STRENGTHS BASED MARKETING FOR LEARNING DISABILITIES
PHILOSOPHY

Using a strengths based approach allows individuals to tap into their personal strengths, abilities, and the empowerment resources they have.

Founded around social model of disability- where the problem is society’s and not the individuals
What are your strengths?
Photo is one of the strengths based posters with a header Attention Deficit Hyperactivity Disorder. This is a portrait of a head with the brain visible. Above the brain are thought bubbles containing strengths based words, energetic, determined, perseverant, problem solving.
Photo is one of the strengths based posters with a header Deaf and Hard of Hearing. The design is of three hands in a circle connected with arrows point to the hand on the right. Listed in the middle of the circle is Holistic Learner, Alternative Communication, and Community Builder.
Photo is one of the strengths based posters with a header Autism Spectrum Disorder. Inside a circle in the middle of the poster is the autism spectrum with strengths based words in the circles and ovals. Words include attention to detail, sense of self, independence, focus, and structure.
Photo is one of the strengths based posters with a header Anxiety and Depression. In the middle, two heads face each other with geometric shapes leaving the heads to meet in the middle above them. Underneath, strengths based words creative, focused, and systematic are listed.
DISCOVER DISABILITY ACCESS SERVICES...
BECAUSE YOUR SUCCESS IS IMPORTANT

DAS OFFERS...

- ALTERNATIVE FORMATING & TESTING
- CLASSROOM ACCESS
- DEAF AND HARD OF HEARING ACCESS SERVICES
- NOTE TAKING SERVICES
- LAB & LIBRARY ASSISTANCE
- AND MANY MORE!

CONTACT INFORMATION

DISABILITY ACCESS SERVICES
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VISIT DS@OREGONSTATE.EDU TO FIND OUT HOW WE CAN ENHANCE YOUR SUCCESS
The process of archiving is and can be quite simple.

- When video requests are sent in, create the file on the DAS database and be sure to put the location of the physical video (Drive A,B,C,D) and type of media (clip, flash video, link, etc). Additionally, be sure to put the full name of the video as the title!

- Finish the captioning and send back to the original requester.

- Upload the caption file, named the title of the video, to the original database file that has already been created.

- Place both caption and video file on the respective drive in a file folder with the name of the video as the title.

Finishing the archiving process during the captioning process rather than end of the term or end of the week, will help to alleviate back-up and cut down the time needed to do a term’s worth of archiving.
PEER MENTORING AT DAS
HISTORY OF PEER MENTORING
WHY BRING IT TO OSU?
SCHOOL COMPARISON

Western Illinois University V. Indiana University

Program similar

Different components

- Mentors
- Selection
- Reason
- Progression
PROPOSED IDEA

Peer mentoring is designed to help retain students in all settings, including all eligible first year, transfer and Grad students.

Goals:
- Establishes academic help in respect to DAS and OSU, while also providing new students with a comfortable “friendship”.
- Program Size: Progressive size, start with small sample, 5-10 mentors with 1-2 mentees each, after a 1 year pilot move full scale and have more mentors
MENTORS

- Chosen through an application process
- Both identifies with a disability and some that don’t
- Both paid and non-paid
- 2 meetings a week
- Follows curriculum
- Has 5-10 mentees

A general food for thought: providing mentors with an AHE leadership/mentor development will help the success of the mentors and the program
MENTOR APPLICATION

• Statement of the applicant’s expectations
• Special interests, which are helpful in matching mentors and mentees
• A complete list of personal references
• Employment history
CURRICULUM EXAMPLE

Each week is different

Week 1:
  Accommodations at DAS

Week 2: OSU Academic resources

Week 3: Extra-curricular activities
MENTEES

1st year, chosen through an application process, subsequent years offered during orientation

Willingness to utilize resources provided by mentor
MENTEE APPLICATION

• Goals/plans for the program/academic year
• Interests/hobbies
• Major/career aspirations
EVALUATION

• This program is adaptable
• Term evaluations for quick changes and end of school year for long term changes
• Being flexible is key during the first few years
EVALUATION SURVEY

Did it work?
What needs to be changed for next year?
What worked well this year?
Here is my haiku
Jon said I wouldn’t do it
Proved him very wrong