



Greetings from the President, Lois J. Burke
*Interim Director,
The OSU Office for Disability Services*



Hello Everyone! The Autumn 2006 edition of the TACCLD newsletter brings very special news. TACCLD will be celebrating its 20th year at the 2007 conference! This is very exciting and a phenomenal achievement when one considers that we have out-lived the transition organization that we were modeled after.

Plans are underway to have a very special “birthday party” for all attendees at TACCLD. The conference will *still* be held at the Blackwell Inn and Conference Center at the Ohio State University. This is in response to the positive comments you’ve made about enjoying the luxurious facilities at the Blackwell. The conference will be held on **Friday, March 2nd, 2007**. The conference theme is “*20 Years of Transition.*”

The *keynote speaker* for the conference will be *Elizabeth Cobey-Piper*. Elizabeth is a very successful business woman with a learning disability. Her experience in sales and marketing expands over 20 years and she has helped organizations and businesses such as museums, art galleries and universities reach multi-million dollar goals.

Six (6) academic scholarships will be awarded to some very deserving high school students at our annual Scholarship Luncheon. The scholarship application is enclosed. Please don’t forget the *Silent Auction!* All proceeds from the Auction go into the scholarship fund. *This newsletter also includes registration materials.*

Mark your calendar for **Friday, March 2nd, TACCLD 2007 - 20 Years of Transition!**
I hope to see you there!

The Transition and Communication Consortium on Learning Disabilities
Presents:
The 20th Annual TACCLD Conference

20 Years of Transition!

Friday - March 2nd, 2007

At The Ohio State University
Blackwell Executive Hotel & Conference Center

OPEC-D CANCELLED for 2007

*By Leah Monaghan,
Disability Services Coordinator, Otterbein College*

The OPEC-D (Ohio Post-Secondary Education Consortium on Disability) conference will not take place in 2007. While this conference is a worthwhile opportunity to meet with colleagues from around the state, there are too few individuals able to devote the time and effort to planning a successful conference. For the past several years, the conference has been planned primarily by those from Ohio State and Otterbein. A group of new people with fresh ideas from other parts of the state are needed to plan a conference that will allow us to learn something new and invigorate us in our day-to-day work as disability service providers. Perhaps OPEC-D can be revamped as an affiliate of AHEAD with the help of smaller, vibrant group such as the one in the southwestern part of the state. Furthermore, OPEC-D does not have to take place in February in Columbus. The possibilities for a new OPEC-D are endless! If anyone is interested in planning a conference for 2008, please contact Leah Monaghan at LMonaghan@otterbein.edu.

TACCLD After 20 Years - Alive and Well!

By Patty Carlton - TACCLD Planning Committee

TACCLD got started about 20 years ago after Lydia Block and I attended a conference session at the 1984 Association on Higher Education and Disability (AHEAD) conference in Atlanta. Judy Schuck and Kaia Sven from Minnesota, discussed a state organization called the Higher Education Consortium on LD (HECLD) that promoted transition to college for high school students with learning disabilities. We left that session determined to start a similar organization in Ohio, and we did.

At the time, we were both working at The Ohio State University in the Office for Disability Services. Students with learning disabilities were entering colleges in record numbers. So many of them were underprepared. Lots of students had not taken appropriate college preparatory classes. Many had been discouraged from attending college. One student told me she was told to go out and find a husband. Instead, she attended college and graduated in chemistry. One was channeled into a vocational curriculum and was not allowed to take college preparatory classes. He worked in a factory, decided to attend college, and he graduated in engineering. One barely made it through high school, tried multiple minimum wage jobs, got into college, found out he could be a good student, participated in the honors program, and graduated in business. Another was told she should be a model because she would never make it in college. She went on to get a P.D. in Classical Archeology. These were very typical of the challenges faced by students with learning disabilities. Times were different then; the students were different, their preparation and planning were different and the expectations for their success were different.

Another big difference was that the students with learning disabilities did not know anything about their disability. No one ever discussed this with them. Also, they had no idea that they had any particular strengths. So many of them felt that they were not very bright. College was an afterthought. It was not planned for, and they were not prepared.

I may be wrong, but I believe that 20 years ago, special educators did not take an active role in preparing students for transition. There is definitely a noticeable difference in this regard. Students have a transition plan, and special educators are instrumental in assisting students with this plan. Twenty years ago, in colleges throughout the country, disability service providers were beginning to develop services for these students, but many colleges were underprepared for the onslaught of students with learning disabilities asking for services. Very few had the training and know-how to provide services for these

students. Now, most colleges have services in place. Some of the services are very comprehensive, and some may have limited services, but there is generally a plan for services.

To start TACCLD, Lydia and I called a few teachers, school psychologists, guidance counselors, and other college disability service providers. Wayne Cocchi, the director of Disability Services at Columbus State Community College, was one of the first persons we recruited. He has been instrumental in making sure that TACCLD was officially registered as a non-profit organization. He has taken care of the TACCLD budget since its inception. He didn't realize that he was going to have the job for life. We met, developed a structure, and planned a yearly conference. We kept in mind our mission to promote transition to college for students with learning disabilities. We have kept looking for conference sessions that would help both professionals and parents help students be successful as students and help them make the transition to higher education positive. Over the years, we have found that some of our conference session topics involve promoting transitions for students with psychiatric disabilities, ADHD, autism and aspergers. Clearly, the TACCLD mission has expanded. The conference attendees have loved "how to" sessions, sessions with concrete ideas that they can try out on students. As a college service provider, I have loved the collaboration with special educators. The teachers I have met through TACCLD definitely have a passion for their students' success. At our TACCLD planning meetings, we have also had parents, school psychologists, private consultants, private college disability service providers and several public college disability service providers etc. The diversity has really enriched the organization.

One of the most important missions of TACCLD is to give graduating high school students with learning disabilities scholarships. When we first got started, we had no money, but the membership's generous contributions at a silent auction during the conference, and other donations from a couple that believe in TACCLD's mission, have made these scholarships a reality. We initially offered one scholarship and in 2006 were able to offer six scholarships. The wonderful students who have gotten these awards have attended TACCLD and inspired conference attendees with their ambition.

TACCLD has made a difference. The difference is that lots of individuals with learning disabilities are graduating from colleges. TACCLD has worked to improve transition, support students as they transition to college, provide opportunities for networking and provide scholarships to students with learning disabilities.

College Spotlight - Disability Services at Columbus State Community College

*By Wayne Cocchi, Director,
CSCC Disability Services*

Columbus State Community College (CSCC) is a two-year public college, founded in 1967, located near downtown Columbus, Ohio. The college's service district includes Franklin, Delaware, Union and Madison counties, but students from throughout Ohio, the U.S. and many other countries attend classes as well. The college is an urban commuter campus that lends to its uniqueness. While the main campus is near downtown Columbus, there are also ten off-campus locations throughout our service district. The college offers associate degrees in over 50 technical fields and transfer programs. In addition, more than 300 distance learning courses are available online. The college's division of Community Education and Workforce Development also provides a variety of training programs for local employers at their business or on campus.

There are approximately 23,000 students taking classes at CSCC. As with most community colleges, the diversity of the student population at Columbus State provides for a rich atmosphere and learning experience. Students on campus mirror the diversity we find in the community itself, including students with a variety of disabilities. CSCC has long been committed to providing students with disabilities the accommodations and services they need. This is evidenced by the support provided to these students through the Disability Services department since 1972 and the policy of reasonable accommodation for persons with disabilities (11-05) adopted by the Board in 2000.

Disability Services works with approximately 600 students a quarter. As mentioned earlier, this population of students represents a variety of disabilities as well as needs, abilities and academic programs. Comparable with many other postsecondary institutions, the majority of students that identify themselves to Disability Services are those with learning disabilities. After that we see the prevalence of disabilities in the following order: mental health disabilities including ADD/ADHD, deaf and hard of hearing, chronic, developmental, traumatic brain injury, orthopedic, blind and low/vision, Mental Retardation and speech. A variety of services are offered by our staff which includes a Director,

Assistant Director, two Counselors, Office Assistant, four full-time and thirty part-time interpreters, a Coordinator of Interpreting Services and three Resource Center Assistants.

Students complete an initial interview process and must provide Disability Services with documentation of their disability from an appropriate source. We typically request documentation be no older than five years, particularly for students with mental health, traumatic brain injury and other cognitive disabilities, though all documentation is reviewed on a case-by-case basis no matter the age, to determine eligibility. Accommodations provided to students range from alternate media for books and exams, extra time for exams, note taking notebooks to readers, scribes, and assistive technology. Most computer labs on campus have at least one accessible computer work station. This is true at the off-campus sites as well.

Disability Services works in collaboration with other services on campus such as the tutoring office, writing center, testing center, placement testing and faculty to assure that access to programs and services provides equal opportunities. This collaboration has helped to produce a retention rate (Autumn to Autumn) for students with disabilities, that is typically higher than the overall student population.

To learn more about CSCC and Disability Services, please visit our websites at www.csc.edu and <http://csc.edu/docs/Disability/indexds.htm>.

**Check out
TACCLD.org!**



TACCLD is now online at
www.taccl.org

You can access information about TACCLD, the TACCLD conference, registration forms, past newsletters, helpful links and other TACCLD information.

2007 TACCLD Scholarship Application

(This form is available online in MS WORD on the TACCLD web site at <http://tacclld.org/forms.html>)

The Transition and Communication Consortium on Learning Disabilities (TACCLD) will be awarding six scholarships, \$1,000 each, at the 20th annual conference on Friday, March 2nd, 2007. The conference will be located at the Blackwell Inn on the Ohio State University campus. High school students who have applied to post-secondary programs are eligible to be nominated for this scholarship. The student may have applied to a trade school, two or four year college or any other setting that provides formal training and education. The scholarship may be used for payment of tuition, books, or supplies.

Eligibility

The nominee must be a student with a learning disability in high school who is applying to post-secondary institutions.

Criteria for Award

A committee will review all nominations and will choose the recipient based on the student's academic record, career goals, and compensation for his/her disability. Students who have planned realistically and are most likely to benefit from the award will be given the most serious consideration.

Documentation (all materials must be typed)

Please submit 5 copies (as a packet for each reader of the scholarship committee) of the following materials:

1. TACCLD Scholarship Nomination Form (below – please print/does not have to be typed)
2. High school transcript (only one official and 4 copies)
3. A letter from the nominator explaining in detail the reason the student is deserving of the award
4. Two letters of support from teachers, guidance counselors, employers, etc.
5. Any newspaper clippings, examples of work, or anything else that shows the student's achievement
6. A typed or taped essay developed by the student that addresses each of the following:
 - Career goals
 - Why a particular post-secondary setting was chosen
 - Plans for compensating for disability in post-secondary setting

TACCLD Scholarship Nomination Form

Deadline: January 19, 2007

Name of Student _____

School _____ Year in School _____

Student Address _____

Student Home Phone Number _____ e-mail address _____

Name of Nominator _____ Position _____

School _____ School Phone Number _____

School Address _____

Home Phone Number _____ e-mail address _____

Please mail completed application materials to: Charla McAbier, 758 West Martin Avenue, Amherst, Ohio 44001

All application materials must be postmarked no later than January 19, 2007. Incomplete materials will not be considered. NO EXCEPTIONS CAN BE MADE. Please call Charla McAbier at 419-499-4663 ext. 357 with any questions.

TACCLD PLANNING COMMITTEE MEMBERS 2006-2007

Kay Bishop, Marysville High School
Lydia Block, Ohio Wesleyan University / Block Educational Consulting
Lois Burke, Office for Disability Services, The Ohio State University
Michelle Butler, Center for Advancement of Learning, Muskingum College
Patty Carlton, Office for Disability Services, The Ohio State University (Retired)
Wayne Cocchi, Department of Disability Services, Columbus State Community College
Tammy Cooper, Marysville High School
Tom Diebold, Central Ohio Special Education Regional Resource Center
Marge Hazelett, Disability Services, The Ohio State University - Marion Campus
Chris Keck, Office for Disability Services, The Ohio State University
Mike Kinney, Ohio Rehabilitation Services Commission
Mary Koeninger, Office for Disability Services, The Ohio State University
Michelle McLane, Disability Services, The Ohio State University – Mansfield Campus
Charla McAhier, EHOVE Career Center
Sue McCauley, Center for Advancement of Learning - Muskingum College
Caitlyn McCandless, Office for Disability Services, The Ohio State University
Sean Miller, Office for Disability Services, The Ohio State University
Leah Monaghan, Office for Disability Services, Otterbein College
Karen Meyer, Disability Services, The Ohio State University - Lima Campus
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