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CENTER FOR DISABILITIES AND DEVELOPMENT

# Possibilities in Education and Training

*A quarterly publication of the Center for Disabilities and Development, Iowa's University Center for Excellence on Disabilities at University of Iowa Stead Family Children's Hospital, Iowa City, Iowa 52242-1011*

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## ***Council Bluffs Family Reunited Thanks to Privacy Fence***

***By Mike Hoenig, Program Coordinator, State and Community Projects-  
Center for Disabilities and Development***

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Dawson Luth-Young lives with his family on a busy street in Council Bluffs. He enjoys playing basketball, mowing the lawn, and surprising his grandmother with phone calls. Just a few short months ago, Dawson was in danger of being separated from the family and home life which are so important to him.

"I had to have emergency surgery," explains his mother, Teresa. "I knew I wouldn't be able to meet Dawson's needs during my recovery, so I began to explore support options that would allow him to continue to live with us. All requests were denied, and Dawson was placed at the Glenwood Resource Center (GRC) in October 2016."

"We (Dawson's family, GRC, and DHS) all agreed that this was not an appropriate placement for Dawson," continued Teresa, "but I knew he couldn't come home until adequate supports were in place. Dawson's disabilities cause him to be highly distractible.



When he sees something happening on our busy street, he runs toward it, putting himself and others in danger. He's very fast, and with my compromised knees, I knew I couldn't catch him."

In December 2016, a GRC social worker submitted a request to the Conner Training Connection on behalf of Dawson for a privacy fence. Funded through an annual Iowa Department of Human Services (DHS) legislative appropriation and administered by the University of Iowa Stead Family Children's Hospital Center for Disabilities and Development (CDD), the Training Connection supports the community transition and placement retention of Resource Center residents. As director of the Training Connection, I quickly determined that this request

fell within our mission and authorized funds to support it. The results speak for themselves.

"Hildreth Landscaping, a local business, had submitted a bid for this job 3 years prior," explained Teresa, "but we were unable to secure funding. They agreed to stand by that 3-year-old bid, for Dawson. It was important to them that Dawson knew this project was for him and his safety."

"Dawson came home in January," Teresa tells me with a grin. "The privacy fence has been a God-send. He's no longer distracted by activity from the fire station, school and restaurant which are all near our house. Dawson can now enjoy himself outside safely. Since I no longer have to watch him constantly, I can maintain my child care business. Although Dawson will always require constant supervision, the fencing allows us to relax and enjoy this space without fear of the dangers beyond."

Dawson's story proves that the combination of a devoted family, supportive service providers, and creative thinking is a recipe for success when it comes to community living. It was an honor to support Dawson and his family on their journey

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# **Teaching and Learning in the Differentiated Classroom**

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***Dyslexia, dysgraphia, OWL LD, and dyscalculia: lessons from science and teaching*** (2<sup>nd</sup> ed.). Virginia W. Berninger and Beverly J. Wolf. Paul H. Brookes Publishing Co., 2016.

“The first teacher training text to cover all four learning disabilities that require differentiated instruction – dysgraphia, dyslexia, dyscalculia and oral and written language disability (OWL LD) – this book prepares educators to deliver explicit and engaging instruction customized to the needs of their students.” -publisher

***Whole child reading: a quick-start guide to teaching students with Down syndrome and other developmental delays.*** Natalie Hale. Woodbine House, 2016.

“Struggling students may not flourish with commercial reading curricula, but that is certainly not a reason to stop teaching literacy. This book provides an option when other programs have failed; significantly it provides an alternative to commercial curricula and provides the components to a comprehensive literacy program.” –foreword

***From possibility to success: achieving positive student outcomes in inclusive classrooms.*** Patrick Schwarz. Heinemann, 2013.

This book ... proposes educational resuscitation: practices, processes and tools that address the scientific requirements of teaching diverse learners while bringing back the art of teaching all learners. Each chapter introduces a new tool for success, provides the rationale for using it, and shares compelling stories of how it has helped real students in the real classroom.” -introduction

***Autism spectrum disorder in the inclusive classroom: how to reach and teach students with ASD*** (2<sup>nd</sup> ed.). Barbara Boroson. Scholastic Inc., 2016.

“Within these pages you will discover what makes students on the spectrum tick (as well as what makes them *tic*). You will learn to identify Autism Spectrum Disorder, recognize what drives the responses and behaviors of students on the spectrum, and find out how you can help steer them toward success.” –introduction

***Practical strategies for supporting young learners with autism spectrum disorders.*** Tricia H. Shelton and Mary Renck Jalongo. Gryphon House, 2016.

“This book uses descriptive examples and interactive activities to guide teachers in understanding how ASD can affect student progress, and more important, how educators can tap into a child’s potential. By recognizing the capabilities of children with ASD, you can find ways to encourage their learning. No matter your level of preparation, you can build understanding and promote success ...” -publisher

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*“Do the steps that you’ve been shown by everyone you’ve ever known until the dance becomes your very own.”*

—Jackson Browne

***How to get in touch with POSSIBILITIES:***

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