

**Inspiring Change for People
with Disabilities**

About OCALI

Vision - ***Why We Do What We Do***

People with disabilities have the opportunity to live their best lives.

Mission - ***What We Do***

OCALI inspires change and promotes access to opportunities for people with disabilities.

Action - ***How We Do What We Do***

OCALI informs public policy and develops and deploys practices grounded in linking research to real life.

OCAI Centers



Autism Center



**Lifespan
Transitions Center**



THE OUTREACH CENTER
for Deafness and Blindness



**Center for the
Young Child**



**Teaching Diverse
Learners Center**



**Assistive Technology &
Accessible Educational
Materials Center**



Family Center



**Universal Design
for Learning Center**



autism certification center

OALICON



LENDING LIBRARY

The Whole Child



Students in Your Building

Defined By...

Student Background

Scenario Story

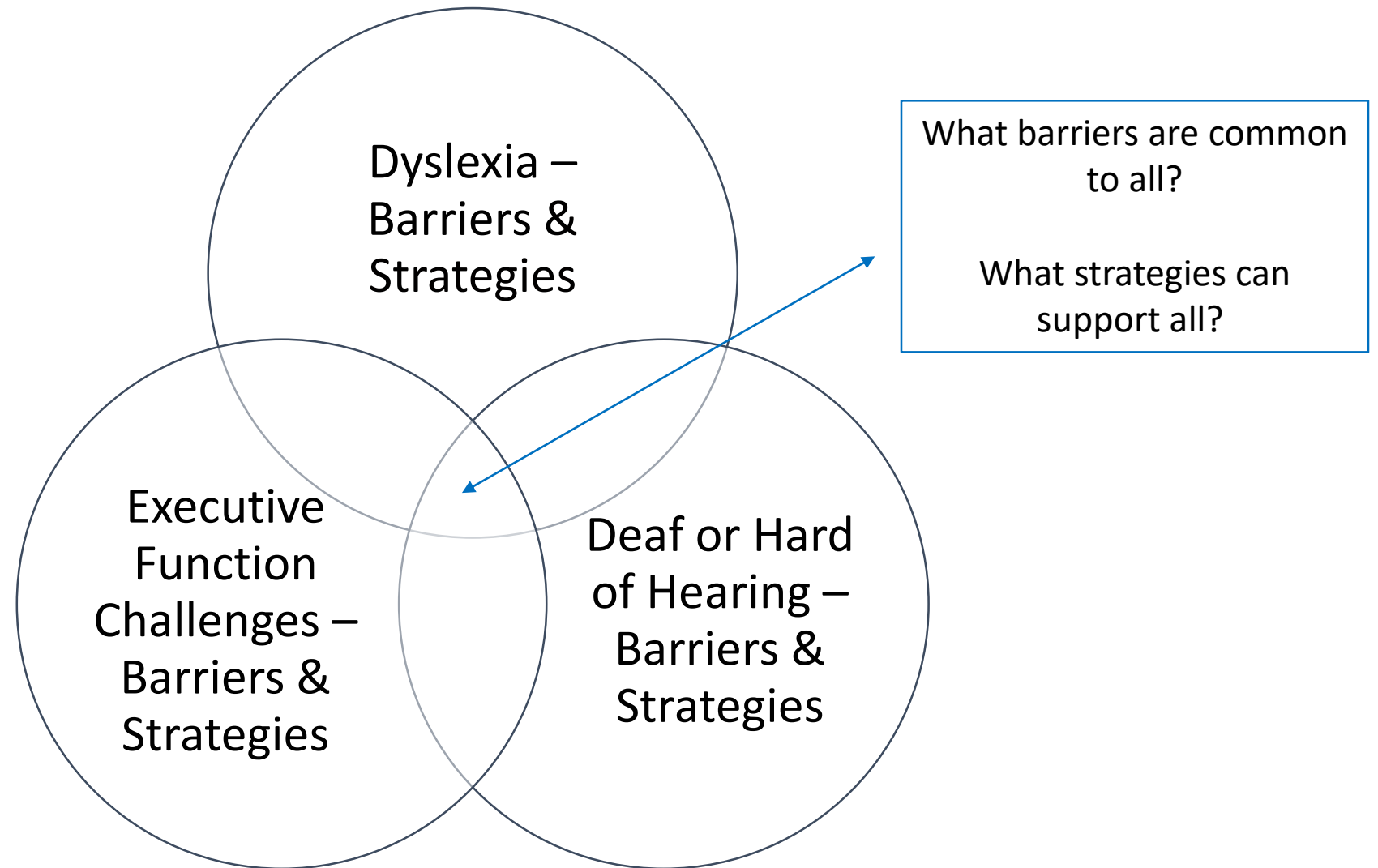
What Did You Notice?

Barriers to Access

Strategies

Continued Understanding

Common Challenges, Universal Strategies



Abby – Key Characteristics

- Difficulty learning to read, write, and spell
- Difficulty following oral and written directions
- Highly articulate verbally
- Easily distracted
- Learns best with hands on experience
- Easily frustrated
- High test taking anxiety
- High energy levels
- Very low self-esteem

Abby – Barriers to Access

- Needs that are not being met: academic needs, social emotional, and physical wellbeing
- Lack of multiple modes of representation
- Preventing student self-advocacy
- Lack of understanding/recognition
- Failure to recognize the emotional impact contrived consequences have on a student

Abby – Strategies

- Implement UDL strategies and provide multiple modes of representation
- Provide individualized support to the student
- Recognize that ‘same is not equal’
- Explore assistive technology device

Kimberly – Key Characteristics

- Difficulty following verbal directions
- Frequent requests for information to be repeated
- Challenges with social/emotional or interpersonal skills which could be attributed to missing incidental information
- Following or watching other students for cues
- Behavior changes due to frustration
- Fatigue

Kimberly – Barriers to Access

- General awareness issues exist
- Social/Emotional Needs: Limited information being shared regardless of the mode being used
- Physical Well-Being Needs: Plan for providing supports needs to address safety considerations and more across the building

Kimberly – Strategies

- General awareness training for staff and students to include:
 - approaching a person,
 - understanding preferences,
 - communicating using an interpreter,
 - environmental considerations,
 - and more based on feedback from Kimberly, her family and the needs of staff/students.
- Planning time dedicated to taking a comprehensive look at language, communication and access needs throughout the day at home, school, and in the community.

Jaden – Key Characteristics

- *Goal Setting/Planning*: Sets unrealistic goals and does not plan for all the steps on along the way, starts work at last minute
- *Initiation*: has trouble getting started with a task or activity; may appear defiant
- *Shift/Mental Flexibility*: has difficulty transitioning from one task to another and from one setting or environment to another
- *Organization*: has difficulty establishing order in a place or activity
- *Working Memory*: finds it difficult to hold information in mind while performing other tasks; remembers only part of the directions
- *Inhibitory Control*: can be distractible or impulsive; has difficulty delaying gratification

Jaden – Barriers to Access

- Needs that are not being met: academic, social emotional, and physical wellbeing
- Instructions provided in verbal format only without visual supports that remain while students do independent work
- Lack of recognition that groupings of students at desks present additional demands on attention for some students
- Missed opportunity to address individual student's needs for math instruction
- Enforcement of timed activity creates artificial constraint on practice and demonstration of learning
- Failure to recognize increasing anxiety levels adds to student stress levels and physical/emotional vulnerability

Jaden – Strategies

- Checklist in math notebook for what he needs out on desk
- Written directions on the board for the day's tasks with suggested time targets
- Break down steps of the task without assuming the student can do it independently
- Notes from lesson available on Google Classroom or on board for reference during independent work time
- Provide additional time to student for instruction or to complete assignment outside of class, either in school or out of school

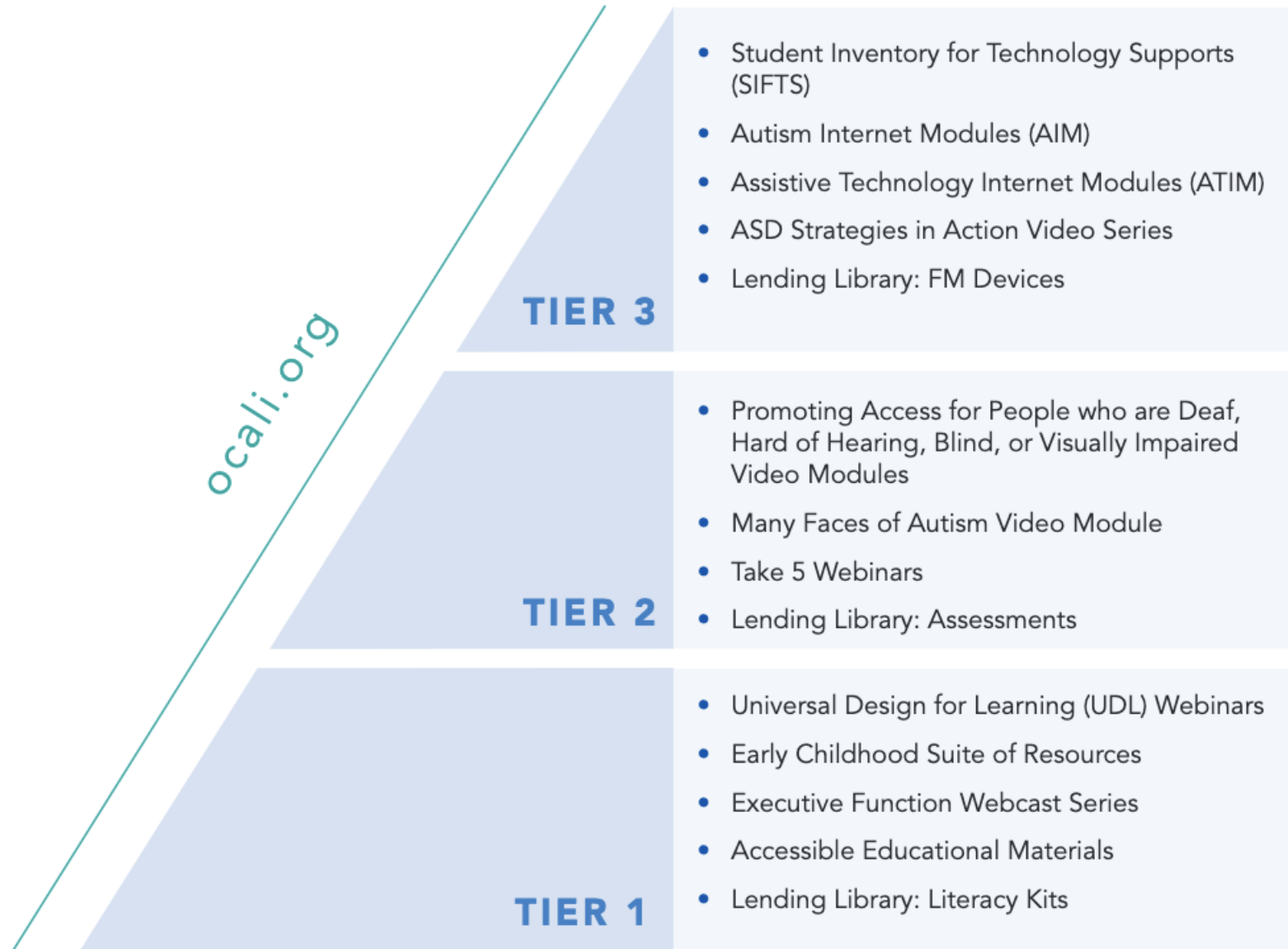
Josh – Key Characteristics

- Misunderstands nonverbal cues, including facial expressions, and misses the nuance in humor and tone of sarcasm
- Has strong special interests that same-aged peers do not relate to anymore
- Resists changes to daily routines
- Experiences intensified responses to sensory input
- Has challenges with emotional regulation when other needs are not met

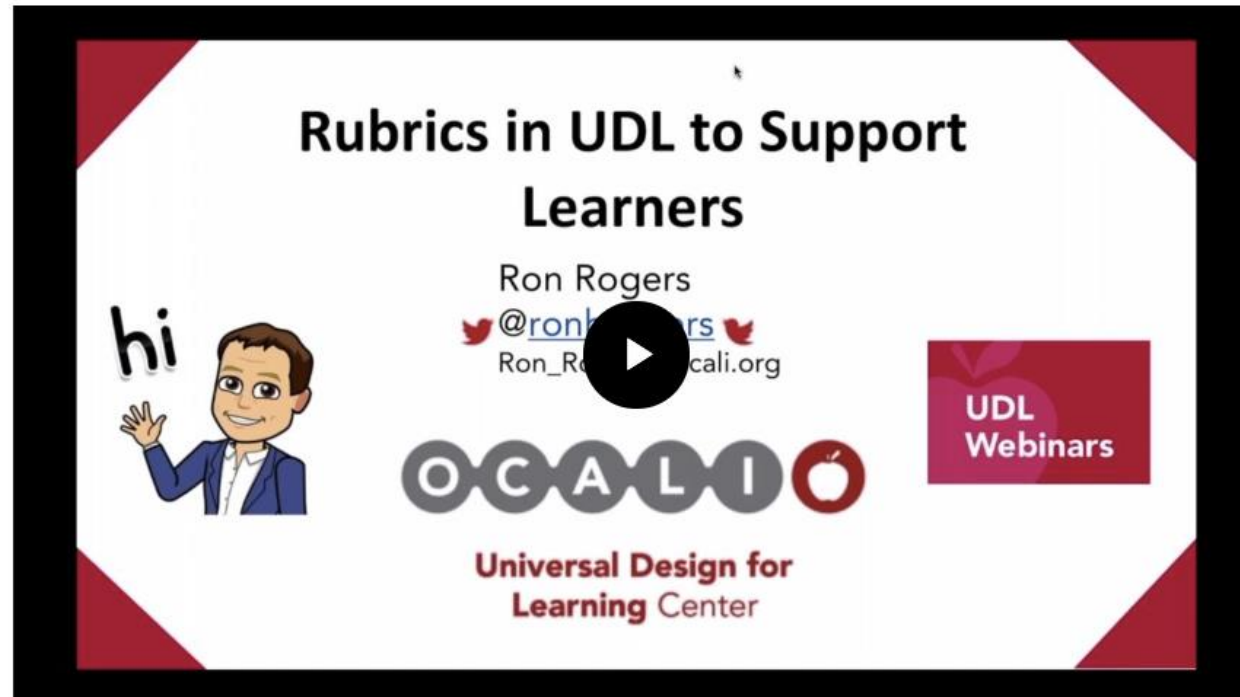
Group Exercise – Autism Spectrum Disorder (ASD)

- What barriers will the student face in the classroom?
- How might these barriers impact the student across the day?
What might you notice?
- What might you notice about teachers and other school staff in their interactions with this student?
- What strategies might support the student?
- How could these strategies also support your other students?

Tiered Supports from OCALI



Rubrics in UDL to Support Learners



Rubrics in UDL to Support Learners

hi

Ron Rogers
@ronrogers
Ron_Rogers@ocali.org

OCALI

Universal Design for Learning Center

UDL Webinars

Video: Rubrics in UDL to Support Learners
[Interactive Transcript](#) | [Help](#)

In this webinar the presenter will share the basic concepts of Universal Design for Learning (UDL) and the different types of rubrics that can be used within the UDL Framework. This webinar will offer ideas for using multiple means of engagement, representation and expression to give us fresh perspectives on the opportunities schools create for families to support student learning.

Handouts:

- [Rubrics Webinar January 10 2018 handouts](#)
- [Rubric Links handout](#)
- [UDL Guidelines](#)

Jump In Points:

- 1:51 - Twitter Hashtag
- 2:13 - Goal / I can statements
- 3:17 - Poll question
- 4:21 - UDL guidelines
- 5:30 - Funny cartoon
- 6:20 - What success have you had with rubrics
- 9:00 - Definition of rubrics



Information. Connection. Empowerment.



In partnership with the Ohio Department of Education, the Outreach Center for Deafness and Blindness at OCALI presents a video module, **Promoting Access for People Who are Deaf, Hard of Hearing, Blind, or Visually Impaired.**

Information is everywhere you look and everywhere you listen. When vision or hearing is affected, part of that information is missing, and this can create hurdles. This makes getting strategies in place important so that you can support access to information and open up opportunities for meaningful participation for everyone.

This training will get you started with basic strategies to begin building relationships and engaging in basic supports. It will empower you in strengthening your connections with people who are deaf, hard of hearing, blind, or visually impaired at home, at school, and in the community.

[Preview](#)

[Get Started](#)

SIFTS - Organization and Planning

Self-Organization

The student has difficulty controlling and managing his/her actions and attention

Select the statement/s that best describes your student's ability to filter, regulate and attend. The student has...

(Required)

- ☐ difficulty **filtering sensory input** in order to engage in learning. This may present as sensory sensitivities.
- ☐ difficulty **regulating sensory input** in order to engage in learning. This may present as difficulties attending, engaging appropriately in tasks, etc.
- ☐ difficulty identifying **relevant information** from verbal information or social situations.
- ☐ difficulty **sustaining attention** and **remaining on task** within a period of work time.
- ☐ difficulty **shifting attention** within, between, or among tasks.
- ☐ no difficulty filtering, regulating, and attending.

Select the statement/s that best describes your student's goal directed skills. The student has...

(Required)

- ☐ difficulty **identifying and setting** a relevant and realistic goal.
- ☐ difficulty **problem solving** (e.g. develop solution, determine steps, initiate process, evaluate effectiveness).
- ☐ difficulty continuing to work towards a goal with appropriate **persistence**.
- ☐ difficulty **self-monitoring** (i.e. awareness of oneself and actions) and adjusting actions towards a goal.
- ☐ no difficulty with goal directed skills.

Wrap-Up/Feedback

Presentation & Handouts Available at:

<http://bit.ly/PromotingAccess>

Provide feedback on post-its:

- + One thing you learned or enjoyed from today's session\
- + One additional thing you would like to learn and didn't hear about today

Thank You

visit us at
www.ocali.org