OCALI

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.
OCALI Centers

- Autism Center
- Center for the Young Child
- Family Center
- Lifespan Transitions Center
- Teaching Diverse Learners Center
- Universal Design for Learning Center
- The Outreach Center for Deafness and Blindness
- Assistive Technology & Accessible Educational Materials Center
- ASD Strategies in Action
  autism certification center

OCALICON
LENDING LIBRARY
The Whole Child

- Academic Needs
- Social Emotional Needs
- Physical Wellbeing Needs
- Behavioral Needs
Students in Your Building

Defined By...
Student Background
Scenario Story
What Did You Notice?
Barriers to Access
Strategies
Continued Understanding
Common Challenges, Universal Strategies

Dyslexia – Barriers & Strategies

Executive Function Challenges – Barriers & Strategies

Deaf or Hard of Hearing – Barriers & Strategies

What barriers are common to all?
What strategies can support all?
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

**TIER 1**
- Universal Design for Learning (UDL) Webinars
- Early Childhood Suite of Resources
- Executive Function Webcast Series
- Accessible Educational Materials
- Lending Library: Literacy Kits

**TIER 2**
- Promoting Access for People who are Deaf, Hard of Hearing, Blind, or Visually Impaired Video Modules
- Many Faces of Autism Video Module
- Take 5 Webinars
- Lending Library: Assessments

**TIER 3**
- Student Inventory for Technology Supports (SIFTS)
- Autism Internet Modules (AIM)
- Assistive Technology Internet Modules (ATIM)
- ASD Strategies in Action Video Series
- Lending Library: FM Devices
Rubrics in UDL to Support Learners

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. The 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
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.
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:

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