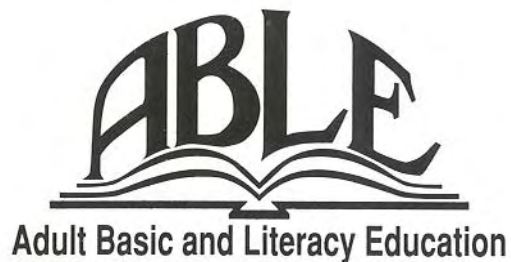


Learning Disabilities Video Training:

Effective Instruction for
Adults with Learning Disabilities



Video 5



July 2005
LD Video Training Supplement

Learning Disabilities Video Training:

Learning Disabilities: Planning for Instruction

Video 4

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Learning Disabilities Video Training:

Learning Disabilities: Planning for Instruction

Video 4

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Two Frameworks For LD-Appropriate Instruction

From Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities, 1999

Direct Instruction

The direct instruction model of teaching offers a structure to teach basic skills, such as knowing how to decode simple three-letter words, as well as more advanced skills, such as knowing how to paraphrase a reading passage or write a four-paragraph essay. The direct instruction model of teaching is well supported by both cognitive and behavioral learning principles. In addition, there is ample research that supports direct instruction as one type of effective instruction for individuals who may enter the learning situation with skill deficits.

There are four essential phases or steps in the direct instruction model. The initial steps are characterized by the teacher's controlling the instruction with an explicit presentation of the skill or information to be learned and then modeling and guiding practice with extensive, elaborate feedback to the learner. Once a skill is learned to mastery in the classroom, the learner takes responsibility for using and adapting the skills learned to meet real-life demands.

Direct instruction is based on the teacher's engaging in some important pre-instructional planning tasks, such as developing clear objectives for the lesson and conducting a task analysis or content analysis of the skill or information to be presented. This helps the teacher define with some precision the exact nature of the specific skill or information to be presented and what the learner needs to do to perform to a desired level.

Direct Instruction:

- assists us in teaching skills and procedures
- offers a structure to teach basic skills, such as knowing how to decode simple three-letter words,
- as well as more advanced skills, such as knowing how to paraphrase a reading passage or write a four-paragraph essay.

The four phases of direct instruction are as follows:

Phase 1 : Provide Objectives, Establish Expectations, and Introduce the Skill

Begin the session by ensuring that the learner understands the purpose of the session and the skill/information to be learned. This introduction includes building a rationale for the focus of the session and ensuring that the student is paying attention and is ready to learn. Providing rationales and overviews, and making connections with previously learned skills, can be quickly accomplished and are particularly important for student motivation.

Phase 2 : Introduce and Model the Skill

Present the skill step-by-step and demonstrate/model the skill. The skill should be presented both visually and verbally to assist the learner in identifying the skill steps as they are modeled. Ask the learner to watch observable behaviors, as well as to listen to you self-talk or "think alouds," which demonstrate the thinking skill steps.

Phase 3 : Guided Practice with Feedback

Provide a series of experiences to allow the learner to try out the skill while you carefully monitor performance. The initial practice should allow the learner to actively practice the skill with the support and feedback needed to perform the skill correctly. For example, if a student is learning how to paraphrase, then guided practice can begin with the learner reading a short paragraph and putting it into his or her own words, rather than starting with longer reading passages, such as a page or a chapter. By starting small, you can more easily monitor this phase, and the learner does not get too frustrated.

Some would argue that giving feedback is the most important task in direct instruction. Without clear and explicit feedback, a student can practice incorrectly or never be able to distinguish a skilled from an unskilled performance. Feedback should be immediate and specific. Learners benefit from praise that is clearly targeted at what was done well and from corrective feedback followed by another chance to do the skill correctly. Maintain this phase until the learner is able to demonstrate that he or she can perform the task correctly with little help from you.

Phase 4 : Independent Practice and Generalization

Independent practice takes the form of the learner completing tasks without instructor assistance, and can easily be accomplished through homework. Identifying specific situations outside of the instructional sessions where the skill can be applied in real life encourages generalization. However, the ability to identify such situations does not come naturally for some individuals. You can promote generalization by planning with the learner when the skill can be used and then by having the learner keep track of skill use outside of the session.

You can use the direct instruction model to help students learn basic skills and knowledge. This model of instruction comes from systems analysis, cognitive psychology, and teacher-effectiveness research, and is supported by an extensive research base on its effectiveness for individuals with learning disabilities.

Information Processing

- directs us in how to help the learner develop higher-order thinking skills so that he or she can remember information,
- develop strategies to attack intellectual tasks,
- remember information through use of graphics and images, and
- use stories and episodes from his or her life to attach meaning to experiences.

Information Processing

Information-processing theory arises from work in cognitive psychology. This theory offers a useful framework that represents the multifaceted processes involved in learning information and higher-order thinking skills. Information-processing theory is particularly useful when working with individuals with learning disabilities because it helps practitioners think about how information can most clearly and explicitly be presented so that the learner is actively and appropriately involved in the learning process.

Examining the basic processes that govern learning can help literacy providers think about the problems individuals with learning disabilities can have when they try to learn new information. For learning to occur, the material must be input through one or more of our senses, attended to, perceived, and remembered.

Input

According to information-processing theory, experiences are first received as input through one or more of the senses. Typically, reading instruction can be presented using visual, auditory, tactual, or kinesthetic input. For most individuals, and especially individuals with learning disabilities, the more modalities that are used, the better the chance that the input will be remembered. Thus, many programs for individuals with learning disabilities encourage the use of multiple input channels.

Attention

Once information is presented to one or more of the senses, attention comes into play. Attention is the learner's ability to focus on the information at hand. In most situations, the learner can only pay attention to selected information. Sometimes the learner pays attention to information that does not help him or her learn. For example, during a lesson on the short "a" sound, the learner may pay attention to the teacher's red shirt or the rainy weather outside the window, rather than the content of the lesson. In other situations the learner may pay attention to the information presented, but not to the critical attributes of the lesson. For example, a practitioner may present words that begin with the letter "b," such as band, banjo, or bong, and the learner may pay attention to the meaning of the words rather than the sound of the first letter. It is critical to identify clearly what the learner should specifically pay attention to and to check throughout the lesson that his or her attention is focused on the critical attributes of what is being taught.

Perception

Once input information has been attended to, how the information is perceived can be a challenge. Based on a person's specific learning disability, that individual may have difficulty correctly interpreting information from one or more of the sensory input channels. For example, a person with an auditory processing disability may misperceive what is said to him or her. The statement "she was very bad" could be misperceived as "she was very mad." An individual with a visual perceptual disability may read slowly due to difficulty perceiving the difference between "b" and "d." This disability makes words with those letters challenging to quickly recognize.

Working Memory

Once information is perceived, it enters working memory (also known as short term memory) where the information is briefly stored. Working memory has a limited capacity, and functions most efficiently when the perceived information is immediately acted upon. For example, Shawn asks for an unfamiliar telephone number in order to place a call. Once Shawn recognizes the number, the information enters working memory; this allows Shawn to briefly store the information at hand. In order for Shawn to remember this unfamiliar series of numbers, she must perform some sort of "mental work" to keep the information active. In this case she might keep repeating the numbers as she dials. Working memory can easily become overloaded when too much information is presented and attended to. If a learner does not perform some sort of "mental work," like self-questioning, thinking about how the new information fits with what he or she already knows, or looking for patterns in new information, the information that enters working memory is lost.

Long-Term Memory

Information in short-term memory can be quickly forgotten unless it is transferred to long-term memory. Long-term memory has been compared to a computer because it encodes and stores information. Long-term memory stores four types of information: verbal knowledge, intellectual skills (i.e., knowing how to perform a complex task like paraphrasing), visual images, and episodes. This type of memory storage can be compared to four types of instruction: teaching information, teaching strategies (how to acquire and remember information), teaching through visual images, and teaching through use of memorable experiences, stories and narratives.

Long-term memory is conceived as an intricate network of connected information and memories which help individuals make sense of their world. Information-processing theory tells us that connecting new information with a person's prior knowledge helps new learning find a place in long-term memory. Highly successful learners actively and appropriately engage in new learning and automatically take new information and connect it with what they already know, naturally building on their long-term memory knowledge networks. Many individuals with learning disabilities do not automatically do this and thus need help connecting new information and experiences with what they already know. Use of mnemonics, concept maps, visual images, and graphic displays can be important tools for enabling individuals with learning disabilities to remember what is being taught. These devices help the learner see how information is organized and can aid long-term memory.

A learning disability can interfere with any of the stages of information processing. Understanding the learner's unique set of information-processing strengths and needs can guide you in structuring instruction to build on those strengths, as well as help the learner compensate for his or her areas of need.

Whereas the direct instruction model assists us in learning skills and procedures, the information-processing model directs us in how to help the learner develop higher-order thinking skills so that he or she can remember information, develop strategies to attack intellectual tasks, remember information through use of graphics and images, and use stories and episodes from his or her life to attach meaning to experiences.

Strategies for Working with Learning Disabled Adults

Adapted from article by Lietta Wood

As ABLE instructors, we don't pretend to be professional reading teachers. We know that the training we received did not prepare us for every possible situation. What if we find, for instance, that the learning is going much slower than we think is "normal"? Or what if one lesson seems to go well, but at the next lesson the learner seems to have forgotten much of what he or she learned the previous week?

The strategies and techniques that are taught in workshops are intended to be useful most of the time. But they have to be modified for adults with learning disabilities. If you are working with a learner who has the characteristics that indicate this problem, you need to use techniques specifically recommended for your situation.

Adults with learning disabilities need to experience success just like everyone else. Here are some research-based strategies you may want to incorporate more fully into your lessons.

- **Be Consistent**

Plan your lesson so that it follows a logical order. Keep the order the same from lesson to lesson. Don't jump around from verbs one week to writing paragraphs the next. Build each concept carefully and completely.

When introducing a new skill or concept, do so in a thorough, step-by-step manner. Build one skill at a time. Some students do just fine when they work on lots of things at once and get a little deeper into each of them each week. The learner with a disability needs to stick to one thing until doing it is almost automatic.

It may seem to you that you've been on the current topic forever. Trust the process and stay with it. You'll be glad you did. Each skill or concept needs to be firm before it can act as a bridge to the next one.

- **Be Creative with Drills**

Drill until the concept or skill you need to teach is really solid. Drills can be fun, creative, and full of variety, but they are still drills. We know that "Drill and Kill" is the phrase used to disparage senseless repetition of material. Such repetition can indeed be boring and can drive some learners out of the program. This is not the case with a student who has a learning disability. He or she needs, and even enjoys, the success that come with constant repetition. When the skill becomes automatic, it no longer takes so much energy.

- **Control the Environment**

Do your best to provide a place that is quiet and free of interruptions. Distractions are especially tough for students who need to focus all their energy on the lesson. You will have a lot more success if you find a private location where people are not passing by all the time. Also try to keep the area free of clutter. Be careful that you aren't one of the interruptions. Don't stop the learning process to talk about politics or your children.

- **Present Small Chunks of Information**

Chop a major concept (such as punctuation or vowels) into smaller pieces than you think necessary. Instructions on the silent E rule may take some learners four or five weeks of using many examples before they feel like they've "got it."

- **Build Success into the Lesson**

Use part of each lesson to review skills that have been solidly learned. Explain how these relate to what you're introducing next. By doing so, you are assuring the learners that they do have the skills and knowledge to move to the next step. It sets them up for success.

Adults with LD have probably had many failures, and most have learned ways to cope with situations where they're afraid they might fail. One way to cope is simply not to answer. Many learners have discovered that if they just sit there long enough someone will provide the answer.

Small but attainable achievements will motivate learners to risk giving answers and to keep going forward. Call attention to the small successes. You may think the learners saw them, but often they did not.

- **Have Patience**

No two learners are alike, so you'll have to experiment to see what works and what doesn't. The learners themselves can be some of your best resources. Ask them how they learn best and how they learned some of the things they already know how to do. Use that information in your planning. Talk together about how things are going. And above all, have patience. You have to believe in people's ability to learn so they can begin to believe in themselves.

Teaching Techniques

Effective Instructional Principles

1. Teach important skills

Deciding what is important to teach is critical given the limited amount of time for instruction. Adults with LD should be involved in deciding what is important, and skills taught should be as functional as possible.

2. Teach less better

Most adults with LD need explicit, intensive instruction combined with numerous practice sessions to truly master a skill or strategy. It is more effective and efficient to pick fewer (but important) skills and teach them to mastery rather than try to teach a wide range of skills in a cursory fashion.

3. Teach explicitly

Because of the learning characteristics of many adults with LD, a direct and explicit approach to teaching is more effective than more "discovery" types of approaches.

4. Teach contextually

Literacy skills and strategies should be taught and practiced in the context of "real life" situations or tasks.

5. Explain what is to be learned and why it is important

Briefly explaining the purpose of the skill, strategy, or activity prior to teaching it clarifies expectations to the adult with LD. Further, discussing the relevance of what is to be learned can increase learner motivation.

6. Check the old before teaching the new

Before beginning instruction on a new skill or strategy, verify whether the adult with LD has retained any prerequisite skills or knowledge needed to perform the new skills. This type of review is best conducted by requesting that the adult demonstrate the prerequisite skills rather than merely inquiring whether or not the learner can perform them.

7. Model what is to be learned

A clear demonstration of the skill or strategy is a must prior to practicing it. Effective modeling includes both a clear and exaggerated demonstration, as well as a comprehensive description of any covert thinking or decision-making.

8. Use supported practice

After viewing a demonstration/model, adults with LD benefit from supported or guided practice in a new skill or strategy. Via a series of prompts and/or questions, they are guided through the skill as a way of providing a high level of initial support and success.

9. Use controlled materials

During initial stages of practice, it is sometimes effective to control the difficulty of the task in which the new skill or strategy is practiced. Initial practice in "easy" materials allows the adult with LD to focus on learning the new skill. Task difficulty can be added when success is achieved in controlled materials.

10. Provide practice, practice, practice (and more practice)

Adults with LD need multiple practice opportunities over time to retain new skills or information. Independent practice (with no guidance or prompting) should be provided only when a high level of success has been achieved during prompted practice.

11. Require frequent responses

Adults with LD learn better when they stay involved during instructional sessions. One effective way to do this is to ask frequent questions related to the information being taught. This facilitates involvement and provides important information about the adult learner's level of understanding.

12. Provide corrective feedback

Adults with LD should receive corrective feedback as soon as possible in a matter-of-fact manner. Learning rate is enhanced when feedback about quality and correctness of performance is provided in this way.

13. Promote generalization

Often adults with LD have difficulty transferring what they learn to different settings or to different, but related, tasks. It is, therefore, imperative that activities and techniques designed to promote skill or strategy generalization be built into literacy instruction.

14. Be prepared

Implementing the above principles requires preparation. Good teaching may appear "spontaneous"; however, that impression is illusory. The amount of time put into planning is directly related to the quality (effectiveness and efficiency) of instruction.

15. Use accommodations only when necessary

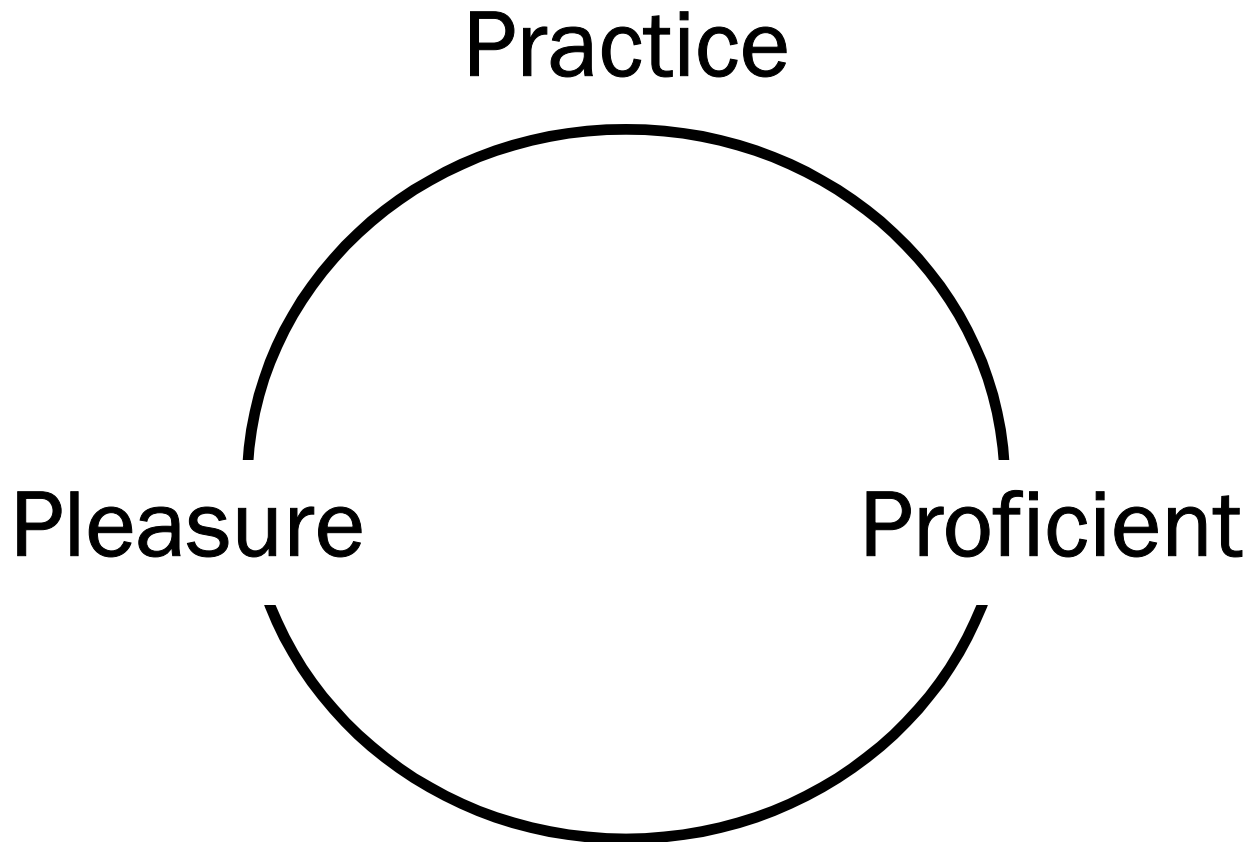
While reasonable accommodations are required by law and are necessary for appropriate instruction and assessment under certain circumstances, two important warnings apply regarding their use: 1) creating a situation where adults with LD become dependent on others versus becoming independent learners; and 2) not providing the instruction needed to benefit fully from the accommodation.

16. Use caution when selecting instructional techniques and programs

Many products and approaches purport to be effective with adults with LD. While some may have intuitive appeal and make grandiose claims, there may be no empirical support for their use. Become a cautious consumer. Adults with LD should not be the victims of poor instruction as a result of instructors' jumping on educational bandwagons.

Source: Adapted from Charles Hughes, "Effective Instruction for Adults with Learning Disabilities"

Cycle of Learning



LD Teaching Toolkit

You may want to put together a toolkit of resources you find useful for your students. This toolkit should be accessible at all times for students to use. Below is a listing of the contents of a suggested toolkit . Customize your toolkit to fit the needs of your students.

Source	Resource
Lakeshore Learning Materials Al Texiera 2695 East Dominguez Street PO Box 6261 Carson, CA 90749 800-421-5354 FAX: 310-467-1554 www.lakeshorelearning.com	Sentence Blocks (\$29.95) Tub o'Letters (\$16.95) Fraction Cubes (\$11.95)
Hawthorne Educational Services 800 Gray Oak Drive Columbia, MO 65201 800-542-1673 FAX: 800-442-9509 www.hes-inc.com	Learning Disabilities Intervention Manual (\$25.00)
Inspiration 800-877-4292 X138 www.inspiration.com	Inspiration/Kidspiration Software Demonstration (Free) Software: Single Unit Price - \$69.00
Freedom Scientific Learning Systems Group 480 California Avenue Suite 201 Palo Alto, CA 94306-1609 1-888-223-3344	WYNN Software Demonstration (Free) Software: Single Unit Price - \$995.00
Integrations One Sportime Way Atlanta, GA 30340 800-622-0638 FAX: 800-845-1535 www.integrationscatalog.com	Triangle Pencil Grips (.25 each)
Irlen Overlays (562)496-2550 www.irlen.com	Color Overlays (8.5 x 11 – can cut in half) 1-9 = 3.50 each 10-99 = 3.00 each 100-299 = 2.50 each
Total Pharmacy Supply 1-800-878-2822 www.tps-online.com	Sheet magnifier 7 x 10 (1.98 each)

Crestline www.crestline.com	Therapy Wand (1.50 each)
Wal-Mart	Large storage tub (4.94) Mini-Slinkys (.98) Raised Line writing tablet (2.47) Large button calculator (1.00) Playdoh (\$.40 each – set of 10) Fingerpaints (.50) Playing cards (1.34) Dice (.98 each)
Office Supply	Multi-Colored Index Cards (\$2.40) Highlighters (.42 each) Post-It Notes (.30 each)
Oriental Trading Company www.orientaltrading.com	Stress Balls (9.95/dozen)
Abbey Carpet and Tile	Carpet Square – donated

GED Accommodations

The Chief Examiner may permit use of the following adaptations and devices without prior approval from the GED Administrator, GED Testing Service:

- Use of large print
- Use of a paper or non-paper glide (non-ruled) to facilitate reading
- Use of colored overlays to facilitate reading
- Seating near natural light
- Use of graph paper for math
- Drinking of soda or water
- Taking individual test sections on different days (up to 6 weeks)
- Use of a manipulative for concentration and nerve steadying
- Use of ear plugs
- Use of a seat cushion
- Use of magnifying strips
- Temporary adhesive notes (e.g. Post-It ® Notes) with spatial directions (top, bottom, left, right)

Prior approval required from the GED Testing Office

- Extended time (specify time needed—1.5x, 2x)
- Large print with extended time (specify time)
- Audiocassette
- Private room
- Braille
- Talking calculator
- Printed test instructions
- Off-site testing
- Supervised frequent breaks (specify time on and off test)
- Scribe

Note: This is not a complete list of available accommodations. Please call the GED Testing Office for more information.

Instructional Adaptations and Best Practices

1. General—Manipulatives

The following are suggested manipulatives to use with students to assist in the learning process:

- Flashcards
 - Facts
 - Matching
 - Can be color-coded thematically
- Games
 - Memory
 - Reinforcement
- Dry-erase boards
- Graph paper
- Note cards
 - Reminders (who, what, where, when, why, how)
 - Vocabulary
 - Place markers
- Highlighters
 - Mark important fact
 - Mark reminders
- Graphic Organizers
 - Visually develop written pieces
 - Visually make connections between topics
- Stress relievers
- Mirrors
- Calendars
- Timers
- Mnemonics
- Flat magnetic letters/word

2. Irlen Overlays (Acetate colored pages)

Some students have difficulty with the high contrast of black print on white paper. This is one characteristic of individuals with scotopic sensitivity. These overlays are used to “punch up” the print on a page. Determining the best color is based on personal preference. Note: For more information, please see the Scotopic Sensitivity screening in PowerPath.

3. Textured Materials

Students who benefit from tactile reinforcement of ideas can benefit from the use of textured materials. Needlepoint fabric, a woven piece of fabric or wallpaper, and corduroy material are a few examples of materials that can provide the tactile response.

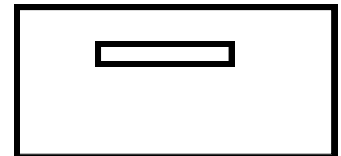
Have your student trace letters or spell words on the material to get a “feel” for the concept that you are working on. Repeat these motion several times and then have the student close their eyes to repeat the process again. Encourage the student to remember the feel of the letters and words. This repetitive motion send a neurological imprint to the brain.

4. Use of Color

- Letter recognition: when writing the word “set”, you would use an alternative color for each letter
- Vowel/consonant pattern recognition: when working on magic E words such as “cake,” you would use a consistent alternative color for the “a” and “e” vowel pattern
- Word Family recognition: when working on word families, for example –at, you would use an alternative color for the beginning letter

5. Slotted cards

These are simply heavy stock cards (often note cards) which have a small slot cut out of the center. This allows the student to focus only on a particular area at a time.



6. Magnifiers

These are available in a wide variety of sizes and strengths. Be sure to provide sufficient practice with magnifiers to determine beneficial strength. Magnifying glasses are also available at most discount retailers. Note: Similar effects can be gained through enlargement of materials on a copier.

7. Use of Audiocassettes

Many selections — including classical stories, the Bible, and many children’s stories — are available on audiocassettes. Especially good for auditory learners, audiocassettes can assist the student in learning phrasing, intonation and other reading skills. In addition, students are encouraged to read along with the audio portions to practice their own reading skills. The audiocassette can, in essence, replace the tutor in a duet reading situation.

Audiocassettes can also be made by the tutor and student to assist in spelling and flash card practice. The tutor and/or student can record the pronunciation and spelling of a selected group of words. The student can then play the tape and match their flashcards with the word they hear.

This technique is also good for the students to record their own reading. They can then follow along with the story to match what they hear with what they are visually reading.

“Real Life” Materials

Library materials and library skills

- Applications for library cards
- Card or book catalog
- Dictionary
- Encyclopedia
- Index
- Table of contents

Maps

- Municipal
- State
- World

Medicare forms

Social Security forms

Telephone directory

Transportation

- Bus schedules
- Stop signs
- Maps: Roads, highway, state maps and state names
- Directions for safety
- Driver’s license
 - Driving manual
- License plates
- Parking area signs
- Road signs
 - Directions: exit signs, north, south, etc.
 - Road curves
 - Left lane, right lane
 - Construction Ahead, Stop, etc.
 - Street, avenue, drive, road
- Service-station signs and trademarks
- Tickets for bus, train, airplane
- Traffic tickets
- Warning signs

Consumer Economics

- Bank checks
- Deposit slips
- Withdrawal slips
- Canned goods labels
- Clothing labels
- Credit contracts
- Directions:
 - In a cafeteria
 - Labels on food
 - On product uses
 - In a plant
- Food stamps
- Insurance-policy statements
- Menus, restaurant bills, fortune cookies
- Newspaper ads for groceries
- Products and packages
- Sales catalogs
- Store/supermarket signs
- Want ads: job; purchasing
- Warning signs

Forms/Schedules, etc.

- Application forms: jobs, courses, etc.
- Driver’s license forms
- Income tax forms
- Medicaid/Social Security
- Racing forms
- Baseball schedules
- Calendars
- Church programs
- Railroad schedules
- Brochures
- Handbooks/Manuals
- Regulations: hunting/fishing
- Instructions: (variety)
 - Hiking and skiing, games
 - Cleaning and washing clothes
 - Plant raising, gardening
 - Recipes

Job specifications

work contracts

Tickets (variety):

bus; sports; entertainment

lottery; racetrack

Want ads**Miscellaneous**

Bible

Collection of learner-written stories

Collection of poems

Collection of slides (illustrating local points of interest, signs, storefronts)

Comics

Crossword-puzzle magazines

Current song texts

Horoscopes

Human rights: Civil rights, Legal rights, Women's rights

Motion pictures: notices, advertising, announcements

Modern plays: announcements, advertising

Paintings: exhibition announcements

Political speeches in newspapers and magazines

Scrapbooks of news or magazine pictures

Tape recordings of books being read that can be used as the reader "follows" the book

Television program

TV guides

Word recognition:

Anagrams

Shopping games

Flash cards

Greeting cards

Plastic letters

Word games

Visual/Graphic Materials

A Component of Instruction

By: Jennifer Davis, Director of Education, Miami Valley Literacy Council

Background

We all learn in a variety of ways—from listening to seeing, from doing to experiencing. The more learning modalities that are used in the classroom, the more opportunities for students to learn. Many students are already highly visual in their learning strengths. Often, these students use television as a primary information source, and would rather draw a map than give oral directions. The following are examples of visual learning tools to enhance your classroom environment and instruction.

Visual Learning Tools			
television	videos/movies	Internet	computer software
newspapers	magazines	labels	advertisements
photographs	art work	captions	symbols
cartoons (political/dailies)	caricatures	spreadsheets	statistical reports
maps	atlases	almanacs	time lines
graphs	charts	diagrams	tables
graphic organizers	use of color/ color-coding	demonstrations	measurement tools

Using Visual Learning Tools

It is important that instructors consider these issues when incorporating visual learning tools:

- **No assumptions**—students may or may not have the basic skills to utilize the learning tool. Explain each step and the goal for the learning tool. For example, students may need instruction and practice with reading both vertically and horizontally as in a spreadsheet or map.
- **Critical thinking**—like print-based materials, visual tools will be viewed through each student’s beliefs, experiences, and understanding. For example, some cartoons may be difficult for the student to “get,” due to the level of humor, sarcasm, or inferred knowledge.

Specific Visual Learning Tools

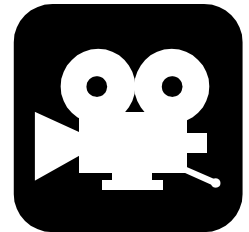
Television

- Use close captions—student can see, hear and read words (multi-sensory approach)
- Write/discuss/share reviews of programs
- Write/discuss characterizations—who, qualities, etc.
- Rewrite/role play scenes
- Outline plot to show rising action/climax
- Compile new general knowledge/facts
- Journal feelings evoked from programs
- Compare and contrast print and TV news



Videos/Movies

- Use close captions—student can see, hear and read words (multi-sensory approach)
- Write/discuss/share reviews
- Write/discuss characterizations—who qualities, etc.
- Rewrite/role play scenes
- Outline plot to show rising action/climax
- General knowledge/facts
- Journal feelings evoked from viewing
- Compare and contrast book and video/movie
- Provides visualization of science/historical events
- Provides different perspectives on issues

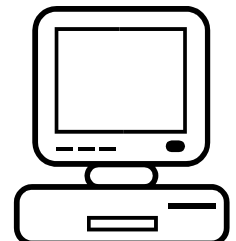


Internet

- Learn organization of web sites
- Compile information from a variety of sources
- Research/searches to solve problems, gather information, etc.
- Learn general terminology used
- Evaluate reliability of source/author's bias

Computer Software

- Research/search for information
- Use to read stories
- Application of new skills, ideas, etc.
- Organization skills (ex: Inspiration)
- Compile information
- Writing/grammar/spelling



Newspapers

- Editorials/Commentaries—determine author’s bias, factual references, etc.
- Organization of paper—sections, columns, etc.
- Headlines versus text—does it fit?; try re-writing for improved understanding
- Cartoons (see section below)
- Advertisements (see section below)
- Letter, word or rhyming searches throughout paper
- Puzzles
- Sports—interest, math, statistical information
- Abbreviations
- Weather—map skills, math, statistical information
- Compare and contrast newspaper with TV media coverage



Magazines

- Discuss/research availability of various interests
- Determine author’s bias
- Use as an Informational source
- Review organization of magazine
- Titles versus text—does it fit?; try re-writing

Labels

- Learn/review safety/warning information
- Learn/review nutritional information
- Directions—location, usage, etc.

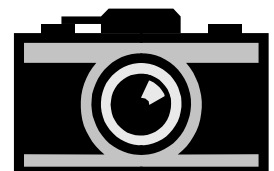
Advertisements

- Compare and contrast product quality/quantity/price
- Marketing—who are they selling to? How?
- Analyze legitimacy of claims
- Review/determine junk mail
- Environmental print—leads to familiarity of subject matter



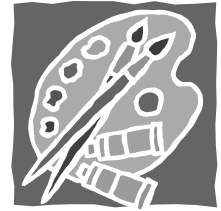
Photographs

- Determine perspective of photograph
- Analyze view—what is seen, not seen
- Vocabulary building—visualization of new words
- Familial relationships—develop a family tree
- Journal on feelings evoked



Art work

- Perspective of scene/sculpture, etc.
- Analyze use of color, scene, props, etc.
- Journal on emotions evoked
- Vocabulary building—especially descriptive words



Captions

- Determination of completeness—what information is provided/missing
- Re-write in own words to clarify/add

Symbols

- Interpretation of meaning
- Universal usage—is this symbol relevant to all?
- Key/legend—clearly explained, used



Cartoons (political/dailies)

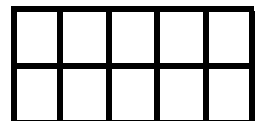
- Interpret for humor/sarcasm/historical/cultural references
- Rewrite dialogue/caption

Caricatures

- Interpret for humor/sarcasm/historical/cultural references
- Evaluate use of proportions of body, facial features, additional elements, etc.

Spreadsheets

- Ability to read on vertical and horizontal planes (try using rulers/notecards to pinpoint relevant information)
- Interpret information
- Math applications



Statistical Reports

- Basis for statistics (baseline information) - % of what, related to what?
- Evaluate if statistics are a comparison of apples to apples



Maps

- Understand/use compass rose
- Understand/use key/legend—color, symbols, lines
- Evaluate proportions
- Understand types, ex: population, political, topography
- Practice horizontal/vertical skills



Atlas

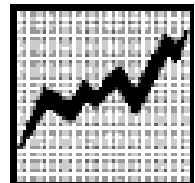
- Compare different maps
- Understand/use key/legend
- Evaluate points of interest

Time lines

- Understand/use key: minutes, days, weeks, months, years, decades, centuries, eons, periods, etc.
- Evaluate perspective on events

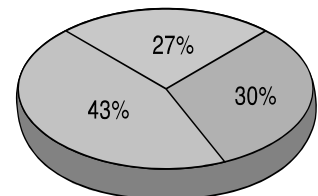
Graphs

- Understand/use type: bar, picto, line, etc.
- Understand/use key
- Interpret information
- Practice horizontal/vertical skills



Charts

- Understand/use type: pie, etc.
- Understand/use key
- Interpret information
- Practice horizontal/vertical and proportion skills



Diagrams

- Understand scale
- Understand and use Directions
- Understand 2-D versus 3-D

Tables

- Understand/use key
- Interpret information
- Practice horizontal/vertical skills

Graphic Organizers

- Organization skills (thoughts, ideas, information, etc.)

Use of Color/Color-coding

- Serve as a visual trigger—draws attention to elements
- Phonics (vowels, rhyming patterns, etc.) - visual discrimination of elements
- Math (operations, variables, etc.) - visual discrimination
- Direction words (circle, underline, etc.) - reinforces what is being asked
- Grammar (punctuation, parts of speech, etc.) - visual reinforcement of elements
- Highlight important information—main ideas, characters, events, etc.
- Develops organizational skills

Demonstrations

- Incorporates tactile/kinesthetic modalities
- Student becomes teacher
- Importance of including directions—can student complete directions/provide concise directions

Measurement Tools

- Rulers—clear versions or MasterRulers recommended
- Measuring tapes (also can be used as a number line)
- Measuring cups/spoons—visual depiction of amounts
- Thermometers
- Estimators (standard paper for “about a foot;” notecard for “about six inches,” etc.)



Effective Instruction for Adults with Learning Disabilities

Assignment 5

Directions:

Evaluate your classroom instruction using the chart that follows. Think about the areas in your instruction that you want to change or strengthen to make your instruction more reflective of the Principles of Effective Instruction that were reviewed in this session.

Classroom Instruction Self- Rating Scale

Directions: Evaluate your classroom instruction. Rate yourself on a scale of 1 - 10 (10 being high), as to how you follow the characteristics described. What areas do you want to strengthen?

Effective Instruction for Adults with Learning Disabilities	Characteristics of LD-Appropriate Instruction from Bridges to Practice	Self-Rating
<p>1. Teach important skills Deciding what is important to teach is critical given the limited amount of time for instruction. Adults with LD should be involved in deciding what is important, and skills taught should be as functional as possible.</p>	Connected	
<p>2. Teach less better Most adults with LD need explicit, intensive instruction combined with numerous practice sessions to truly master a skill or strategy. It is more effective and efficient to pick fewer (but important) skills and teach them to mastery rather than try to teach a wide range of skills in a cursory fashion.</p>	Intensive Explicit Enduring	
<p>3. Teach explicitly Because of the learning characteristics of many adults with LD, a direct and explicit approach to teaching is more effective than more "discovery" types of approaches.</p>	Explicit Direct Informative	
<p>4. Teach contextually Literacy skills and strategies should be taught and practiced in the context of "real life" situations or tasks.</p>	Connected Generalizable	
<p>5. Explain what is to be learned and why it is important Briefly explaining the purpose of the skill, strategy, or activity prior to teaching it clarifies expectations to the adult with LD. Further, discussing the relevance of what is to be learned can increase learner motivation.</p>	Connected Generalizable	
<p>6. Check the old before teaching the new Before beginning instruction on a new skill or strategy, verify whether the adult with LD has retained any prerequisite skills or knowledge needed to perform the new skills. This type of review is best conducted by requesting that the adult demonstrate the prerequisite skills rather than merely inquiring whether or not the learner can perform them.</p>	Connected Structured Evaluated	

<p>7. Model what is to be learned A clear demonstration of the skill or strategy is a must prior to practicing it. Effective modeling includes both a clear and exaggerated demonstration, as well as a comprehensive description of any covert thinking or decision-making.</p>	<p>Direct Explicit Scaffolded Structured</p>	
<p>8. Use supported practice After viewing a demonstration/model, adults with LD benefit from supported or guided practice in a new skill or strategy. Via a series of prompts and/or questions, they are guided through the skill as a way of providing a high level of initial support and success.</p>	<p>Scaffolded Process-sensitive</p>	
<p>9. Use controlled materials During initial stages of practice, it is sometimes effective to control the difficulty of the task in which the new skill or strategy is practiced. Initial practice in "easy" materials allows the adult with LD to focus on learning the new skill. Task difficulty can be added when success is achieved in controlled materials.</p>	<p>Structured Scaffolded Enduring Evaluated</p>	
<p>10. Provide practice, practice, practice (and more practice) Adults with LD need multiple practice opportunities over time to retain new skills or information. Independent practice (with no guidance or prompting) should be provided only when a high level of success has been achieved during prompted practice.</p>	<p>Enduring Intensive</p>	
<p>11. Require frequent responses Adults with LD learn better when they stay involved during instructional sessions. One effective way to do this is to ask frequent questions related to the information being taught. This facilitates involvement and provides important information about the adult learner's level of understanding.</p>	<p>Generalizable Intensive</p>	
<p>12. Provide corrective feedback Adults with LD should receive corrective feedback as soon as possible in a matter-of-fact manner. Learning rate is enhanced when feedback about quality and correctness of performance is provided in this way.</p>	<p>Evaluated Informative</p>	

<p>13. Promote generalization Often adults with LD have difficulty transferring what they learn to different settings or to different, but related, tasks. It is, therefore, imperative that activities and techniques designed to promote skill or strategy generalization be built into literacy instruction.</p>	<p>Generalizable</p>	
<p>14. Be prepared Implementing the above principles requires preparation. Good teaching may appear "spontaneous"; however, that impression is illusory. The amount of time put into planning is directly related to the quality (effectiveness and efficiency) of instruction.</p>	<p>Structured Scaffolded</p>	
<p>15. Use accommodations only when necessary While reasonable accommodations are required by law and are necessary for appropriate instruction and assessment under certain circumstances, two important warnings apply regarding their use: 1) creating a situation where adults with LD become dependent on others versus becoming independent learners; and 2) not providing the instruction needed to benefit fully from the accommodation.</p>	<p>Accommodating</p>	
<p>16. Use caution when selecting instructional techniques and programs Many products and approaches purport to be effective with adults with LD. While some may have intuitive appeal and make grandiose claims, there may be no empirical support for their use. Become a cautious consumer. Adults with LD should not be the victims of poor instruction as a result of instructors' jumping on educational bandwagons.</p>	<p>Scaffolded Structured Process-sensitive</p>	

Source: Adapted from Charles Hughes, "Effective Instruction for Adults with Learning Disabilities"