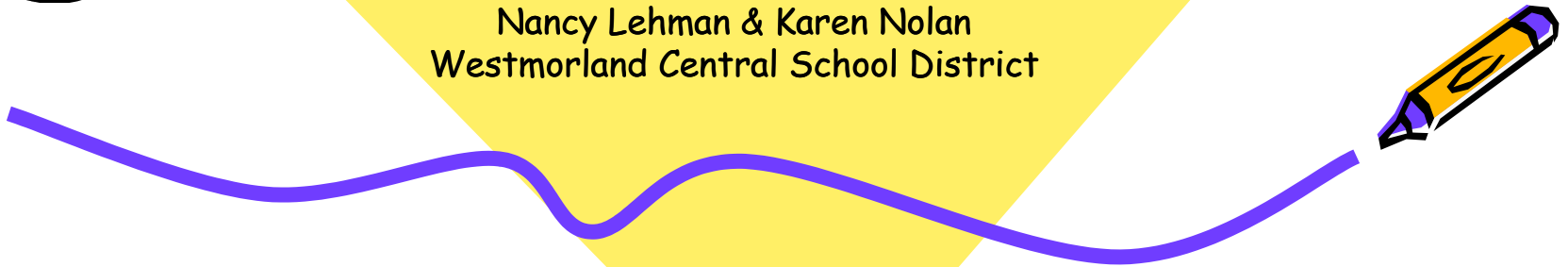




Project ENABLE

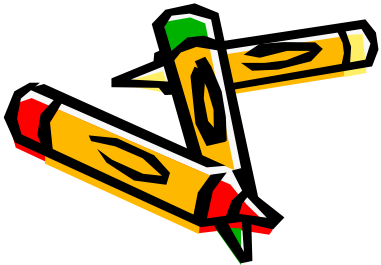
Presented by
Jim Cichon
Nancy Lehman & Karen Nolan
Westmorland Central School District



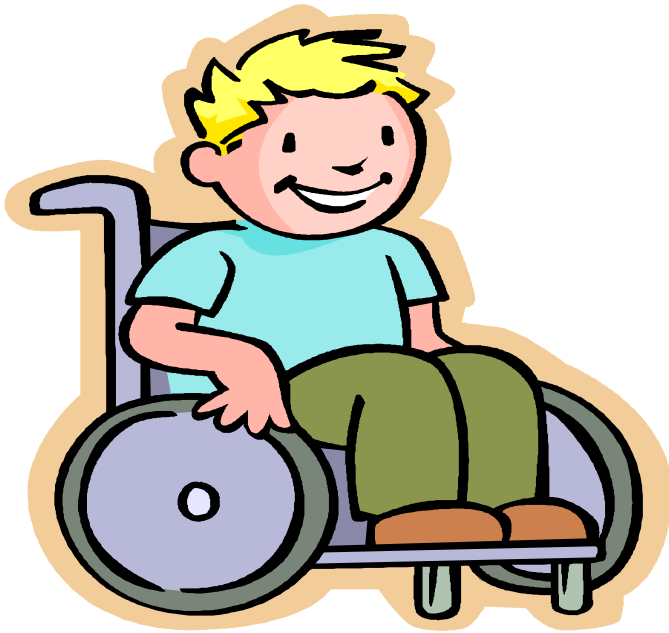
Project ENABLE

- What does Project ENABLE mean?

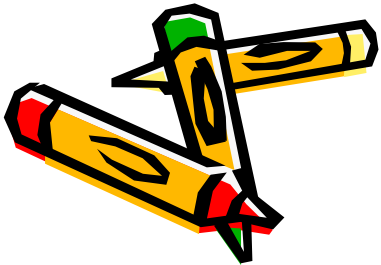
Expanding
Nondiscriminatory
Access
By
Librarians
Everywhere



Purpose of Project ENABLE



- Purpose:
 - Meeting the needs of students with disabilities in the library setting by providing increased accessibility and assistive technology.



School Disability Law and Policy



- "The Americans with Disabilities Act (ADA) and Rehabilitation Act require that the classroom be physically accessible to **all** persons with a disability who may use the classroom" (Nutshell Primer).



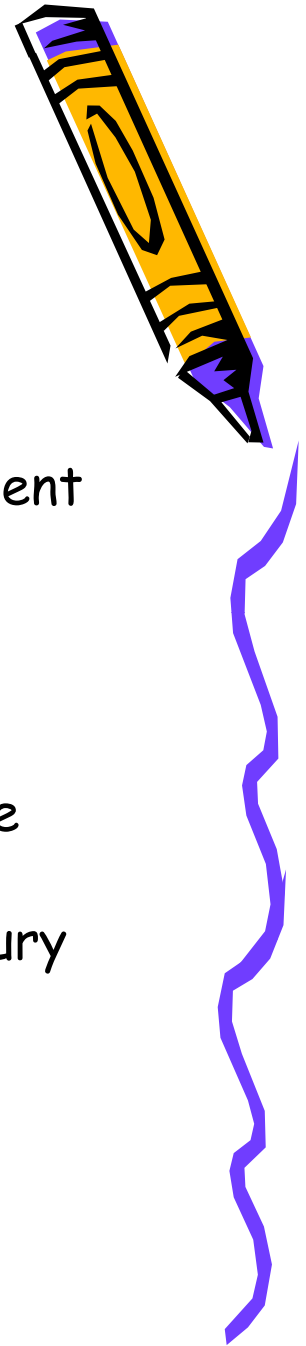
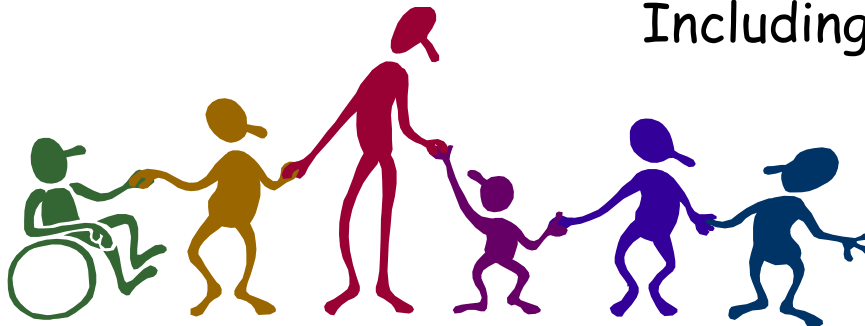
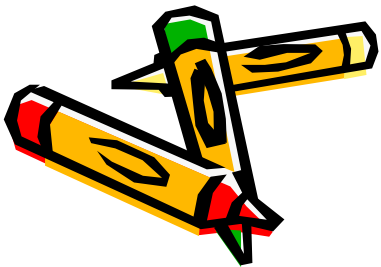
School Disability Law and Policy

- Under the **Individuals with Disabilities Education Act (IDEA)**, children with disabilities **must** have access to the general curriculum to the maximum extent appropriate" (Nutshell Primer).



Eligibility Categories under IDEA

1. Autism Spectrum Disorders
2. Deaf-Blindness
3. Deafness
4. Developmental Delay
5. Severe Emotional Disturbance
6. Hearing Impairment
7. Intellectual Disability
8. Multiple Disabilities
9. Orthopedic Impairment
10. Other Health Impairment
11. Specific Learning Disability
12. Speech and Language Impairments
13. Traumatic Brain Injury
14. Visual Impairments Including Blindness

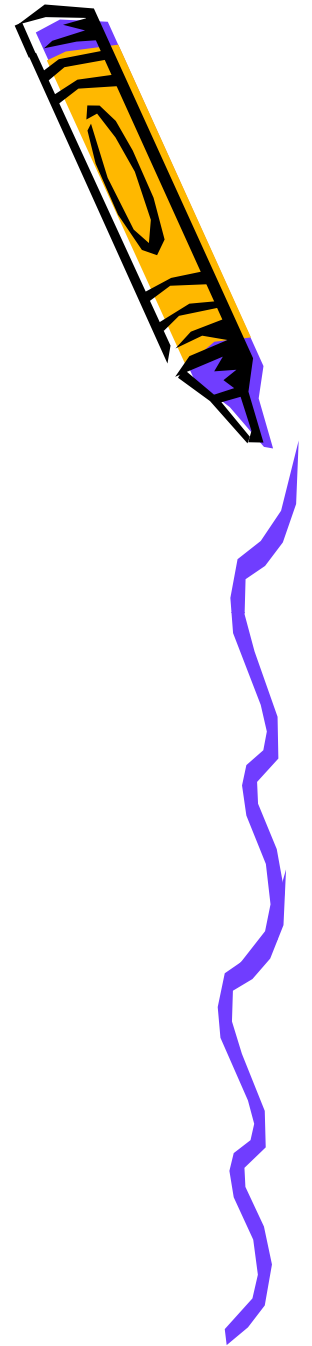


Principles of Universal Design

- **Universal Design:**

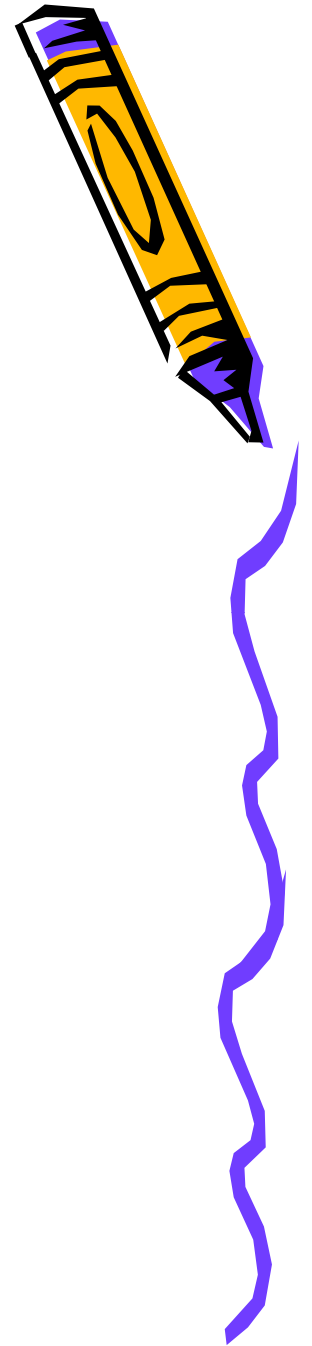
"The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design"

(Copyright 1997 NC State University, The Center for Universal Design).



Seven Principles of Universal Design

- **Principle One: Equitable Use**
 - Needs to be **useful and marketable** to people with diverse abilities.
- **Principle Two: Flexibility in Use**
 - Needs to **accommodate** a wide range of individual preferences and abilities.
- **Principle Three: Simple and Intuitive Use**
 - Needs to be **easy to understand**, regardless of experience, knowledge, language skills, or current concentration level.



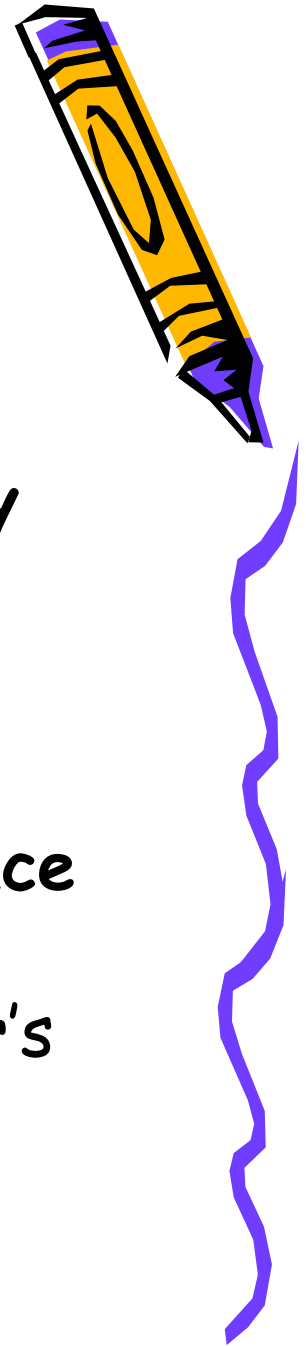
Seven Principles of Universal Design

- **Principle Four: Perceptible Information**
 - Needs to communicate necessary information effectively, regardless of ambient conditions or the user's sensory abilities.
- **Principle Five: Tolerance of Error**
 - Needs to minimize hazards and adverse consequences of accidental or unintended actions.



Seven Principles of Universal Design

- **Principle Six: Low Physical Effort**
 - Can be used **efficiently and comfortably** with minimal fatigue.
- **Principle Seven: Size and Space for Approach and Use**
 - Needs to have **appropriate size and space** to provide for approach, reach, manipulation, and use regardless of user's size, posture, or mobility.





Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

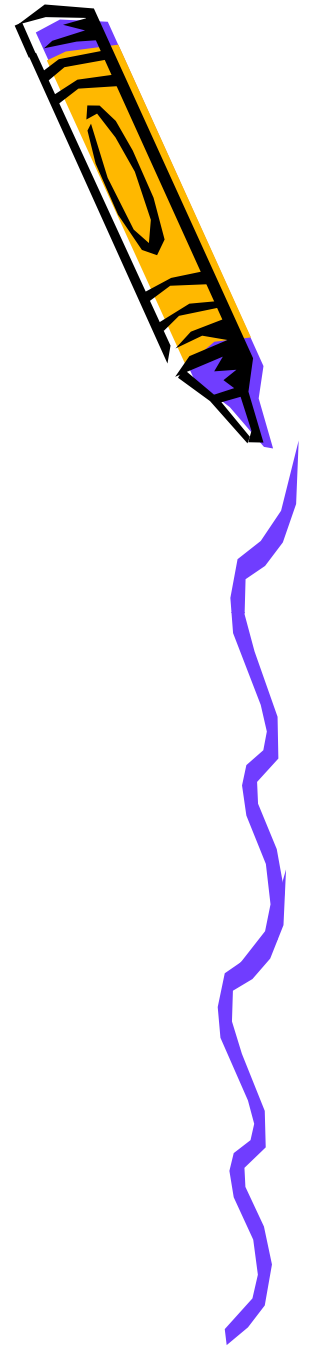
9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection



Nutshell Primer: Meeting the Needs of Students with Disabilities

- Classroom teachers, special education teachers, and school librarians are responsible for:
 - Creating an accessible environment
 - Providing individual and valuable learning opportunities
 - Ensuring effective communication
 - Equal opportunity to benefit from school programs and services
 - Access to information technology



School Librarian- Library Design

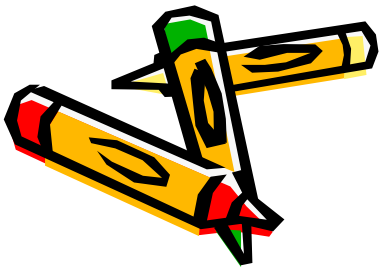
- *Library Design*
 - Library must be accessible under the same laws that govern the classroom.
 - Paths to computers should be unobstructed and accessible.



School Librarian-Computer and Internet Accessibility

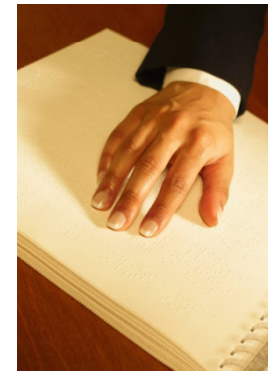
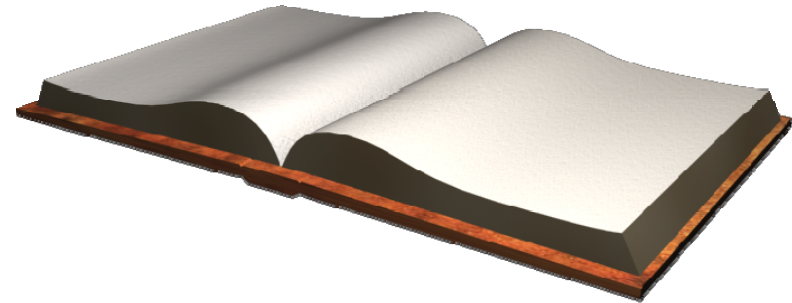


- Make the internet more accessible by providing modifications and accommodations such as screen readers and headphones.



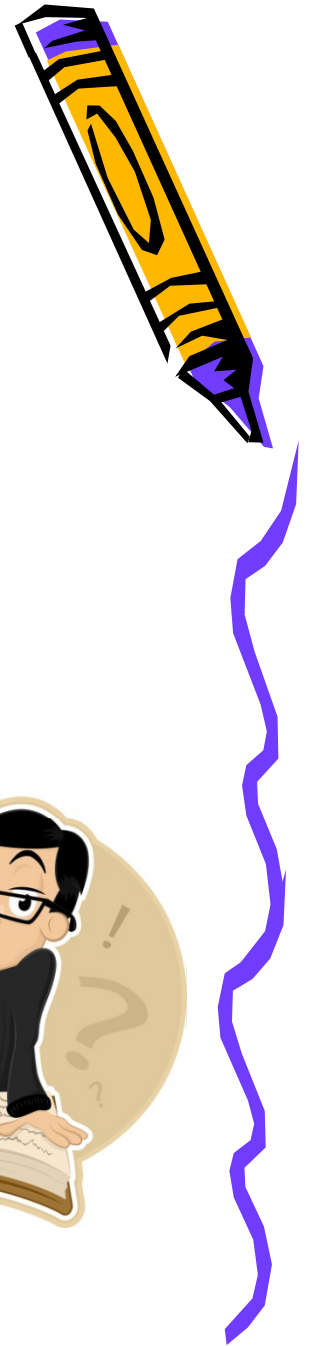
School Librarian Books and Research

- Librarians must use a wide variety of materials in various formats such as large print or Braille books to accommodate students with disabilities.



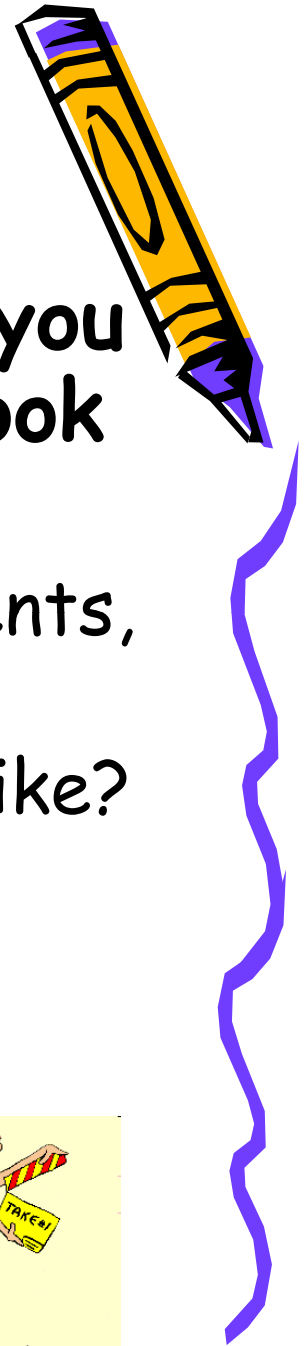
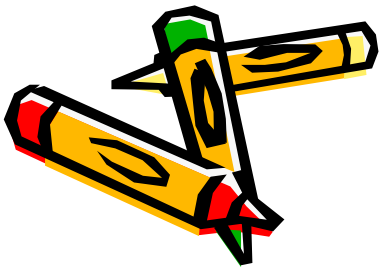
Library/Classroom Accessibility Action Plan

- **Team Members -**
Collaboration between the media specialist and teachers is essential to developing an action plan.



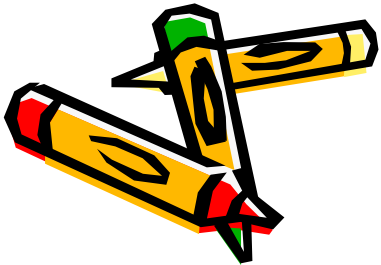
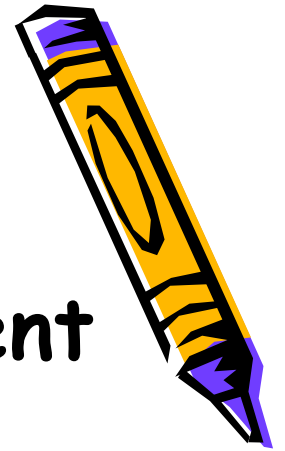
Action Plan Step 1

- Step 1. Create a vision of what you want your library/classroom to look like.
 - Think about the stakeholders: students, parents, educators etc.
 - Brainstorm: What will success look like?
 - Develop a Vision Statement. (i.e. Curriculum planning will promote curriculum for All students.)



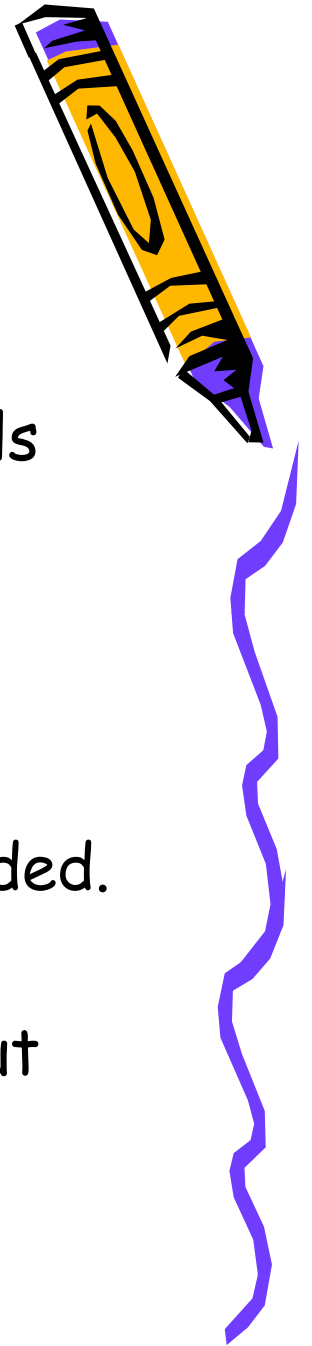
Action Plan Step 2

- Step 2. Take stock of the current situation.
- Create a picture of the current situation and think about:
 - Activities, events and processes
 - Barriers and challenges that impact achievement
 - Stakeholders who are key to the vision



Action Plan Step 3

- **Step 3. Develop a strategy**
 - 1. Brainstorm, target and define priority goals and related objectives.
 - 2. Brainstorm methods, resources, and benchmarks to achieve your results.
 - 3. Prioritize 1 and 2.
 - 4. Assess progress and revise actions as needed.
 - 5. Stop, take a look around, and revise!
 - (Refer to "Equal Information Access" handout for more details.)



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

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CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

