



Disability Services Newsletter

A publication for students, faculty and staff at North Shore Community College

WINTER / SPRING 2016

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IMPORTANT DATES:

Spring Recess
3/14-3/20

Fall
Registration
begins
4/4

Last day to drop
with "W" grade
4/15

Day/evening
classes end
5/6

Graduation
5/26

Director's Corner

I am pleased to share with all of you the spring edition of the Disability Services Newsletter. In this edition you will find a student's perspective as a member of Delta Alpha Pi Honor Society, information on Universal Design for Learning (UDL) and our Brown Bag Lunch Series. We have also included a list of local adaptive sports programming offered through Spaulding Adaptive Sports.

Please also know that Disability Services has changed the process related to securing note takers, starting this semester. An informational email was sent forth by Disability Services to faculty on January 13, 2016. Please take a moment to review if you have not done so as of yet. If you have any questions, please feel free to contact any member of the Disability Services Team.

As always, we are here to provide support to faculty, students and staff so as to offer the best possible services while working with students with disabilities. Information is available through Pipeline under My Northshore and Disability Services and on our website, www.northshore.edu/disability. Please call upon us with your questions.

I personally want to wish each of you a wonderful and successful semester and don't hesitate to contact Disability Services if you need any assistance.

Sincerely,
Susan



Is there a topic you would like to see covered in a future newsletter?
Kindly send your ideas to disability@northshore.edu.
We look forward to hearing from you!



A Student's Perspective of Delta Alpha Pi

By Linda VanderWoude

Delta Alpha Pi (DAPI) is an honor society at NSCC that I have been a member of since January 2015. I was asked to write an article for the *Disability Services Newsletter* about my experience with DAPI. The fact that you are reading my writing in a published newsletter is an achievement that I am not sure would have happened without DAPI. More specifically, the fact that I'm writing something that other people will read, something that exposes me, would probably never have happened without DAPI.

I started at NSCC in the Women in Transition Program. I was so scared. I never did well in school, and I was self-conscious about my hearing disability. Although my husband and two daughters are college-educated, I was not sure that I was smart enough to earn a college degree on my own. Well here I am, one semester away from completing my degree. NSCC has been a wonderful experience for me, and DAPI has been a big part of my success.

I think the most important part of being involved with DAPI is the support of our community at NSCC. Whether I'm at a meeting with other members or at a fundraiser that is open to everyone at the college, DAPI has allowed me to be involved in the community and to meet great people. I never feel different, and I am much braver than ever before. DAPI has also been an amazing opportunity to be part of something bigger than just me. I remember going to my first Student Awards Ceremony where we were called up to the front of the room to receive the Club of the Year award. I usually liked to hide and avoid attention, but here I was with so many great people, brave people. I had to join them in the front.

Overall, I would tell anyone who is considering joining DAPI to do it now. They shouldn't hesitate for one more day. It has been a rewarding experience with really great people. I wish I had joined sooner.

Please visit the DAPI webpage for more information:

[Delta Alpha Pi Honor Society](#)



Using Data and Universal Design for Learning to Improve Online Learning

When using a Universal Design for Learning (UDL) approach for developing an online course, please ensure you set clear objectives for the course, organize key resources and information on the page, and identify meaningful titles for all content and resources.

You may use a Learning Management System (LMS), such as Blackboard, to collect data from a course to assess course design and the learning environment to best address the needs of diverse learners. Collecting appropriate data from a LMS can promote an increased understanding of how students access and engage with content and guide you in creating inclusive assessments.

Use data from Blackboard to aid your instruction and student engagement by:

- making improvements to the learning environment by monitoring student progress and identifying who may need additional supports.
- creating improvements to course design by assessing student engagement with content posted and identifying student interests that are emerging to sustain engagement and fuel interest.
- accessing effectiveness of UDL principles such as providing multiple means of representation, action and expression, and engagement when posting close captioned videos, PPT slides with course content, and diagrams to reinforce content.

Data is used to measure a student's score on an exam or whether a student clicked on available resources and articles. UDL states that this kind of data collection may more often reflect the learning environment than the student's knowledge. An exam score may be a reflection of how the student responds in a testing format instead of how well the student understands the content. A student may click on specific resources listed instead of others due to the type of resources available (such as a PDF of text without vocabulary support versus an open education resource (OER) with interactive supports for text comprehension).

As UDL is incorporated into course design, students are more easily able to comprehend information, engage with content, and demonstrate what they know. As a result, data collected on their performance in the course becomes increasingly accurate and beneficial to the professor and the student. Using a UDL framework can help professors use data available to make improvements to online or blended courses to better support and address students' diverse learning needs.

Resource:

http://udloncampus.cast.org/page/assessment_data#.VovoXrYwiUk

Brown Bag Lunch Series

Thursdays ~ 12:30-1:30

DB 388-CTLA

Coffee and cookies will be served!

February 11

How Faculty can Help Students with Disabilities Succeed in the Classroom: Understanding the Student Perspective

Aillie McKeever, Disability Counselor & Delta Alpha Pi Honor Society

High-achieving students with disabilities talk about what they really need from faculty, including why they do not want faculty to provide anything beyond their approved accommodations. Their requests and reasons might surprise you. Please join this conversation to learn more about how you, as a professor, can make the most positive impact for students with disabilities in your classrooms while simplifying your work with students.

March 10

Creating Accessible Classroom Materials and E-Text

Michele Almeida, Disability Counselor & Alena Vitvitskaya, Adaptive Lab Learning Specialist

For students with a visual, learning or physical disability which significantly impacts their ability to use standard class materials and textbooks, alternative format materials/textbooks are vital components of their success in class. This session will introduce you to e-texts and creating accessible classroom materials. We will demonstrate some of the assistive technology used at NSCC and will hear from a student about the importance of accessible material and assistive technology.

April 14

Beyond the Basics-Disability Services

Susan Graham, Director of Disability Services

This discussion will be developed specifically from questions and scenarios that were submitted from faculty and staff. Topics may include but not be limited to FERPA regulations, the ADA as amended & Section 504 of the Rehabilitation Act of 1973.

Special thanks to the CTLA folks for their generous hospitality!



Spaulding Adaptive Sports Center Winter Program

Spaulding Adaptive Sports Centers support individuals in leading active, healthy lives through participation in adaptive sports and recreational activities. Below are just some upcoming activities; please click [here](#) for additional information.

Adaptive Yoga

Spaulding Outpatient
1 Dove Avenue
Salem, MA
Thursdays, 12:30 PM-1:20 PM
Session 1: February 4, 11, 18, 25
March 3, 10

Wheelchair Basketball

Lynch Van Otterloo YMCA
40 Leggs Hill Road
Marblehead, MA
Tuesdays: March 1,8,15,22,29
April 12,19,26
5:30 PM-7:00 PM

Spaulding Ski Club Saturdays

February 6: Loon Mountain, NH
February 20: Bretton Woods, NH
March 5: Waterville Valley, NH
March 19-20: Sunday River, ME
Full Day Lesson Schedule:
9:30 AM-12:00 PM and
1:00-4:00 PM

Rock Wall Climbing

Central Rock Gym
74 Acton St.
Watertown, MA
Saturday, February 6
Session A: 10:00 AM-11:00 AM
Session B: 11:00 AM-12:00 PM
Session C: 1:00 PM-2:00 PM
Session D: 2:00 PM-3:00 PM

Disability Services Staff

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