana. Dr. Traci had the opportunity to train as a development of psychologist at a time when public health began to shift its frameworks to health and participation with people with disabilities. As a result of these opportunities Dr. Traci has nearly 30 years of experience working with the disability community to support this paradigm shift within public health and to coproduce actionable solutions with the disability community to advance social justice and health equity.

Syreeta: thank you so much. This is Syreeta again. Like to draw your attention to our land acknowledgments. And to center our conversation in ally ship and co-conspirators I want to read this quote out. And we need partners more than we need innovators or entrepreneurs. Joining an effort already underway instead of centering yourself and your own ideas can be hard. Sometimes it is a sacrifice. But it is the true essence of ally ship or it is the essence of true ally ship. Next slide? And on to you, Meg.

Meg: Thanks Syreeta. I am Meg Traci I am a white woman in Missoula Montana I identify as

nondisabled as an ally and co-conspirator. This quote really struck us, being a good partner means that we share values. And so we have included just a couple resources from the national Council independent living and also another article that details a lot of resources from disability led organizations that articulate what the disability rights movement includes in terms of values. And I would say my role is to talk about being an ally and co-conspirator. This is essential that I am always doing my best to center these values and the opportunities I have to work on public health issues and to work with the disability community. The second part is that in all the opportunities that are afforded to me that I'm always thinking about how to center those with leadership of the disability community. That as a PhD developmental psychologist I might be invited to participate in a project or a program and I just have to check and say no, this really needs to be led by the disability community and particularly to put forward the emerging voices in disability advocacy and leadership. And I just want to say how much I have appreciated the prior comments in lieu of time I'm going to really give my time for Q&A and some of the folks have been articulating some really great viewpoints in the chat. But I just want to say that I see as my role as an ally who has had these opportunities to work for 30 years that when I hear students talking about their individual concern I have the opportunity to raise it as this is a shared concern. By community. And to put that forward not just in individual response, sorry I get emotional about this stuff. But to really say this is what is wrong with our field. This is what is wrong with our organization. This is what is wrong with our class and we can change. So just really moved by the voices today. Sorry. And so being an ally, being a co-conspirator is being open to listening and being open to transforming, not only for the relationship you might have with the person with a disability but in the relationship that your organization and your field has with the disability community.

Syreeta: thank you so much, Meg. I cannot tell you how much your heart is for the disability community. And I really find that as a disabled student, as a disabled undergrad there's such a balance between wanting allies and not completely trusting people because there's a certain form of trauma of being a disabled student that you have gone through in this constant ableism, constantly being excluded, and as an ally and co-conspirator I want to draw your attention to the suggestions on how you can really help and acknowledge a place where a disabled student may be running out of financial aid, not having resources on campus because there's not anything beyond accommodations and accessibility and maybe feeling alone, isolated and constantly attacked as someone with a person with disabilities as a disabled person where ableism runs rampant and being a catalyst of creating spaces for all of us to be together as not just disabled students but disabled staff. Disabled faculty. And disabled alumni to support each other and that is really the charge of my nonprofit. And really respecting the skepticism that we have that may come from the trauma response as well. Because of just how much pain we have had to deal with as disabled students going through not only our education that every student has to go through but the accommodations process that Chloe so elegantly outlined that is full of barriers and potholes and compounded barriers. That you may not know. And I will pass off to Meg for the last two slides and then we will try to get to Q&A.

Meg: this is Meg I just want to see, Bridgette, if we can give some of the folks who have been on the chat to say something. I'm happy to share this information. Later. But I just wanted to note that we are

closing up and we have got some final comments.

Bridgette: thank you Meg I also want to go through the reminders really quickly and I wanted to let everyone know that we do have I just put a link in the chat. It has our slides, the full flights. It has the key takeaways, from each section. There's also a handout on there that has the key takeaways and the additional resources. So these are available to everyone. I am going through them really fast. And just to let you know here is the information for the Mentor program if anyone is interested in mentoring or being a mentee. And we will look at future webinars expanding on the topics and also have a conference for students and early career professionals that students if you're interested in and career professionals join in and mentors share with your mentees. And so that would be the end of our presentation today. I'm sorry we rushed through. This is great content. It just takes time and never enough time. But if anyone has any questions you can drop them into the chat. I plan on collecting any questions from the chat and you can answer that in the email I will send out to all attendees. After you can drop them there or come off now but Hana you can also let me know about the CART and interpreter services. Do not want to overstep our welcome. But thank you everyone for joining us. And yes we probably have like two minutes for comments. If anyone would like to put anything in.

>> Thank you so much for this excellent webinar. I was just hoping to get so clarification for accurately filling in my job applications whether I should disclose myself as a person with a disability or not. They have questions on diabetes. They also have questions about certain surgeries and someone replied in the chat that you should but I'm just wondering, I do not want to say something that is inaccurate but what is a good accurate way to disclose whether or not you are a person with a disability or not? Especially when it is related to the job applications and they have identified information as diabetes considered one of the measures?

Meg: so this is Meg Traci I think our centers for independent living are great resources for those questions and how to interact particularly with local employers. Then also the job accommodations network. I'm going to put that link in the chat if you are not familiar with JAM there may be resources there. And I am sure that presenters would welcome direct conversations as well. Sorry to be brief. But Dot or Mike or others do you have comments?

>> There are two comments from panelists in the chat. I just saw you come off, there you go Mike. Mike yeah I agree with the comment that this is deeply personal. And so some of us may be more comfortable in disclosing it. I feel more of us opening up it kind of normalizes and people are more aware it kind of gives us away from this, this is a weird thing, or it is a negative thing. But we have a colleagues, other friends, context that have this, and I think when one opens up others recognize and say oh, that is also me too. And the other reason is really just double checking if there are accommodations or needs to be able to help with the job with the performance that would be another critical element to consider too. Thanks.

Bridgette: I will ask everyone to put additional questions in the chat. Kaishawna, feel free to come off mute and speak up now but I will give you an opportunity to speak with panelists in the future I know there's a lot of great interactions in the chats I want to give you the opportunity

>> Hi I am Kaishawna, my screen is off I wanted to let you know that I'm a 19-year-old autistic deaf

black woman who is very very passionate about talking about disability because I am just fed up and up to here with how society treats disabled people and I'm not saying there isn't any change. It's just [indiscernible] roads you know, and I feel like there is no action being brought. There's no headline news. I'm not saying it needs to be headline news but there needs to be actual representation about disability in general. You know, there needs to be understanding of disability. There needs to be no ableism or racism or discrimination because it is not always up to us disabled people to have to educate other people about us and represent us into society. You know, like I have so much I want to say but I know we don't have enough time and I'm trying to get everything out. But all I want to say is disability is yours to own. Once again it is yours to own. Nobody ever ever has the right to take that away from you. I don't care if that is like the president, the highest level of government official. But it needs to be changed and the change needs to happen now. Not 10 years from now or 20 years from now. It needs to happen now. I'm sick of society walking over us and sick of society shunning us and locking us and secreting us I'm sick of it. That stuff needs to stop. Once again I'm going to end this with me saying change needs to happen now. Not tomorrow. Not next week. Not next month not next year. Now. Ableism should be a crime. It should be a straight up crime.

>> And I just want to say thank you so much for sharing your voice as a black disabled woman as well. I cannot say how hard it is to be constantly accosted in our society. And change does need to happen now. And that takes not just disabled individuals. It takes our allies and co-conspirators to actually be right there with us. Just as much as white people were there during the black lives matter protesters standing in front of them in between the police and the protesters to protect them. And disabled students need each of you to stand with us. So thank you all for being here today. And I'm also our vacation student cochair for twitter so please feel free to continue mentioning us, use this mentoring to share insights you have from the session today. And I will hand it back to Bridgette.

Bridgette: thank you so much everyone for joining. We really appreciate all of the voices that joined in and I appreciate the panelists who shared their stories today. It is very personal and is not always easy so I learned a lot and also this is recorded. So feel free to share this with your friends and colleagues. Sure this across we developed a this in order to use today but also in the future and also feel free to let us know if there is something more we need to cover or should cover. That's it. Thanks so much everyone have a great day.