



# 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.

Contact  
MB Totten-Hanna,  
totten@ohio.edu or  
800.753.1519

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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.

Carrie White and Judy Franks, both located at Kent State University in the Ohio Literacy Resource Center, presented the GED Scholars program. The GED Scholars program, the first of its kind in the nation, was designed to meet the specific needs of students who earn their GED and attend Kent State University. GED Scholars is made up of two segments: the Bridge program and the Mentoring program.

The five day Bridge program: "...supports GED graduates...by providing advice and information about procedures and processes for being accepted into college, as well as resources on financial aid and academic policies and programs." The program runs during the Fall and Spring Semesters.

The best feature of this program is that students may be enrolled in the Bridge program while studying

for the GED exam. Once enrolled at Kent State, GED Scholar participants are offered academic, financial and social support.

- Academic supports includes various workshops (technology, study strategies), advising and tutoring, focus groups and use of a computer lab. Kent State offers sliding scale diagnostic services at KSU for students with potential disabilities.
- Financially, scholarships of up to \$1,000 are available for qualified students
- Mentoring and shadowing programs plus a student organization make up the social support of the GED Scholars program.

The future of the program includes online components (study strategies, budgeting, etc.) for GED Scholars at regional campuses.

For more information contact Carrie White:

Phone: 330-672-4649  
Email: [ged@literacy.kent.edu](mailto:ged@literacy.kent.edu)



*Frostig Research indicates:  
6 Success Factors for Students with Learning Disabilities*

From <http://www.frostig.org>: The Frostig Center is a non-profit organization that works with children who have learning disabilities. It was founded in 1951 by Marianne Frostig, a pioneer in the study, diagnosis, and treatment of learning disabilities.

Based on the results of the Frostig Institute's longitudinal study, there are six "success attributes" that have been shown to lead to successful life outcomes for children with LD. These are:

- ◆ Self awareness
- ◆ Proactivity
- ◆ Perseverance
- ◆ Goal setting
- ◆ Use of social support systems
- ◆ Emotional coping strategies

The study followed the lives of a group of individuals with learning disabilities who attended the Frostig Center more than 20 years ago. To read more about these attributes visit:

[http://www.ldsuccess.org/parent\\_guide/index.html](http://www.ldsuccess.org/parent_guide/index.html)

Community News

Please send your  
Community News  
postings to MB Totten-  
Hanna  
at: [Totten@ohio.edu](mailto:Totten@ohio.edu)

- ◆ NIFL Webinar: *Achieving Student Success: Transitions to Post-secondary Education*, on **January 20, 2010**, at 1:00 pm EST  
<http://www.nifl.gov/webcasts/10Transitions>
- ◆ NAASLN: Dr. Richard Cooper is presenting four webinars on teaching numeracy. You can view the first two and sign up for the remaining two here: <http://www.naasln.org/webinars.htm>
- ◆ NIFL presents: Learning to Achieve (train the trainer) in Ohio, **May 17-21, 2010**. An update to Bridges to Practice, Learning to Achieve uses the latest research on learning disabilities and now includes ESOL and LD. For more information contact MB Totten-Hanna ([totten@ohio.edu](mailto:totten@ohio.edu))
- ◆ **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.

## Universal Design for Learning: Three Brain Networks

As noted in the previous article on Universal Design for Learning (UDL), this classroom strategy has three principles:

*Principle One: Provide multiple means of presentation.*

*Principle Two: Provide multiple means of expression.*

*Principle Three: Provide multiple means of engagement.*

Each of these principles is tied to a specific brain network, engaging the brain in various ways.

Principle One (multiple means of presentation) works directly with the Recognition Network. This network is fascinating! It is located in the back of the head, where all of the senses continuously report their intake. The eyes are sending shapes and color, the ears are relaying sounds, the nose is taking in smells both obvious and subtle, and so forth. Thankfully, the brain records all of this sensory stimuli and files it away in sensory-specific areas to be used in the future for *recognizing* sensory input. Here is an analogy from [www.cast.org](http://www.cast.org):

Think of the brain as a kitchen full of food processors...all are the same make and model but...each comes with a special attachment. ...their output is as different as piecrust is from coleslaw. By keeping a kitchen full of processors, a chef needn't switch the blade for each new task... All of the modules (food processors) have the same basic structure, but the tissue in each region is fine-tuned to process one type of input extremely efficiently. Recognition is quick and efficient because all of the modules (food processors) are working in parallel.

Very cool! That's why when you read the word "chair," I don't have to describe for you what a chair looks like. You already know it is a piece of furniture that may be very large or very small but is usually designed for one person to sit in or on, and it may have 4 legs or 3 legs or no legs, and be made out of wood or plastic or beans! Look around your desk, your classroom, your home. Is there anything there you *don't recognize*?

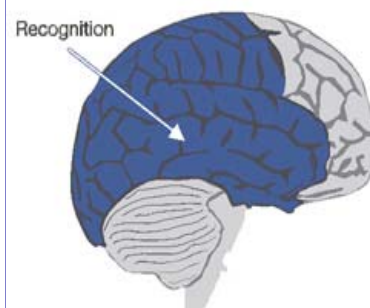
How can you address this network via Principle One in your classroom?

You tell me! [totten@ohio.edu](mailto:totten@ohio.edu)

Resource: [www.cast.org](http://www.cast.org)

*...To facilitate the recognition of details, make use of higher-order information, such as background knowledge, context and overall patterns...*

Next Issue: The Strategic Network



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!

## *Science Fair!*

The Central/Southeast ABLEResource Center has created a multi-level learner Science Fair kit on cd. It includes two Powerpoints (Research information and Science on the GED Exam), two sample lesson plans (one for teacher professional development standards and one for student standards), and four complete science fair projects—including pictures to use on presentation posters. This is an Alternative Delivery package and eligible for stipends in the Ohio ABLE PD System.

Register here: <http://tinyurl.com/ydaktl8>



Stevens Literacy Center  
338 McCracken Hall  
Athens, Ohio 45701  
Phone: 800.753.1519

Fax: 740.593.2834  
E-mail: [totten@ohio.edu](mailto:totten@ohio.edu)  
[www.ouliteracycenter.org](http://www.ouliteracycenter.org)

