

EVERETT DEIBLER: In 30 seconds, so just -- so you know that.

SPEAKER: The broadcast is now starting. All attendees are in listen-only mode.

MICHAEL STOEHR: Good morning. I'd like to welcome everyone to today's session that is designed for youth and young adults on the topic of universal design for learning. This is part of a series of trainings that we're doing this year. And this particular topic, we presented to administration folks, to teachers and other folks that work with young adults in transition, and this afternoon at one o'clock, we're doing a similar presentation for family members. But today's session is designed specifically for youth and young adults involved in the transition process.

Before we get started, I wanted to show folks where you can find the handouts for today. And if you go to the PaTTAN website, it should be on your screen, you go to the calendar section, and then what you're going to do is scroll down to today's date, which is January 30th. Oh, sorry about that. Just give me one second. Okay. You click on the -- okay, and then when you're there, you're going to -- okay, when you're there, you're going to click on the Making Connections for January 30th. You go to the handouts for youth and young adults. And when you're there, you're going to go ahead and you'll see a Download This Item. And when you click on that, you'll see three separate handouts. One is the PowerPoint for today, one is an activities sheet we're going to be using, and then the last is a questionnaire so that if you as a young person, youth, young adult are not sure of what your strengths or needs are, that particular questionnaire is something you can work on with another person, an adult, a mentor in your life to help you with that.

Okay. I'm going to next -- so we're going back to the PowerPoint. And hold on one second. Let's go ahead and scroll up. Okay. So today our presenters are Sarahh Heinzl and Everett Deibler. And Sarah, if you want to just say hi -- hey to folks and tell us a little bit about yourself.

SARAH HEINZL: Sure. My name is Sarahh Heinzl. I'm from Pittsburgh. I've been with PYLN for two years now. This is my first webinar, so hopefully it goes well.

MICHAEL STOEHR: Okay, great.

SARAH HEINZL: Yeah.

MICHAEL STOEHR: All right. And we'll be back to you, Sarah, in a couple minutes. And we also have with us Everett Deibler. Everett?

EVERETT DEIBLER: Hi, guys. I'm Everett Deibler. I've been with the PYLN now for -- it feels like forever. Seven years. I guess I am currently the PYLN president and look forward to doing this and have been doing these webinars for a while, but I love doing them. And if you have questions, please ask us.

MICHAEL STOEHR: Okay, great. All right, with that I'm going to turn this back over to Sarah. And Sarah's going to do some of the first introductory slides regarding universal design. So hold on one second. Let me give the screen over to Sarah and we'll have her. Okay.

SARAH HEINZL: Okay.

MICHAEL STOEHR: You're good.

SARAH HEINZL: Once I'm -- okay, so what is universal design for learning? It's an idea that everyone learns differently, that there is no one way to learn something. So basically there's no single, one-size-fits-all way that an individual should learn something. The universal design for learning is saying that we should have flexible approaches that can be customized and adjusted to every individual's needs. This way of thinking makes every student as efficient and effective as they can be because it's -- because there's -- because an easier way for you to learn something may not be the easiest way for another individual to learn something. And we'll actually get into why in a couple slides, but keep in mind that because you learn differently does not make the way you learn the wrong way.

Okay. In order for all youth to be successful, they need to be provided with multiple ways of getting information and show what they've learned. Teachers are going to be concerned with what you've learned and if you can show that you've learned it. You, on the other hand, should be concerned with how you've learned it so that you can use the same method. And sometimes it doesn't take -- it takes a couple tries. It's really trial and error. But once you do find out how you learn best, whether that be notecards or study groups, you can continue to use that way and stay as effective and efficient as you can be.

So the universal design for learning came from the universal design in architecture. And the idea behind universal design in architecture is assuming that everyone is going to use this product. So basically everybody with every type of ability, age, status is going to need to use this product. The examples on the screen here include ramps and curb cuts. The goal for everyone is the same: to get on the sidewalk or to get into this building. Anyone can use a ramp and anyone can use a curb cut, but not everyone can use a set of stairs or a regular curb. The other thing I'd like to mention about this slide is that it is much easier to build something that you need in the beginning versus having to remodel. And a

great example of this is that my old house, they had a concrete step to get onto the walkway to get to my house. And it would have been much easier to make this step a curb cut or a small downgrade, but because my parents didn't plan on having a child with a physical disability, which really no parent does, we have to spend -- we had to spend about \$5,000 to make this huge ramp that took up the entire walkway because ramps have to be a certain height-to-length ratio.

So here's some examples of universal design in our daily lives. Ramps and curb cuts: as mentioned before, these are great for people with physical disabilities, but they also help people with strollers, walkers, and even people with those roller book bags and suitcases. And here's a question for you guys: have you ever seen those yellow plates that are bumpy that are on the curb cuts nowadays? Well, those are for people who are blind or have vision problems so that they know that they're on the other side of the crosswalk safely. And actually, they're starting to make those plates vibrate so -- to further help people with vision problems. Digital books with text-to-speak: many people use these because they have problems retaining what they've read, but they're also great for drivers who have those long car rides ahead of them. Video captioning and television: I know people who use video captioning because they're deaf, but I personally use video captioning when I'm watching movies with my nieces and nephews and they're running around and they're screaming and doing something throughout the entire movie. Easy grip tools, which I am personally very thankful for because this means I don't have to carry around a special set of pens because most pens have those no-slip grips. Electric doors, which I'm guessing means those sliding doors that you see oftentimes at the mall. Which again are great for people with physical disabilities who may need help opening doors, but they're also great for people with strollers. And then lever doorknobs: these are a great idea, and especially for those who have problems grasping regular doorknobs, but they're also easier for service dogs to open and even someone who just has their hands full. There are many different examples of universal design that we see every day.

Okay, universal design for learning and brain research. There is no normal student. Every brain works differently. And again, what might be easiest for you to learn something is not the easiest for someone else. Like ramps and curb cuts, everyone's goal is the --

MICHAEL STOEHR: Okay, I'm not quite sure. We lost Sarah there for a minute, so we're going to go ahead onto the next slide. And I'm going to go ahead and turn this over to Ev. And Sarah, hopefully you can still hear us. If you want to maybe disconnect and reconnect, that would be great. And with that, Ev, I'm going to turn the screen over to you to pick up with the next slides. So just give me one second. And

let's switch over to you, Ev. And hang on one second. Let me get your volume up and give me one minute. Okay, Ev, you should be good.

EVERETT DEIBLER: I am here now. Hi. The parts of universal design are getting information, showing what you know, and providing the best place and environment for learning, and trying to explain why you want to learn what you're learning. So we're going to look at all four parts of this, but really -- I mean, think about it. What are some ways that we get information today? And what are some ways that we show what we know in school and different things, and providing the best environment for students to learn and for young people to learn, and kind of explaining why you want to learn what you do? Whoops.

So what does getting information kind of entail? You might want to use -- there's multiple ways. You do it typed, you could do it written, you might use pictures or photographs. I know a lot of you probably use Facebook and you use Twitter and you're out there and you're on the internet. And you learn by different ways, and you gather information differently. A lot of us might use Wikipedia or Google, things like that. Maybe when you're getting information, you need to have the font size different. Maybe it's -- you need to have things read to you by someone. So it's all different ways of getting information. And kind of think about that. As you're out there today as a young person, thinking, what are the best ways for me to find out what I need to know? What are the best ways to do that? So as we're looking at this, hopefully it will all kind of make sense because Sarah was trying to explain universal design, and at times, it can be really hard to understand because you're like -- you don't even realize it's being done. But really, it is. But hopefully by going through these four things, you'll be able to really see how it does actually impact how you learn and who you are as a person. Do we need to scroll here? All right.

Some of you may have to have a definition guide or have hard words explained to you, things like that. You know, and trying to get information, having extra time to go over basic info. I know sometimes for people it's like, I don't really understand this. And having that extra time is kind of part of this whole universal design for learning concept. And then also just allowing you time to ask those questions and saying, do you have any questions? How would it be best for you to learn best? And really, again, like I said, knowing these sort of things and having this information can really help you become a better learner and really help you understand what you need in terms of your disability and what kind of things you need to do to learn. Michael, do you want me to just tell my story right now or do you want to --

MICHAEL STOEHR: Yeah, sure. Go ahead.

EVERETT DEIBLER: Go ahead? Okay.

MICHAEL STOEHR: Yup.

EVERETT DEIBLER: For me, getting information is kind of interesting. I know when I transitioned to college, I really did -- a big thing for me was having somebody there to help me take notes at times because my handwriting at times in a stressful situation can get pretty bad. Like really bad. And so having a note-taker -- and also, I would purposely use the internet and use a lot of sources to find my information. And I found that videos are the best way that I learn. And so I like to go to YouTube all the time to try to find out what people do. Or if I'm learning something, I like to find a video of somebody showing me something, of what to do and everything else. So yeah. That's me.

MICHAEL STOEHR: Okay, great. What we're going to do now because Sarah actually -- she just sent me a text and her power at her house has gone out. So hopefully the power will come back on at some point. But what we're going to do now, folks -- one of the handouts that you have with today's materials -- I'm going to go ahead and switch over to my screen. And we're going to go ahead and pull that up because we have an activity we would like you to do now. So hold on one second. Let me get our worksheet up and switch the camera back over so you can see. All right.

EVERETT DEIBLER: I feel like I'm posing right now.

MICHAEL STOEHR: You are posing. Strike a pose there, Everett. Like vogue. Do some vogue. Okay. There we go. And we are back. Life is good. Okay. What -- hold on one second, Ev. I need to make sure the bar for your site's muted. Just give me one minute.

EVERETT DEIBLER: Okay.

MICHAEL STOEHR: All right. So you have this handout, and hopefully folks had a chance to download and make copies. The first page is a piece about understanding your accommodations and supports. And it just gets a quick summary; a lot of what Sarah actually has talked about when she was doing her section. But where I want you folks to go now is on the second page. It's the universal design for learning worksheet. And what we would like the folks viewing our broadcast today is to take about three to five minutes and think about, what are the best ways for you to learn, to get new information? Everett talked about some different examples. He discussed his own story. And what we'd like you to do now is to take, again, about three to five minutes and answer the question, what are the best ways for

you to learn or get information? Do you -- need to learn something new. What do you need to have available to you to be successful? So let's just take a couple minutes and go ahead and do that activity.

Okay, we are back. And hopefully you had a minute or two to look at that question and thought of some examples of how you personally learn best, which is probably different for everybody listening to this. With that, Everett, I'm going to go ahead and turn this back over to you, bud. So you will be back on.

EVERETT DEIBLER: I hit the little Show My Screen button, so [inaudible] on.

MICHAEL STOEHR: Okay, there you go.

EVERETT DEIBLER: Yay. There I am. All right, so you know, a lot of youth then talk about, you know, what it's like to maybe take a test or, you know, maybe to do a project. But wouldn't it be cool in a way - and this is what universal design for learning is all about, is being given choices to show what you know. Maybe it's doing a presentation or talking to people about it. Maybe some of you like to do that. Obviously as you can see as I sit here, I like talking. It doesn't bother me. I'm okay with it, whatever. Maybe you like to write down things. Maybe it is taking a test. Maybe you like it that way. But there is other ways to show what you know. Is it maybe -- do I see dance on there? So you want to do a dance? You know, vogue a little bit? I don't know. Maybe you do. Maybe it's a poem. I used to really like to write poetry, but it wasn't necessarily about the things that I've learned. But maybe it'd be a cool way for you to write down like, this is -- let me show you that I know. Maybe it's drawing it out in a cartoon or storyboard type thing. Maybe it's going on Facebook and doing some kind of web-based presentation, creating a Facebook fan page. Maybe it's that. Maybe it's creating a game. I know some teachers like to use like Jeopardy PowerPoint games. Those are all sort of things that work and allow students or young people to show what they know.

And I think it's really, really nice for students to really know this is what -- the kind of stuff that's being done in schools. And it can really make you aware of how -- you know, then you can maybe tell a teacher, you know, I really like doing things like this. I like projects that let me draw. I like projects that let me present to people. I like projects where I get to write things out. I like those things. So being able to understand, you know, how do I like to show what I know?

So we've been over two things. One is getting information. How do you like to do that? But then how do you also like to show the people that, yes, I have learned this? All right? Sorry, Michael, I need to scroll out of here. You know, and the other way could be, and I did a lot of this in college, is using

flashcards with somebody and saying, look, give me these flashcards. How many of you have done that out there? I can't see it. I can't see you, but think about it. How many of you have used the flashcard game or whatever and how many of you have gone to your parents and maybe done like a spelling test practice, things like that?

And again, I guess I can give another personal story about this. I really -- at one point or another, I had to do a book report. And it was about a gentleman by the name of Jackie Robinson. And so in school when I was in fifth grade, I actually dressed up like Jackie Robinson and did this whole presentation about Jackie Robinson and pretended that I'd fallen from the sky in my Dodger uniform that my mother had made for me. And it was a really, really fun experience. And I will never forget doing that presentation because I thought that was the coolest thing. Because my teachers allowed me to demonstrate it the way I wanted to because I went and asked them. So really, I'm not saying that, you know, go ask your teacher, can I do it this way instead? But it really is thinking about, what do you do best?, and being able to use that strength to show what you know. That way, people can really say, you know what? That person over there? That student over there really learned what they said they learned. And they showed it to me by doing this. So kind of a cool story, I guess.

MICHAEL STOEHR: Great. Thanks, Everett. And that actually was a very cool story. I'm going to go ahead and switch. Sarah's still trying to get on, so hopefully she will be back with us before the presentation's over. So just give us one second. We're going to go ahead and look at the worksheet again. And the next question on the worksheet is, what are the best ways for you to show that you have learned something? So when you have the -- it's a new activity that you have never done before or you're learning new words, new vocabulary words, how would you show that you've learned that best? And Everett gave a bunch of different examples, you know, tied to the ways of either writing them out or -- like Everett has mentioned in his report that he did on Jackie Robinson, he actually dressed up like Jackie Robinson and presented that information. So thinking about yourself, what are the best ways for you to show that you really have learned something? And let's take a couple minutes to look at that question.

Okay, with that, we're going to go ahead and switch back to Ev. And Ev, just give me one second. We'll switch back to your screen. Okay, back to you.

EVERETT DEIBLER: Michael, they're saying that was a little quick. I'm actually in a room full of young people.

MICHAEL STOEHR: Okay. Well, we'll give you a couple more minutes, then.

EVERETT DEIBLER: There you go. We'll give you --

YOUTH: Thanks, Michael.

EVERETT DEIBLER: Yeah, everybody's showing you love.

MICHAEL STOEHR: No problem, large group of people. So we'll just give you guys a couple more minutes to think about the ways that you can best that you know something.

LADY: Just to clarify, we're just on question number two, okay? So you don't need to go ahead and answer the other questions yet.

EVERETT DEIBLER: Hey, Michael?

MICHAEL STOEHR: Yes, Everett?

EVERETT DEIBLER: Are you getting feedback from the group over here?

MICHAEL STOEHR: No, I -- it's not too bad.

EVERETT DEIBLER: Okay.

MICHAEL STOEHR: Okay. Are they good?

EVERETT DEIBLER: Are we good, group over here? I think so, Michael.

MICHAEL STOEHR: Okay. So go ahead on, then, Ev.

EVERETT DEIBLER: Okay. Sorry guys. We're going to look at now multiple environments or places to learn. And I kind of want to do a thing and just kind of -- and maybe do a show of hands where you are if you're in a group. How many of you that are students out there actually know that you may change your environment when you take a test? How many of you go to different rooms to take a test? How many of you do that out there? Or you need -- maybe you need someone to help you work with -- who gets their test maybe read to them? Anybody get their test maybe read to them? So think about all these things in terms of multiple environments. It could be just getting rid of distraction, getting rid of noise. Maybe you use noise-canceling headphones, earplugs. Maybe you need to have your iPod in your ears when you're taking the test. Maybe you just need to go to a different room or maybe use a different desk or, as I said, you know, change who you're working with. If it might be a teacher that might read the test to you, maybe it -- you'll work in a group and that's easier for you. Things like that. And it makes it easier.

So again, these are all things as a young person that you can really be aware of. This whole getting information: how do you do that? When I take a test, it's much easier for me to do it in a quiet area. It's much easier me -- for me to do it in groups. It might be easier for me when I have my iPod on. Or maybe I need to take a break, things like that. So just kind of think of those things. And we really want to make you aware. And that's why we're doing this presentation. But I know for me, one of the things that I like to do while I'm working or learning something or whatever is I always have some kind of music on or even the TV. Typically I will have either Sports Center on or I will play Pandora, all right? That's what I do. And it's kind of like a weird psychological thing for me. If I have the TV on, it has to be ESPN or it feels weird. Like I don't know why. That's just me. That's how I do things best. And a lot of times -- or I have resorted to using like ESPN radio, too. It's just one of those comfort things because I love sports and it makes me feel like I'm not alone, either. Like I feel -- when it's too quiet for me, it kind of freaks me out a little bit. So that's what I try to do, is put myself in an environment. But then when I'm taking a test or something like that, I really like to have it quiet, too. So I'm kind of picky, I guess, but I think we all are in some ways. Like how does it work best for you? In what environment do you learn best? And I think it's really, really key for you to be able to tell someone that. Again, being able to advocate for yourself and tell people, hey, this is what I need, this is what I do best in, is really going to help you if you go to IEP meetings, all right, and different things like that. All right?

MICHAEL STOEHR: Okay, Ev. Thank you. And we're going to go ahead and switch and go back to our activity sheet. So just give me one second to do that. All right-y. So we've talked about -- you had just a minute to -- hmm, sorry. You've had a few minutes to look at how you learn information best, how you are able to show that you've learned. And now this next question is getting at what Ev just went over. It's discussing in what environment you learn best. So it's like Everett was saying with -- he needs to have some type of music on or ESPN on, and that helps him learn. So again, let's take about five minutes and think about, when you need to learn something, how do you like your environment? Perfectly quiet, maybe with some noise? Do you do better in a certain place in the room? Thinking about, what are the things that you need to really help you when you need to concentrate and learn something?

Okay, we're going to go ahead and move on and turn this back over to --

EVERETT DEIBLER: Okay. Here I am again. All right. So think about, why do you want to learn something? As a young person, sometimes when you're sitting in school, sometimes it might feel like, why am I learning this? Why are we taking this test? Why do I have to know algebra? Why? But let's think about things that you want to do. Think about what -- you would like to do for your life and why you want to

learn. Maybe it's you have a long-term goal of -- maybe your long-term goal right now would be to get into college. So you know that you have to get certain grades to get into college. Maybe in the future, you want to learn that -- how to live on your own in an apartment. Well, at times, that can mean learning how to cook or learning how to do laundry. What motivates you to learn the things you do? What do you know that says, you know what? Because I have this or because I want to do this, this motivates me to learn the things that I have to learn?

And you want to always ask people that you're learning from, you know, how am I doing? And really -- and that's kind of where grades and things come from, too, but it really would be -- you know, if you're learning how to do something, you know, is this what you were looking for? Is this okay? Am I doing this okay? Have I learned this concept correctly? [inaudible]. And then one of the biggest things that I always do is develop awards when you learn something. Like if I were to take a test or do something and I did well on it, I would purposely like give myself a break the next day or I would make sure to hang out with my friend or play videogames all day the next day because I know that I have the time now because I have shown that I've learned. And it really helped me to like actually manage my time a little bit, too. You know, like if you know that you have to do something to learn something -- what you do. Maybe it's read 15 pages and play a round of Call of Duty. I don't know. Maybe that's what it is. I used to have a friend in college that did that all the time and it helped them learn and helped them keep going. And it also helped them manage their time, too.

But I guess the example, the story that I can tell, around wanting to show or why I learn the things I learn -- I am now -- I guess I'm old for a youth perspective. I am 28 years old, but I just moved into my own house. And that has meant a lot of learning for me. I went through the whole college experience and then having your own house. But then also now I have to learn how to balance a checkbook and manage bills and all that happy adult-oriented stuff, which quite frankly kind of stinks sometimes. But if I want my electric to be on, I have to figure out how I have to pay it. If I want to be using my cell phone, I have to know how to pay it. Car insurance, different things. How does it work? Who do I talk to? One other big thing that I just did this morning before I came into work to do this webinar was taxes. Who do you call to do your taxes? Who -- what do you do? What forms do you use? Different things.

And I know that's kind of some unique things that you might not be thinking about right now, but maybe it's different things. You know, maybe it's about college. Maybe it's about a job. How do you go about applying for a job? Different things like that. It's all a learning experience, but it motivates you

to learn because we all want some money. We all may want to be able to live on our own someday and have the life that we want to have. So those are just some examples of why motivation has worked for me, but also really understanding what motivates me to learn things. And really, for me it's, do I have to learn this to be successful? What do I have to do to be independent? And I think a lot of young people out there probably want to be independent someday. So that's where the learning comes in. And you really want to figure out how you can do that and how you can motivate yourself and set goals for yourself to achieve those things.

MICHAEL STOEHR: Okay, great. Thanks, Ev. I'm going to move us on to our worksheet again. So just give us one second and let's change to that. And you're on the last question on the worksheet, and it's talking about, what motivates you to learn? In other words, what are those things that really are the reasons why you're trying to learn something? And Ev gave some great examples about that. The other thing that I wanted to mention to the sites, the folks that are on the call: if you could let us know who is at your site -- I know we have several large groups of youth/young adults that are viewing this presentation today. The best way to do that: if there is either a teacher or an IU person there, if you could just send me a list of who is at your site, that would be great so we can kind of keep track of who we've reached on today's call. And you can just email that to me at my email address. And I'll type that into the chat box. So let's go ahead and have folks work on the question about what motivates you to learn. If folks that are kind of hosting today's webinar could then also put together a list of who's in attendance at your site and send that to me, that would be great. And we're going to take a couple minutes for folks to work on this last question.

Okay. We are going to go ahead and move on. Hopefully folks had some chances, some time to look at the worksheet and fill in all the different sections. And if you didn't have time, I mean, that's something you can do after today's webinar. The other thing that we would like -- if folks at sites -- we have a few minutes remaining in our session today. If you have any questions that you would like to post to Ev or -- either about universal design for learning or any of the topics that we've gone over today, feel free to type those in in the question box. We'll take a few minutes to answer those. So please feel free to do that. We are -- so again, if you have any questions, again, from your sites, you can type those in in the question box and we will get back to you with an answer before the end of the broadcast.

All right, the next thing that we'd like to look at while you're thinking if you do have any questions, I just want to go over the next couple of slides. We would -- we at PYLN would love to stay in touch with you. So if you are able to connect to PYLN, these are a few different links that you can follow.

The first is to -- if you want to stay directly connected to us, you will notice there is a contact link. When you click on this, it basically will ask you for some of your background information, so name, address, phone number, the way you'd like to stay in contact with PYLN members. So if you go to that link, that will take you to a way to keep in touch with PYLN by giving us your information. You can also contact PYLN by going to the PYLN website at pyln.org. You can also catch PYLN on Facebook. They have a fairly active Facebook site. Or you can follow PYLN on Twitter at [PYLNnetwork](https://twitter.com/PYLNnetwork). So those are a variety of different ways to connect with Everett and the other folks that are involved in the Pennsylvania Youth Leadership Network.

The other thing we'd like to mention for today is those listening, and especially the youth and young adults on the call, we'd like you to go on and take a quick survey. And the link is provided there. I did send out a hard copy, I know, to the folks that are viewing it as sites. If you would like an electronic copy rather than going on and doing the SurveyMonkey, again, contact me and I can send that to your site. But basically this survey will ask some basic questions on the information that Ev went over today. And we'd really like to hear back from you so we can kind of keep track of how well we did on today's session.

Okay. I'm going to go back up to the question panel. And Ev, I'm going to go ahead and un-mute you in a minute. And we'll see if there are any questions from anyone in our audience. So again, if you do have questions, please type those in and Ev, I'm going to give the microphone back over to you.

EVERETT DEIBLER: It's not showing -- oh, there we go. There we go. Is there any questions, Michael? You can ask me anything. I'm pretty much an open book. If any of you are wondering, I like One Waltz and the beach, chocolate ice cream, and Raisinet candies and the Dallas Cowboys.

MICHAEL STOHR: I have a question, Ev. Yes. When you went to college, what types of things helped you -- if you had to study or learn something new, what were some strategies that you used?

EVERETT DEIBLER: In college?

MICHAEL STOHR: Yeah.

EVERETT DEIBLER: Okay. So the question for the audience that was here -- the question is what did I do in college to learn best or what did I use? I used flashcards a lot because I did -- I graduated with a psychology degree and also my teaching certification in secondary ed history. So a lot of history classes was based around learning facts about history. And you know, do you know who the 17th king of England was? Yes, because I had it on a flashcard. And what did he do? So I used those a lot. I already said that I

used a note-taker for certain classes that I felt took notes really, really fast. Because I told the professors -- I'm like, look. I'm trying to listen, but it's really hard for me to sit here and take these notes really fast. And so I had a note-taker that was there. I actually did a lot of studying in groups, too. I found that that was really helpful, too, to have people that were going over stuff with you all the time. And it might sound dumb, you know, like, oh, you get together outside of class to study like that? But it really helps. Those are things that I did, and I guess I always -- really with my learning, if I noticed that there was an issue with my learning with a professor, I always talked to them directly about the things I needed as soon as possible. So that way, they were aware of what my needs were. And then they knew that I was into learning the material, that I was motivated to learn it, and what I wanted to do. So yeah.

MICHAEL STOEHR: Okay. Another question: how could a middle school or high school student talk to their teacher about some of the ideas, the suggestions that we've discussed today? In other words, how they learn information better or how they can show that they learned. How -- what would you suggest for a young person in talking with their teacher, whether it's a middle school or high school kid?

EVERETT DEIBLER: I think that -- I mean, there could be potentially, I see, two ways. It's a good question, by the way. I see two ways. One would be at your IEP meetings if you have an IEP. And I'm assuming that a lot of the youth on this call do have an IEP or go to these meetings. They might not know, but that's where you can really say, look, this is where I -- this is how I learn best. This is what I want to learn. This is what I want to do. And really you'll find it's a lot easier to communicate that way. The other way would be -- I think would be to talk to your parents about this and also -- or a teacher that you really trust. And say, hey, I really am interested in making sure that I do well right now in the things I'm learning in school, but I really need people to understand that I feel like it would be much easier for me -- so I know for me in high school, I had teachers that I really trusted that I knew I could go to to have these conversations with and just kind of bring my concerns to them. So it really is finding that adult that you know -- it might be a guidance counselor who knows -- to say to them, this is what I need so that I can succeed and move out -- and graduate and be done with schooling. I hope I answered the question, but that was a good question.

MICHAEL STOEHR: Thanks. Another question came in. And you kind of addressed some of this before, Everett, but do you use any of the strategies that you talked about today in your personal life, especially as -- the fact that you're now living on your own in a new living situation?

EVERETT DEIBLER: Do I use some of these like -- okay. Well, I can honestly say that through learning over the last few years with PYLN and talking to other youth that are around the state, this whole idea of

having a young person learn or explain to someone how they learn, what their disability is, how it makes them -- what makes them learn best, what motivates them to learn, it's really kind of helped me to be aware of all those things. Because I would just tell people right off the top like, I need you to do this. And I think one of the biggest things that I've learned is advocacy and knowing what I need and how to ask for those things. But I think it's really taking a look at yourself. And I have been, in a sense, forced to because I do presentations like this. But I do it all the time. Well, especially when it comes to like cooking for me and my fiancée. She doesn't want me to burn the food, so I often will watch her the first time and then try it with guided instruction the next time. Or I'll watch a video on how to do something so that I can learn it and do those things. I guess one of the things that I can say that I recently did was we changed a bag in a vacuum cleaner. And I can honestly say that I have never done that before in my life. And for a Hoover vacuum, that is, I guess it's like some crazy thing. So I found a video on how to do that, and I used it. But I know -- I knew that that was the best way for me to go. It wasn't going to be reading the instruction manual because that kind of freaks me out sometimes. So there are some of the other examples, I guess. If people really care about my vacuum cleaner woes, I don't know, but it is what it is.

MICHAEL STOEHR: Good example. A question came in about how the young person could get more involved with PYLN. So I don't know if you want to talk about our upcoming regional session or we could then talk about those.

EVERETT DEIBLER: Okay, so the question was how young does the person have to be?

MICHAEL STOEHR: No, no, no. How can a young person get involved?

EVERETT DEIBLER: Okay, okay. I know that PYLN has developed a process for recruiting new members and having people get involved. I mean, obviously Michael already plugged our Facebook, our Twitter, our website. You can see videos there. I'm assuming eventually these webinars will be up there. All these webinars we've been having will be up there, too. So you can see them. You can read our toolkits and read things and see stories from our website, different things like that. But PYLN has developed a process for recruitment of new members, and every -- about the spring, February/March, we do what we call PYLN regional sessions. And we invite anyone to come learn about what PYLN does, what it means to be a youth leader, what it means to have a disability, and how you can apply that to your life. And then if we find people that are like really into that kind of stuff, we ask them to attend -- every summer we have the PYLN leadership forum where we have a select group of young people from those regional sessions come to this conference and learn really what it will mean to be a member of PYLN.

And we put them through essentially what is a leadership boot camp. But it's fun. We have fun, too. So we are having regional sessions, and I think the only one right now that we have scheduled for sure -- and Michael, you can correct me, but I think it's February 21st in Harrisburg.

MICHAEL STOEHR: That's correct.

EVERETT DEIBLER: Yeah, that -- but we are getting two more dates. We're looking at March 23rd, I think, for Pittsburgh, and sometime in February or March for King of Prussia. But we had to move the dates around, so --

MICHAEL STOEHR: Yeah. If folks are on the call, especially you folks, note that the session for PYLN in Harrisburg is still scheduled for February 21st. But as Ev has mentioned, because of a variety of conflicts, we are going to be rescheduling [inaudible].

EVERETT DEIBLER: That's not me. Or maybe [inaudible].

MICHAEL STOEHR: Okay, Ev. Do you have any closing thoughts or comments? Because we're about ready to wrap up.

EVERETT DEIBLER: I really appreciated the chance to do this. I know that this universal design stuff can be a little bit intense. Actually doing the presentation and figuring out what we could explain to young people about this was pretty difficult, so I hope you understand, you know, how do you learn best? How do you get information best? And what motivates you to be the learner that you are and where do you learn that stuff the best? So -- oh, does somebody here have a question?

LADY: [inaudible].

EVERETT DEIBLER: Do we have more time for another -- one more question, Michael?

MICHAEL STOEHR: Sure. Go ahead, Ev.

EVERETT DEIBLER: Okay. They said yes.

LADY: How can you become an assistant for people with hearing disabilities?

EVERETT DEIBLER: How can you what?

LADY: Become an assistant for people with hearing disabilities?

EVERETT DEIBLER: How can you become an assistant for people with hearing disabilities? Well, Michael, I mean, I kind of have an answer for this, but maybe you do, too. One of the things that I would focus on:

a lot of people that have a hearing impairment sometimes use sign language, so it's really, really crucial to maybe learn some of that. But it's also just to become, I think, exposed. And that's a bad word. Or meet someone that has a hearing-related disability because then you can know what some of their needs are. But you're not truly going to know what somebody's needs are when you're assisting them until you really get to know them because every disability is unique and different. But one of the tips that I would give for somebody that would like to do that would be maybe to learn some sign language and try to find out what are some of the common needs. And then you can maybe reach out to them. But also, like I said, be aware that every person is unique. Like I use a wheelchair and I have cerebral palsy, but there's other people that have cerebral palsy that don't use wheelchairs and can walk some and don't need the same assistance I do. So just be aware of that. I hope that answers the question.

MICHAEL STOEHR: All right. Great, Ev. Thank you very much. And I want to thank you and Sarah for today's presentation, the time you took in putting it together and presenting today. Again, as a reminder to folks on the call, if you can please fill out for us, and I'll put it back up on the screen, the survey that we have -- so let me go ahead and get that back up. We would like everybody to make sure that you're completing the evaluation for us. And again, if you use that link, it will take you to SurveyMonkey with the evaluation and summary questions. If you want that in a hard copy form, you can send me a note and I will send that to you. Again, we'd like to thank you all for joining in today's session. We look forward to you participating in our last webinar coming up in March as well as joining one of the PYLN regional sessions. And again, thank you to both Sarah and Ev for joining us and for all those that participated in pulling your sites together. Thank you and have a great rest of the day.