



Disability Services Newsletter

A publication for students, faculty and staff at

North Shore Community College

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IMPORTANT DATES

- 10/13
Columbus Day
- 10/27
Winter/Spring course available online for viewing
- 11/3
Winter/Spring registration begins
- 11/25
Last day to withdraw with "W" grade
- 12/12
Day classes end
- 12/16
Evening classes end

Director's Corner

Welcome to the start of another exciting semester at NSCC! I hope each of you enjoyed your summer and took some time to relax and take in the beauty of New England.

As with each semester, it is a pleasure to see and meet with our returning students and it is most exciting to welcome our new students to campus who are seeking services. I share the same sentiment with our dedicated faculty and staff who are instrumental in the success of our students with documented disabilities.

In this issue you will find a variety of interesting articles that Disability Services staff have been working on over the summer. We hope that you enjoy this issue of our newsletter, and as always, we welcome your input and ideas for future newsletters.

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 Graham



Disability Services Staff

- Michele Almeida**, Disability Counselor
Lucy Bayard, Disability Counselor
Carolyn Burke, Disability Services Assistant
James Goodwin, Disability Counselor
Susan Graham, Director of Disability Services
Rita LoGrasso, Assistive Technology Learning Specialist
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Why Choose Delta Alpha Pi?

There are several honor societies and leadership programs here at NSCC. Why choose Delta Alpha Pi (or DAPi)? First, DAPi is the only honor society specifically for high-achieving students with disabilities. This means that you will share an instant point of connection with other members, and you will be in a supportive environment. Secondly, DAPi creates opportunities for members to use leadership skills while serving as role models, so you can grow professionally and personally.

There are some obvious benefits to joining DAPi: it looks great on a resume, it can give you experiences to discuss at job interviews, and it's completely free. But there are some things about DAPi you might not have considered:

- DAPi students bond with one another while participating in monthly meetings and leadership activities. By the end of the year, many DAPi students have formed close friendships that can serve as helpful professional connections.
- DAPi students report higher levels of motivation and increased confidence. Many high-achieving students with disabilities have overcome judgment and the under-estimation of their abilities. Connecting with other students can help uncover deep self-awareness and pride.
- DAPi students exercise leadership in a variety of ways. They educate others, they make events happen, and they recognize people at the college who have shown excellence in their work through the DAPi awards. These opportunities often empower students to embrace their leadership talents.

DAPi gives you flexibility with the amount of time you devote to it each semester. While participation at monthly meetings is strongly recommended, only the completion of one leadership activity per semester is required. What are leadership activities? Examples include tutoring for six hours at the Brickett Elementary School in Lynn, participating in workshop series, speaking at college events, and writing a personal essay for the DAPi anthology. These activities are chosen by DAPi members at monthly meetings. There is also room for members to collectively design new leadership activities, so you can come up with something fresh that will have an impact. An important part of DAPi is working with other members and contributing to a larger DAPi project, so activities done individually through a separate organization, while very meaningful, don't count as DAPi leadership activities.

To be eligible to join DAPi, you will need to complete at least 24 college-level credits with a GPA of 3.1 or higher. You will also need to be registered with Disability Services and have an interest in leadership. Still have questions? Contact Aillie McKeever, DAPi Adviser, at (978) 762-4000, x4461 or aimckeev@northshore.edu.



Adaptive Sports

Adaptive sports are an excellent way to socialize, stay fit and learn a new skill. Through **Spaulding Adaptive Sports**, participants with a wide range of disabilities are welcome to take part, and their family members are welcome to join in as well. Spaulding Adaptive Sports programs began in Boston and on Cape Cod in 2001 and in the North Shore in 2010. Since then, programming has expanded in these regions to include a broad range of land and water-based adaptive sporting activities, all delivered with careful attention to value of sports and fitness in the rehabilitation process. Spaulding now offers adaptive sports and recreation programs from Cape Ann to Cape Cod.

On May 28, Disability Counselor Jim Goodwin attended the Spaulding Adaptive Sports Fair at Spaulding Hospital in Salem, MA. This year, Spaulding Sport North Shore added three sports to their schedule. During the summer and early fall there will be sessions of golf at Tedesco Country Club in Marblehead, tennis in Beverly and archery in Danvers. In addition, Spaulding will continue to offer the Therapeutic Riding Series at Windrush Farm in Boxford, cycling clinics and rides, and kayaking on the Ipswich River. In the winter, Spaulding North Shore offers several sports such as skiing (Alpine and Nordic), ice skating and rock wall climbing clinics.

If you would like more information about Spaulding Adaptive Sports, please contact Kathleen Comfort Salas at (978) 745-9003, x8835 or via email at ksalas@partners.org. Below are some upcoming dates and activities:

Therapeutic Riding Series

Mondays, 12:00pm to 1:00pm
 October 6, 20, 27
 November 3, 10, 17
 November 3, 10, 17
 Cost: \$200 for a series of 8
 Windrush Farm, Boxford, MA

Cycling

2 Day Extended Cycling Ride
 Martha's Vineyard—Advanced Ride
 October 18 to 19
 Cost: \$100 including ferry and lodging at Camp Jabberwocky

Golf

Tuesdays, October 7, 14, 21
 12:00pm to 2:00pm
 Cost: \$40 for the series
 Granite Links, Quincy, MA

Please contact Jim Goodwin at x4417 or jgoodwin07@northshore.edu if you would be interested in participating in a monthly meeting focused on adaptive sports within the area, transportation to activities and discussion about team sports. Also, please contact Jim if you have any questions about the programs highlighted above.

The mission of **Northeast Passage in Durham, NH**, is to create an environment where individuals with disabilities can enjoy recreation with the same freedom of choice, quality of life, and independence as their non-disabled peers. Sports being offered include adaptive hiking, waterskiing, shooting and several competitive sports (sled hockey, quad rugby and power soccer). Northeast Passage is located on the University of New Hampshire campus and works in partnership with a many agencies. Equipment, instruction and Paralympic coaching are all provided. For more information and calendar of events, please go to www.nepassage.org or via email at northeast.passage@unh.edu.

Faculty's Practical Applications for Incorporating UDL Principles in Course Design

What is Universal Design for Learning (UDL)?

UDL is a set of principles for course design and instruction which benefits all students, including students of various learning styles and abilities. Included below are practical applications, shared by full time and adjunct faculty cross department, on how to integrate UDL in curricula design and teaching practices to meet students' diverse learning needs. Disability Services would like to thank the faculty, Barbara Heath, Mary Malone, and Robert Paul Mason, who provided examples and shared best practices below for applying UDL in course design.

Barbara Heath has thirty years teaching horticulture in Massachusetts. She has been teaching horticulture courses at NSCC at the Aggie since 1989 and previously taught Vocational Agriculture at the secondary level beginning in 1984. Barbara is the program coordinator for the Environmental Horticulture program located on the Lynn campus and serves as a member of the college's green team.

I make all my classes "ANGEL Supported". I make sure the students are aware through classroom announcements and my printed syllabus that notes, handouts, labs, reading assignments, viewing assignments, grades, attendance expectations, and supplemental materials are all on ANGEL. This allows me to give students choices as to how to approach certain assignments. For example, I might post a news podcast, a video and a textbook reading all pertaining to this week's class and ask the students to read or view one of the three prior to our discussion. I find that often the students will do more than one when presented with multiple ways to access material. I create a "Digging Deeper" page for major themes and topics covered in my classes. These pages become a repository for articles, links, movies, and other online resources that we just didn't have time to explore in class. I find the students use them and have been told by students that they have used them when working on projects for other courses as well.

This semester, instead of giving an exam on the Soil Food Web (which is a major theme in my Organic & Sustainable Food Production class) I created a blog site on Google. I played the role of a home gardener and each student drew from a hat the name of a different member of the soil food web. They were things like earthworms, aerobic soil bacteria, saprophytic fungi, micro and macro copepods. Students had to make an introductory post outlining lifecycle and their role in the garden community. They also were assigned a certain number of replies and posts to the activities posted about by the gardener. Additionally they were asked to create a voice or persona that would match their "critter". They were graded on number and timeliness of their posts, content accuracy, and could earn extra points by starting a new discussion or elaborating on the benefits they brought to the garden. I found this method of assessment was appreciated by many different students because it seemed more fun and less high stakes than an exam or research paper. Completion rates of assignments and student feedback is another form of assessment. In ANGEL (and other classroom management software) you can run reports on who have viewed material, how long they stayed logged in, how often they log in. Those logs have shown me that putting the time into creating online materials is worth the work. Students are using the resources.

I think the biggest challenge is finding the time to be innovative. I found developing an online course was actually a big help in two ways. I had to try out new ways to deliver content and assess student progress and it allowed me to become more adept and comfortable trying out web 2.0 tools that were new to me. Doing things like embedding videos into ANGEL, creating an online blog for a class to participate in, or having the students build a word cloud were all things that I first tried out in the online learning environment. To my surprise I found they work great in face to face classes as well.

To anyone considering this, my advice is just to jump in and do it. It is labor intensive at first, but it becomes second nature once you see the payoff in student success. Plus, there are many people on staff that can help you. Disability Services and the Center for Teaching, Learning, and Assessment are all great resources.

Mary Malone has been teaching at NSCC for nineteen years. She graduated from the OTA program at NSCC and received her BA from Emanuel College and her MS from Tufts Boston School of Occupational Therapy.

Content is taught using instructional scaffolding with assignments and projects reinforcing content learned. I keep the format for all projects and assignments the same to ensure consistency with assessment and ease with understanding how to complete assignments. Students participate in individual and small group research projects to learn how to draw conclusions about their research using critical thinking skills. For a “speed research” assignment students pull together material for a specific unit of information while producing a product such as a paper or handout on a theme (for example neurological disorders). All speed research projects follow a pattern of breaking down global content into smaller chunks including identifying key content, voc., specific disorders, and anatomy review. In small groups, students have the opportunity to research, teach, and apply knowledge learned in class. Students research information in one area and share it with the larger class and become “experts”. Students, on the “speed research day” visit the computer lab and library as well as research via the internet. Each small group shares research collected via google docs, ANGEL and Drop Box, applying the use of technology to their learning. Rubrics, specifically value rubrics, are utilized to assess oral presentations, formal writing, and projects. The rubric is posted on ANGEL prior to the speed research project to provide clear expectations and to guide students in developing self-analytical skills for application in the field. Comments are provided outside of the rubric to clarify feedback.

To engage students and assess their understanding of content in the textbook, students create concept maps and chapter summaries to breakdown information in each chapter. I demonstrate how to create a concept map using Smart Art with samples placed on ANGEL. Student and teacher interaction is built into the speed research assignment, larger research projects, and concept maps to guide students in becoming comfortable with receiving feedback and asking questions, similar to the dynamic they’ll experience in the field with a supervisor.

Robert Paul Mason has been an adjunct faculty member at NSCC since 2011 in the Natural Sciences Department. He has taught for over thirty years at the secondary level and for eight years as an adjunct faculty member at the community college level.

I use clickers in the classroom. Using clickers allows students to respond anonymously and to answer honestly. It gives a voice to students who are quieter and possibly insecure. It allows me to check students’ understanding and the “pulse” of the students to keep them engaged. I don’t use clickers in place of allowing students to ask questions, they are used in addition. I might have a question built into my power point presentation or make one up on the spot to check student’s understanding such as “which is bigger a sugar molecule or a cell”? I was surprised that the majority thought the cell was smaller!! It was good for me to know and allowed me to do a quick review of content. Another good use of clickers is to increase interest and engagement by asking opinion questions, which include agree or disagree. Also, choosing among several positions on topics such as cloning, genetically modified crops, or some other issue that students might not want to share publicly. They can see that others in the class agree or disagree with them or determine if they are the free thinker in the group. A student asked me if mermaids were real and I put it to the class and was surprised to find 60% thought they were real. It gave me a chance to explain peer review and other ways we determine valid information. Using clickers allows for students’ to engage with the content, assess their knowledge of course content, and build critical thinking skills through discussion.

Another engaging method to teaching new concepts is to add a kinetics element to a concept like mitosis or meiosis. I will put something that needs to be memorized, like the formula for photosynthesis, to a tune and encourage them to make up their own science songs or sing the songs in class. Also, I structure the first class to allow students to get to know each other so they may email one another, form study groups, and get clarification of what happened in a class they missed. I also take pictures of the lab set ups and diagrams and email them to students who missed class.

UDL Resources:

http://www.udlcenter.org/glossaries/glossary_eng#higher_education_opportunity_act_2008

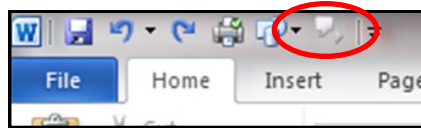
<http://udlseries.udlcenter.org/categories/implement.html>

<http://elixr.merlot.org/case-stories/understanding--meeting-students-needs/universal-design-for-learning-udl>

Assistive Technology at NSCC

This article continues our series on low-cost or free solutions that may assist students who need auditory support while working on a written project. Some students may benefit from hearing the text out loud for editing and proof reading purposes. The MS Word text-to-speech tool does it for you and adding this tool to a Quick Access Toolbar is easy as 1,2,3.

1. Open MS Word, click Customize the Quick Access Toolbar next to your quick access tool icons on the top of the MS Word window, then click “More Commands...” (or, click File>Options>Quick Access Toolbar).
2. When in the Customize the Quick Access Toolbar dialogue window in the “Choose Commands From” list, chose and click “Commands not in the Ribbon”. In the alphabetic list below, scroll down and click “Speak”, then click “Add>>“ button, then OK.
3. That’s it! These simple actions will add a new tool that allows selected text to be read out loud using Microsoft voice engine. The newly added tool is an icon that looks like a grey speech bubble on your Quick Access Toolbar. Select the text you want to listen to and click the “Speak” button.



NOTE: In rare cases, in order to use the text-to-speech feature in MS Word or OpenOffice, the computer voice needs to be appointed in the Ease of Access section in Control Panel. If yours is such a case, please ask us how it can be done—we are happy to help!

For those who prefer using Apache OpenOffice word processor, there is an option to add Read Text extension to the program that reads selected text for you. Installing the tool is easy as 1,2,3:

1. Download “Read Text” extension at <http://extensions.openoffice.org/en/project/read-text> (or launch OpenOffice starter, and click ‘Add new Features’ (jig saw puzzle icon) below, which will bring you to the web site where you can search for ‘Read Text’ extension and download it).
2. Install the extension by double clicking the downloaded file. Follow on-screen instruction for easy installation.
3. Launch OpenOffice Writer - the new ‘Read selection’ button appears as an orange smiling face with a speech bubble in front of the program’s tool bar. It will read out loud any text you select.



HINT: If you want to read several scattered selections on a page or in a document, hold down the CTRL (control) key each time you select your next choice of text to be read out loud.

ENJOY!

