



**Greetings From TACCLD's President, Lois J. Burke**  
*Counselor and Assistant Director,  
The Ohio State University Office for Disability Services*

Hello Everyone! Welcome to the Spring edition of the TACCLD newsletter!

A heartfelt "Thanks" is being sent to all of you who attended the TACCLD 2005 conference which was held at a new location this year (The Blackwell Inn at the Ohio State University Fisher College of Business). We had a record attendance of 176 people! It is my hope that TACCLD will attract even more people for 2006. The overall conference evaluations were positive and people really seemed to enjoy the environment provided by the Blackwell.

TACCLD 2006 will again be held at the Blackwell Inn. Please mark your calendars and plan to attend the conference on **Thursday, March 2, 2006**. There are some new and exciting things already being planned for the conference! One of the major *additions* to the conference will be that the Ohio Postsecondary Educational Consortium on Disabilities (OPEC-D) and TACCLD are joining its efforts and having **one** meeting day. This means that the one-day meeting for OPEC-D **will not be held** prior to TACCLD. Instead, there will be a reception and a speaker on the *evening of Wednesday, March 1*, with a focus on postsecondary disability services issues. On Thursday, March 2, TACCLD will have a strand of session topics that should tap into the interests of postsecondary disability service providers. The TACCLD planning committee is making a concerted effort to assure that session topics will

be offered that are of interest to its major audiences who are secondary and postsecondary people who provide disability support services to high school and college students. There will also be some sessions of particular interest to parents as well. Another addition for next year is that there will be *more* concurrent sessions offered during the day. There will be five concurrent sessions offered at each of the two morning break out times. Following lunch, there will be one more set of breakout sessions as we have done in the past.

One of the highlights of the conference is the Scholarship Luncheon. This year, five very deserving high school seniors each received \$1000 scholarships to use in pursuing their college goals. One of the ways that money is obtained for these scholarships is from the proceeds received from the Silent Auction. Please remember to bid on the many items that will be available in next year's Auction and keep in mind that **all** (100%) of the money from the bids are used for these scholarships.

In the next newsletter, you will receive more detailed information concerning the keynote speaker and session topics. **Please mark your calendars to attend one or both events hosted by TACCLD 2006---the evening with postsecondary disability services providers on Wednesday, March 1, and the TACCLD conference on Thursday, March 2!**

## Meet TACCLD's 2005 Scholarship Winners!



Pictured are 3 of the 2005 scholarship winners at the TACCLD Conference, left to right: *Marikate Holbrook, Jessica Schollenberger and Rachel Burns.*

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### ***Marikate Holbrook***

Marikate attends Dublin Scioto High School and was nominated by her intervention specialist, Kerri Ward. Marikate is a very committed student and leader in her school. In addition to maintaining a high grade point average, she is a member of Fellowship of Christian Athletes, and was honored to be the inspiring guest speaker at one of the weekly fellowship meetings. Kate has demonstrated a willingness to use her abilities to help others in her community through Club Ark, a smoke, drug, and alcohol free youth club. She has also been active in community events including faith based proms, youth prison ministry, drunk driving initiatives, community parades, benefit events, and hands-on ministry with young people. Kate is a strong advocate for herself and her needs. She says in order to be successful in college, she will educate herself on accommodations available to her and take full advantage of them. In Kate's words, "These accommodations will be a means to justly assist a girl who thought she would never be able to attend college because of a disability." Marikate is planning to attend The Ohio State University and major in social work.

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The ***Hal Hazelett Scholarship Award*** is named in memory of Hal Hazelett, who was a dedicated Math teacher and TACCLD member. This award recognizes an exemplary LD student who plans to major in the area of education. This year, the Hal Hazelett Award was awarded to **Jessica Schollenberger**.

Jessica is a senior at Gahanna Lincoln High School and was nominated by her Intervention Specialist, Essie

Johnson. Jessica is actively involved in extra-curricular activities which include the National Forensic League where she has been in charge of the sound effects for big productions of the Theatre Group and has received a number one rating with the debate team. Jessica is an active participant in her church as well as the youth group. She is a leader in a Masonic youth organization called "Job's Daughters" where she has served as the presiding officer locally numerous times, has held leadership roles throughout Ohio, and has even served as a representative of the International Division. This group teaches girls about leadership skills and helps develop their confidence in themselves. Through this organization Jessica received the Lily of the Valley Award which is presented to a member who has shown outstanding service and dedication. Jessica has served as an educational mentor in a special education classroom at Lincoln Elementary. She shares her educational challenges and experiences which empower students on a daily basis. Her letters of recommendation indicate that Jessica is a warm, caring young woman who is concerned about the needs of others, self-improvement and is anxious to take her place in the world helping, leading, and being an example of hard work and commitment. Jessica says, "Probably the biggest reason I want to become an Intervention Specialist is so I can give back to other students what my teachers gave to me." Jessica is planning on attending Capital University and major in education.

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### ***Rachel Burns***

Rachel is from Lake High School and Penta Career Center. She was nominated by her VOSE, Connie Jacobs. As a senior in Business and Financial Services, Rachel enjoys the math and book work necessary for her career path. Because of her strength in math, she has found that accounting is the best fit for her. Rachel has been the recipient of the Penta Honors Award, has received awards in Physical Science and Algebra I, and was presented the Outstanding Student Award for Attitude and Performance. She has been selected as Student of the Month and is active in marching, pep, and concert band. She is also a member of Fellowship of Christian Athletes and the Teen Institute and belongs to Teens Growing in Faith. Somehow Rachel also finds time to hold a

job at Lifestyles for Ladies Only, where she cares for children. Rachel's nominator says, "In twenty-eight years of working with students having special needs, I have not often seen a student with Rachel's optimism and courage to step out and take a leadership role in school and in her daily life. She researches issues such as which college to attend, well in advance and makes thoughtful decisions after weighing the factors involved. Rachel is plans to attend Wright State University and major in accounting.

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### ***Gretchen Alemdar***

Gretchen attends North Central High School and was nominated by her guidance counselor, Diane Veres. Gretchen demonstrates excellence in the classroom, outstanding work ethic, and a great ability to overcome obstacles. As stated in a letter

of recommendation, "Gretchen is one of those rare students who, because she has struggled and overcome obstacles, can empathize with other classmates. She is always willing to help others." Gretchen participates in several organizations such as National Honor Society, Students Offering Acceptance and Respect which offers peer remediation, Spanish Club, Student Council, and Outdoor Club. Gretchen also works at her father's leather retail business. Gretchen sets her goals high and does everything she can to be successful. In Gretchen's words, "My name is Gretchen Alemdar, with a disability, which I don't have to be afraid to say anymore. I was a girl who thought I was not good in reading and learned that I just needed help to improve. Today I am a senior in high school who is now reading LD children tests and letting them know that I was in their place once ago." Gretchen plans to attend the University of Toledo and major in nursing.

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### ***Oliver Ott***

Oliver is from North Central High School and was nominated by his Intervention Specialist, Reva Goshia. This year Oliver participated in the post-secondary program at Northwest State Community College. He is a member of National Honor Society,

Captain of the Varsity Squad, band, choir, and track statistician. He has given his time to the Bloodmobile,

Ohio Reads, as well as reading to elementary students every Friday. He also holds a job as a lab technician. Oliver's English instructor says, "Rarely is an educator fortunate enough to have a truly distinguished student who is noted for his desire to achieve, his motivation to really learn, his intellectual curiosity, his independence of thought, his creative and imaginative approaches, his positive response to criticism, his ability to see through numerous lenses, and generally charming personality who still retains the often lost art of learning." Oliver knows how to go about seeing that he gets what he needs to correct a problem fairly. Oliver seeks the proper channels to go through should his rightful options need to be enforced or modified. Oliver has proven over and over again his ability to overcome obstacles and compensate for his disability. He is plans to major in plant science at Cornell University.

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Coming in 2006...

TACCLD  
Welcomes OPEC-D!

Reception & guest speaker with  
focus on post-secondary  
disability service issues.

Wednesday Evening, March 1, 2006

Followed by the

19<sup>th</sup> Annual TACCLD Conference  
Thursday, March 2<sup>nd</sup>, 2006

at

The Blackwell Hotel on  
The OSU Columbus campus.

***Look for Information & Registration  
Materials in the Autumn Newsletter!***

## **College Accommodations Planning**

*by L. Scott Lissner - ADA Coordinator,  
The Ohio State University*

### **Understanding the Differences**

College is different from high school in a number of ways. You have more choices, you have to buy your own books, and you will have more control over your daily schedule. Another difference will be how you go about establishing reasonable accommodations for your disability. Understanding and preparing for those differences now will save you lots of trouble.

There are three key differences I want to prepare you for. First, you as the student must initiate the process. Second, you will be asked to provide documentation of your needs. And finally, decisions are made on a case-by-case basis. Case-by-case means you may use different accommodations in different courses or your accommodations may be different from someone else with the same disability. The strengths and needs of each student vary and so do the specific demands and goals of different subjects, class formats, and evaluation methods. In reviewing a student's documentation for reasonable course accommodations the primary consideration is how the impact of the disability interacts with the demands or requirements of the course or program.

### **Functional Impact:**

The accommodation review process in college will focus on the functional impact of your disability, not the diagnostic label. Having a particular disability does not automatically entitle you to a specific accommodation. For an accommodation to be appropriate, the impact of the disability must significantly interfere with participation, communication or accurate evaluation.

For example, a student who is blind or has severe dyslexia would not need accommodations for oral presentations, but since both are effectively "print blind" they might reasonably have note-takers, adaptive testing, and books on tape. To continue the example, a student with a reduced writing speed as a result of MS impacting fine motor control or as the result of a learning disability's impact on sensory-motor integration might need no accommodations in the classroom but may need extended time on tests and access to a word processor for essay tests.

### **Fundamental Goals:**

Working with your college instructors will be important so that you can select between possible accommodation strategies that will provide you with the maximum opportunity for both learning and demonstrating mastery. Faculty have the right to reject accommodations that undercut a course's fundamental goals. Faculty may also choose between equally effective strategies if one is less intrusive to the course goals.

If in a particular situation, an accommodation infringes on a course's fundamental goals, then the student is not entitled to the accommodation in that situation. For example, a student with muscular dystrophy (affecting fine motor control) or a student with a learning disability (affecting speed of information processing) might be entitled to a fifty percent extension of testing time in most classes (say an introductory history or psychology course where it is the knowledge and not the speed that is critical). If either of these students were to take an emergency medical triage course, where the speed and accuracy of determining who should be given medical care first is a primary goal of the course, extending the test time would be unreasonable. The student would not be entitled to the accommodation of extended test time in this context.

### **Guidelines For You:**

Being able to clearly describe your condition, its impact and your needs is important. Practicing this skill will help you to work with your future college counselor to identify needed equipment and services, establish appropriate accommodations, and develop compensatory strategies. The following questions will help you to describe your condition, its impacts and your needs. Review them with your transition team, counselor, parents, and others who can help you anticipate the accommodations and services you will need at college. You may want to write notes to help you present your requests and explain your needs when you meet with your disabilities counselor at college.

### **How do you describe your condition?**

How do you describe your condition and how do you want it described to others? You may choose to keep information

## *College Accommodations Planning – cont.*

about your disability confidential. The disability services office will need to have enough information to evaluate the need for accommodations and services. Instructors need considerably less information and may be told little as to what accommodations are appropriate. Even if your disability is not visible or obvious it is likely that at some point a few of your new friends and classmates will notice an accommodation; how will you describe your situation to them?

### **What is the impact of your condition?**

It is helpful to think about how your condition has impacted you in various situations in the past; then to consider how it is likely to impact the typical activities you can expect to encounter at college. You may want to pay particular attention to the following contexts:

1. Classes (lectures, laboratory, physical activity, web based);
2. Assignments (reading, writing, calculating, keyboarding, library work);
3. Communication (speaking, listening, using phones, using e-mail);
4. Evaluation (tests, papers, oral reports group presentations/projects);
5. Time constraints (timed tests, college deadlines, assignment due dates);
6. Attendance (class, required activities out of class, residential requirements);
7. Campus (mobility; orientation/navigation, transportation);
8. Residence halls (room mates, food issues, climate control);
9. Co-Curricular (clubs, organizations, events, athletics,).

### **What have you tried in the past?**

What accommodations, auxiliary aids, adaptive equipment, modifications and services have been provided in the past? Which ones work well? Which ones did not?

### **What do you anticipate needing at college?**

### **General Guidelines For Documentation Providers**

#### **1. A diagnostic statement identifying the condition(s).**

As appropriate include ICD or DSM codes, the date of the most recent evaluation, or the dates of evaluation performed by referring professionals. If

the most recent evaluation was not a full evaluation, indicate when the last full evaluation was conducted.

#### **2. Current functional impact of the condition(s).**

The current functional impact on physical (including mobility, dexterity, and endurance), perceptual, cognitive (including attention, distractibility and communication), and behavioral abilities should be described as clinical narrative and/or through the provision of specific results from the diagnostic procedures. Descriptions should provide a sense of severity, information on variability over time or circumstance and potential environmental triggers.

#### **3. Treatments, medications, assistive devices/services currently prescribed or in use.**

A description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the condition(s). Include any significant side effects that may impact physical, perceptual, behavioral or cognitive performance.

#### **4. The expected progression or stability of the impacts described over time.**

This description should provide an estimate of the change in the functional impacts of the condition(s) over time and/or recommendations concerning the predictable needs for reevaluation of the condition(s). If the condition is variable (based on known cycles or environmental triggers) are they under self-care for flare-ups or episodes?

#### **5. Recommended accommodations and services.**

Recommendations should be logically connected to the impact of the condition. When connections are not obvious they should be explained. Recommendations will be deferred to whenever possible but will be evaluated in the context of the course or program.

Also of interest: The U.S. Department of Education Office for Civil Rights has issued a new pamphlet "Students with Disabilities: Preparing for Postsecondary Education: Know Your Rights and Responsibilities" The pamphlet is found at <http://www.ed.gov/ocr/transition.html>

**TACCLD PLANNING COMMITTEE MEMBERS 2005-06**

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*Lydia Block, Block Educational Consulting*

*Lois Burke, Office for Disability Services, The Ohio State University*

*Michelle Butler, Muskingum College*

*Patty Carlton, Office for Disability Services, The Ohio State University*

*Joseph Cantrell, Columbus Academy*

*Wayne Cocchi, Department of Disability Services, Columbus State Community College*

*Tammy Cooper, Marysville High School*

*Tom Diebold, Central Ohio Special Education Regional Resource Center*

*Pat Hadler, Parent Advocate*

*Marge Hazelett, Disability Services, The Ohio State University - Marion Campus*

*Charla McAbier, EHOVE Career Center*

*Sue McCauley, Center for Advancement of Learning - Muskingum College*

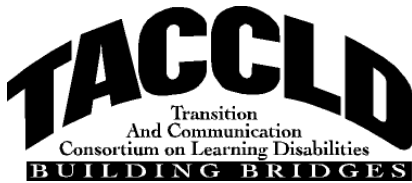
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