

The Five Curricular Options

Basic Skills

Does the adult need to learn basic skills for acquiring information?

Key Elements: involves the remediation or re-teaching of fundamental skills in math, writing, and reading

Appropriate Use: low literacy skills (below 4th-5th); time not a factor

Learning Strategies

Does the adult need to acquire learning strategies for completing tasks efficiently and effectively?

Key Elements: teaches approaches for effectively completing a learning task; addresses common challenges; contains sequential steps; accents specific features

Appropriate Use: above 4th-5th; provides needed strategic orientation to learning; promotes independence

Critical Content

Does the adult need to learn critical content necessary for daily interactions and responsibilities?

Key Elements: relates to a life need; immediately useful; tutor selected key elements of instruction; practice time-intensive

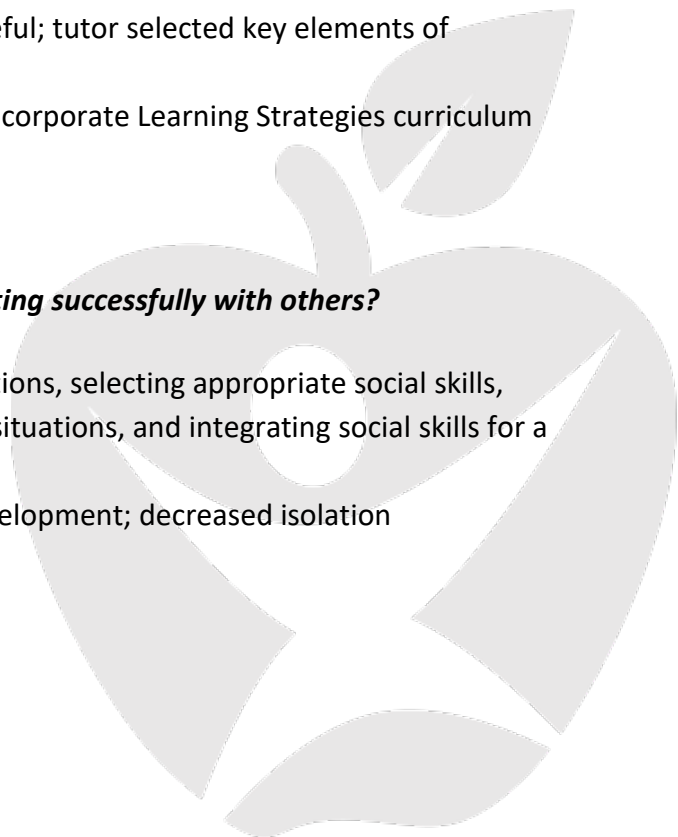
Appropriate Use: specific informational need; may incorporate Learning Strategies curriculum

Social Skills

Does the adult need to learn social skills for interacting successfully with others?

Key Elements: instruction in interpreting social situations, selecting appropriate social skills, applying skills fluently, modifying skills according to situations, and integrating social skills for a variety of life situations

Appropriate Use: employment needs; friendship development; decreased isolation



Self-Advocacy

Does the adult need to learn self-advocacy strategies for communicating his or her interests, needs, and rights?

Key Elements: provides understanding of specific disability; information regarding rights and responsibilities; skill development for accessing resources and requesting accommodations (social skills); emphasis on self-responsibility

Appropriate Use: situation demanding change; enhances other options

Adapted from *Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities*, National Adult Literacy and Learning Disabilities Center, 1999