



Evolution



Spotlight on: Transitions for Students with Special Needs

What's on Your Mind?
Submit your questions/
answers, lesson plan
adaptations, or other
items to Evolution.

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This year the Ohio ABLE Special Needs Steering Committee (SNSC) is reviewing resources available for students with special needs who are transitioning specifically to post-secondary education and work.

In September, the SNSC met with Connie Zang, Director, Office for Disability Services at Ohio State University-Newark. Connie gave an overview of her duties, services available at OSU-Newark and distributed a *Checklist for Assessing Colleges for Accessibility*. A copy of this document is available on our website: www.ouliteracycenter.org under our ABLE logo and menu selection: Learning Disabilities.

Connie stressed that students must self-identify and learn to self-advocate. Post-secondary education is a "self-serve" atmosphere. Opportunities for assistance abound, as long as one will seek them out and request them.

Services available include Career Specialists, Mental Health Counselors, ADHD Coaches, drop-in labs for writing, Adaptive Technology Lab and Learning Skills Specialists.

While in high school, students considering post-secondary education must focus on college prep classes. The rigor of college classes can not be underestimated! This includes technical colleges. Often considered "hands-on" education, there is a large academic component in career/ vocational education. It is important to consider that preparatory classes may help students avoid using college funding on non-credit bearing remedial classes.

OSU-Newark's Office of Disability Services' website is:

www.newark.osu.edu/studentlife/ODS/Pages/default.aspx

More *Transitions* links:

www.ldonline.org/indepth/transition

<http://collegetransition.org/toolkit.html>

http://www.advocacyinstitute.org/projects/postsec_realistic_option.shtml

Evolution Community Newsletter



Goodbye old Learning Disabilities Community Newsletter! As I started this issue of our newsletter, I realized I was tired of the old newsletter and unhappy with the title. Reflecting on the theme of this year's newsletters, Transitions, I decided the newsletter title should reflect the same theme. "Evolution" conveys a feeling of fresh ideas and ongoing creation.

Originally, this newsletter shared updates and research for instructors teaching students with learning disabilities. Since that time, our perspective has changed (dare I say, evolved?) into one that understands our classrooms are meant for learners of all types, of all abilities. Thus, our ideas about teaching, no—meeting the needs of our learners must evolve. We are moving to a proactive perspective of the classroom. That perspective is called Universal Design for Learning. (See page 3 for an introductory article on Universal Design for Learning.)

We are still a community of teachers (and learners!) and we are still involved in a conversation that encourages us to: think great thoughts about removing barriers, invite people in and make education accessible to all.

Welcome to the conversation!

Community News

- ◆ October is Learning Disabilities Month! LD Online (www.ldonline.org) is an excellent resource for information/research on LD and classroom strategies.
- ◆ **Webinar:** Techniques to Address Emotional Issues of Adult Learners; Monday, October 19, 2009. Check out <http://www.naasln.org/webinars.htm> to register.
- ◆ National College Transition Network's (<http://collegetransition.org/profdev/opportunities.html>). National Conference is going to be held in Providence, Rhode Island on November 16-17, 2009. Registration is now open.
- ◆ **Save the date!** Stevens Literacy Center in collaboration with Central/Southeast ABLE Resource Center is hosting Nancie Payne on August 20, 2010 in Columbus, Ohio. Topic: Universal Design for Learning and Transitions.

Please send your
Community News
postings to MB Totten
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Universal Design for Learning: The Basics

Universal Design for Learning is based on the architectural philosophy of Universal Design. This philosophy simply states that all structures are accessible by people with physical disabilities. When first implemented it was discovered that people beyond those with physical limitations also benefited from this “design.” You may use one of the implementations on a daily basis: the sidewalk cutaway. It was originally designed for people in wheelchairs. Stop for a moment and think of others who also benefit from this cutaway. Parent’s with strollers? Elderly citizens? Those with poor vision?

Now consider the classroom. In our case, the adult learner classroom. Rather than say we will make accommodations for those with special needs, we can say: all who enter will be accommodated. Understand, it is important to continue meeting the needs of students with learning disabilities! Screenings, diagnosis (if possible) and accommodations/adaptations are still necessary to level the playing field. However, the classroom itself can always be in a state of readiness.

Universal Design for Learning (UDL) is based on three principles:

Principle One: Provide multiple means of presentation.

Principle Two: Provide multiple means of expression.

Principle Three: Provide multiple means of engagement.

Because you are familiar with multisensory instruction, Principle One makes sense. When presenting information, show it, read it, sing it, dance it, graph it, cut it out of magazines, do “sorts,” show it on an overhead, let your learners find it on a map, cut up a cake, measure out salt, count the petals on a flower.

Principle Two requires some freedom in the classroom. Poetry, diagrams, essays, soliloquies, posters, timelines, recipes, choral readings: students can express their knowledge in so many ways—give them the chance to show you!

Principle Three: Engagement. Students engage in learning at different rates and with varying amounts of enthusiasm and interest. Create opportunities for group work, individual work, highly interactive or quietly engaging.

Resource: www.cast.org

UDL was written into the Higher Education Act of 2008:

“...UDL means a scientifically valid framework for guiding educational practice...”

Next Issue: Three Brain Networks Fed by UDL



Toolkit for UDL:

<http://www.osepideasthatwork.org/UDL/support.asp>

Instructional Strategies:

<http://www.washington.edu/doit/Faculty/Strategies/Universal/index.html#cyu>

Check this out!

C/SE ABLE has created two "alternative delivery" professional development packages around Asperger's Syndrome. Visit: http://mercury.educ.kent.edu/database/rcn/calendar_results_alternative.cfm to check out either package. Look under "Special Needs."

- ◆ Package one is the dvd "*Asperger's Syndrome: Transition to College and Work.*" Created by Coulter Video, this video is hosted by Drew Coulter, son of Dan and Julie Coulter producers of the video. Drew was diagnosed in childhood with Asperger's Syndrome. www.coultervideo.com



- ◆ Package two is "*Mozart and The Whale.*" Based on a true story, this movie follows a young man diagnosed with Asperger's Syndrome work and personal relationships.



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