

Volume 1, Issue 2

May 2007



**CENTRAL/SOUTHEAST
ABLE RESOURCE CENTER**

338 McCracken Hall
Ohio University
Athens, Ohio 45701

Phone: 740-593-4419
Fax: 740-593-2834

CENTRAL/SOUTHEAST ABLE RESOURCE CENTER

Central/Southeast E-News

Updating the Psychologist Network

As you know, the Central/Southeast ABLE Resource Center has a database of psychologists from around the state of Ohio who are willing to provide diagnostic services in the area of learning disabilities for a reduced cost. We are currently working to update this database and to thank those who have helped us over the past years with diagnostic assessments. We need your input on this.

Please take a few minutes to answer the following questions:

- Which psychologists, if any, have you accessed?
- How has it worked out?
- How many students have been referred for testing?
- For sites in counties without cooperating psychologists, what re-

sources have you found?

Tell us your successes and challenges.

We want to help you find the services your students need! Please reply to our Graduate Assistant working on this project, James Addington, through email at ja975703@ohio.edu or Central/Southeast ABLE Resource Center, 338 McCracken Hall, Ohio University, Athens, OH 45701

NWRC Curriculum and Training Specialist Position Opening

The Northwest ABLE Resource Center is hiring for the position of Training & Curriculum Specialist. Responsibilities include developing curriculum as well as training and support materials to meet identified professional development needs of ABLE staff. In addition, the position will work closely with the director and other resource center staff to integrate resources into all professional development activities. Regional and statewide travel is expected. Candidates must have outstanding leadership, management and interpersonal skills to relate to a wide diversity of staff, students and community members.

Minimum Educational Requirements:

A Bachelor's degree in the field of education or related field is required (a Master's degree in the area of adult education or curriculum and instruction is preferred).

Minimum Experience:

1. At least 3 years of experience in an education-related field.
2. At least 2 year of experience in the field of adult education.
3. At least 2 years of experience conducting training in an employment context.

The position will remain open until filled. For full considera-

tion, please apply by June 4, 2007. To apply for this position please go to the online application quick link at: jobs.owens.edu/applicants/Central?quickFind=51296.

On the left side click on **Search Postings**, then click on the arrow by **Position Title** and scroll down until you come to **Training & Curriculum Specialist, NW ABLE Resource Center**. Click **search**, then **view** to see job description and online application option.

For questions regarding this position please contact Jody Angelone at 567-661-7355 or jody_angelone3@owens.edu

LD 202 - Date Changed to June

Just a reminder that LDS 202 training has been rescheduled for Saturday, June 16th. The fun begins at 9:30a and ends at 4:00pm at the Columbus Developmental Center, 1601 Broad Street. It is important you bring copies of the assignments you

completed for the LD 201 training. We will be using the information you've gathered as part of our ice breaker during the morning session. If you have not already registered, do so online at www.able-ohiou.org.

Or : <http://tinyurl.com/yraxoe> .

If you have any questions please contact Mary Barbara Totten

(totten@ohio.edu).

Grants

"Photo, Essay and Poetry Contest Celebrates Our Sense of Wonder and Love of Nature"

To honor the late preservationist and ecologist Rachel Carson, the Environmental Protection Agency (EPA), Generations United, and the Rachel Carson Council, Inc., announce a photo, essay, and poetry contest "that best expresses the sense of wonder that you feel for the sea, the night sky, forests, birds, wildlife, and all that is beautiful to your eyes." In the book, *The Sense of Wonder* (written in the 1950s and published in a magazine in 1956), Carson used lyrical passages about the beauty of nature and the joy of helping children develop a sense of wonder and love of nature.

Maximum Award: publication on the websites of EPA, Aging Initiative, Generations United, and Rachel Carson

Council, Inc. Eligibility: entries must be joint projects involving a person under age 18 and a person age 50 or older. Deadline: June 15, 2007.

<http://www.epa.gov/aging/resources/theseofwonder/index.htm>

"Staples Foundation for Learning Grants Support Job Skills and Education"

The Staples Foundation for Learning provides funding to programs that support or provide job skills and/or education for all people, with an emphasis on disadvantaged youth. Maximum Award: \$25,000. Eligibility:

501(c)3 organizations. Deadline: August 3, 2007.

<http://www.staplesfoundation.org/foundapplication.html>

"YouthBuild"

The Employment and Training Administration (ETA) has announced the availability of approximately \$47 million in grant funds for YouthBuild programs. YouthBuild Programs assist at-risk youth to obtain education and skill training and advance towards secondary education and career pathways in construction and other high growth, high demand occupations while building affordable housing in their communities. Complete information and application is available at:

www.doleta.gov/youth_services

Check Out Our New Resources!



Equivalence Classroom Set

Challenge your students with this valuable resource! The Equivalence Classroom Set contains a teacher equivalence flip, five sets of student equivalence flips, eight equivalence fans, an equivalence display line, six sets of jumbo equivalence dice and a teacher's guide.



Measurement Kit

Expand your math lesson plans exponentially with the myriad of games and activities the Equivalence Classroom Set offers!

Algebra Tiles are a great hands-on resource for introducing algebra to a single student or an entire classroom! Students build geometric models of polynomials, exploring firsthand the concepts related to them. Students will learn concepts related to the zero principle, polynomials and trinomials. Addition, multiplication and other math skills will be sharpened using nearly 30 algebra worksheets featured in the 48-page Algebra Tiles student workbook. Kit also includes 30 student Algebra Tiles sets, an Overhead Algebra Tiles set for the instructor and a 40-page Algebra Tiles for the Overhead Projector book designed to enable students to be actively involved in teacher-directed lessons.

Use the measurement kit to equip your classroom with all the necessary tools to teach capacity, volume, temperature and length. Each piece is designed to help you build upon math and science related concepts. Kit includes beakers, cylinders, folding meter stick, measuring spoons, measuring cups, a balance, gram weights and a thermometer.



Algebra Tiles

All ABLÉ staff are permitted to borrow material. The materials will be sent to you. You may borrow materials on-line, by sending an e-mail request to literacy@ohio.edu or by phone request to **800-753-1519**.

Positive Attitude Trumps IQ, Good Grades as Success Predictor for LD Adults

For children with learning disabilities, accepting those problems may be the most important step toward finding success and happiness as adults, according to a long-term study of LD students in Southern California. Through extensive evaluations and interviews of 41 former students of the Frostig Center in Pasadena, researchers found that self-awareness, positive attitudes toward overcoming or adapting to LDs and seeking support from outside sources were more accurate predictors of success than IQ or academic achievement.

Based on these findings, published earlier this year in the journal *Learning Disabilities Research and Practice*, Dr. Marshall Raskind and Dr. Roberta Goldberg argue that educators should broaden their approaches for LD students to include life skills and psychological and emotional support to help them cope with their disabilities when they become adults. Learning disabilities are "life disabilities," they noted, arguing these students require attention to more than just academics.

The researchers argued educators should help LD students develop "compensatory" strategies rather than try to fix the disabilities, focusing on what the students can do well rather than trying so hard to remediate the things they do not do well. In these days of heightened pressure to demonstrate school-wide academic achievement, such a shift in approach may be difficult, they acknowledged, but Raskind said, "Maybe it makes sense to

put a little more effort, or just equal effort, on some of these other things."

Long-term Data Finally Available

The 20-year longitudinal study, "Patterns of Change and Predictors of Success in Individuals with Learning Disabilities," was a follow-up to a similar evaluation of the same students 10 years earlier and is believed to be one of the few studies available on the long-term effects of learning disabilities. The 20-year study examined 41 men and women ages 28 through 35 who were diagnosed with learning disabilities upon entering the Frostig Center as Raskind and Goldberg used the students' case records from their days at Frostig, lengthy personal interviews with the subjects, self-evaluations the subjects completed, cognitive and achievement testing, "domain ratings" and other methods to analyze the subjects' success levels. In gauging "domain ratings" as a factor of the person's success, the researchers examined each subject's employment, education, level of independence, family and social relationships, crime and substance abuse, physical health and psychological health.

Positive, Active Approaches

The subjects judged as successful in the various "domain" categories appeared to have taken charge of their lives from adolescence on. They found areas of academic strengths, took a more active role in making life decisions and sought out assistive technologies

or people to help them succeed. For example, they made use of therapy and mentors, and they had supportive, but not overprotective, families to help. The researchers were careful not to indict overprotective parents for their children's adult troubles, however. "Parents are overprotective for a reason, because their youngsters are vulnerable," Goldberg said. This zeal can be turned into a positive factor if the parents become advocates for their children, she noted.

Predicting Life Success

According to Raskind and Goldberg, the "success attributes" turned out to be the most powerful quantitative predictors of success in the study. Though the 20-year study supported this conclusion with data, the researchers said they could see the trend emerging even after 10 years. The combined "success attributes" the researchers measured were the primary predictors of employment and educational attainment, overshadowing IQ and academic ability. This suggests, the researchers say, that effort can produce results even where ability may not. The success attributes were also the sole predictors of independent living and community involvement.

To read the full article go to:

<http://www.schwablearning.org/articles.aspx?r=622>

This article originally appeared in *Special Education News*.

Copyright © 2001 Special Education News. All Rights Reserved. Posted on 08/29/2002

New Health Literacy Online Tutorial Now Available

Learn about the challenges associated with low health literacy, meet some of the new health literacy practitioners in the field, hear about successful strategies and practices, and apply what you have learned to a challenging health literacy scenario. Health Literacy: New Field, New Opportunities is an online tutorial designed for health and literacy educators interested in addressing health literacy barriers to good health in their work. The tutorial was developed by World Education with funding from

the National Network of Libraries of Medicine New England Region (NN/NLNER).

To view the tutorial, go the Health & Literacy Special Collection at www.healthliteracy.worlded.org and click on What's New (bottom right corner) or What is Health Literacy (left side button). Or view now at <http://www.healthliteracy.worlded.org/docs/tutorial/SWF/flashcheck/main.htm>

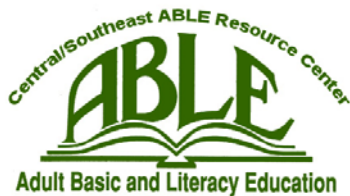
For more information contact:

Sabrina Kurtz-Rossi, M.Ed.

Health Information Literacy Research Project Medical Library Association

781-835-6488 phone; 781-391-4409 fax;

sabrina_kurtz-rossi@comcast.net



Eureka! Lesson Plans and More. New and Improved!

If you haven't visited the Eureka! site lately, now is the time. It has a new look and all the great resources are easier to find.

Instructional Planning

Good instruction begins with good planning. Thematic collections and other resources will launch your planning process.

Strategies

Eureka! offers a wide variety of teaching and learning strategies to use in your classroom.

These strategies are engaging and can be used with all of the recom-

mended trade books.

Trade Books

Trade books is another way of describing published literature, the kind often referred to as library books. This searchable collection of over 1000 books includes teaching ideas.

Lesson Plans

Standards-based lesson plans, developed by Ohio ABLEResource Center teachers, incorporate the cycle of preparing, planning, teaching, assessing and reflecting. These lessons

cover a variety of topics and use real-life activities that students encounter in their everyday lives.

Other Web Resources

These resources include book databases,

collections of high quality websites for teachers and students and resources with materials for use in adult literacy classrooms.

<http://literacy.kent.edu/eureka/>



Bridges to Practice Tutor Workshops Offered

Bridges to Practice is a research-based program developed by the National Institute for Literacy designed to enhance the services provided to adults with learning disabilities. Educators have known for years that learning disabilities are among the major problems faced by literacy students and by the programs that serve them. Bridges to Practice is the culmination of a five-year investment by the National Institute for Literacy in developing useful, concrete tools related to learning disabilities in adults for literacy and other human resource practitioners.

Registration will be limited to 35 people for each workshop. A team of trainers for this session represent three Ohio literacy programs and all are certified basic trainers in NIFL Bridges to Practice:

- Mary McDonald, Miami Valley Literacy Council
- Susan Vilardo, Literacy Council of Clermont & Brown Counties
- Joanne Bailis, Cleveland Reads

Information that will be covered in the training session includes:

- Characteristics of Learning Disabilities (LD)
- Rights and Responsibilities of Learners and Programs
- Screening vs. Diagnosis
- Developing an Educational Plan
- Characteristics of LD Appropriate Instruction
- Instructional Adaptations and Accommodations

Thursday, May 31, 2007

5:00 - 9:00 pm

Northeast ABLEResource Center - Henn Mansion
23131 Lakeshore Blvd.
Euclid, Ohio 44123

You can register at: <http://tinyurl.com/247w8j>

Saturday, June 9, 2007

10:00 AM - 2:00 pm

Montgomery County Job Center,
1133 S. Edwin C. Moses Blvd.,
Suite 380, Dayton Ohio 45408.

You can register at:
<http://tinyurl.com/3556hx>