



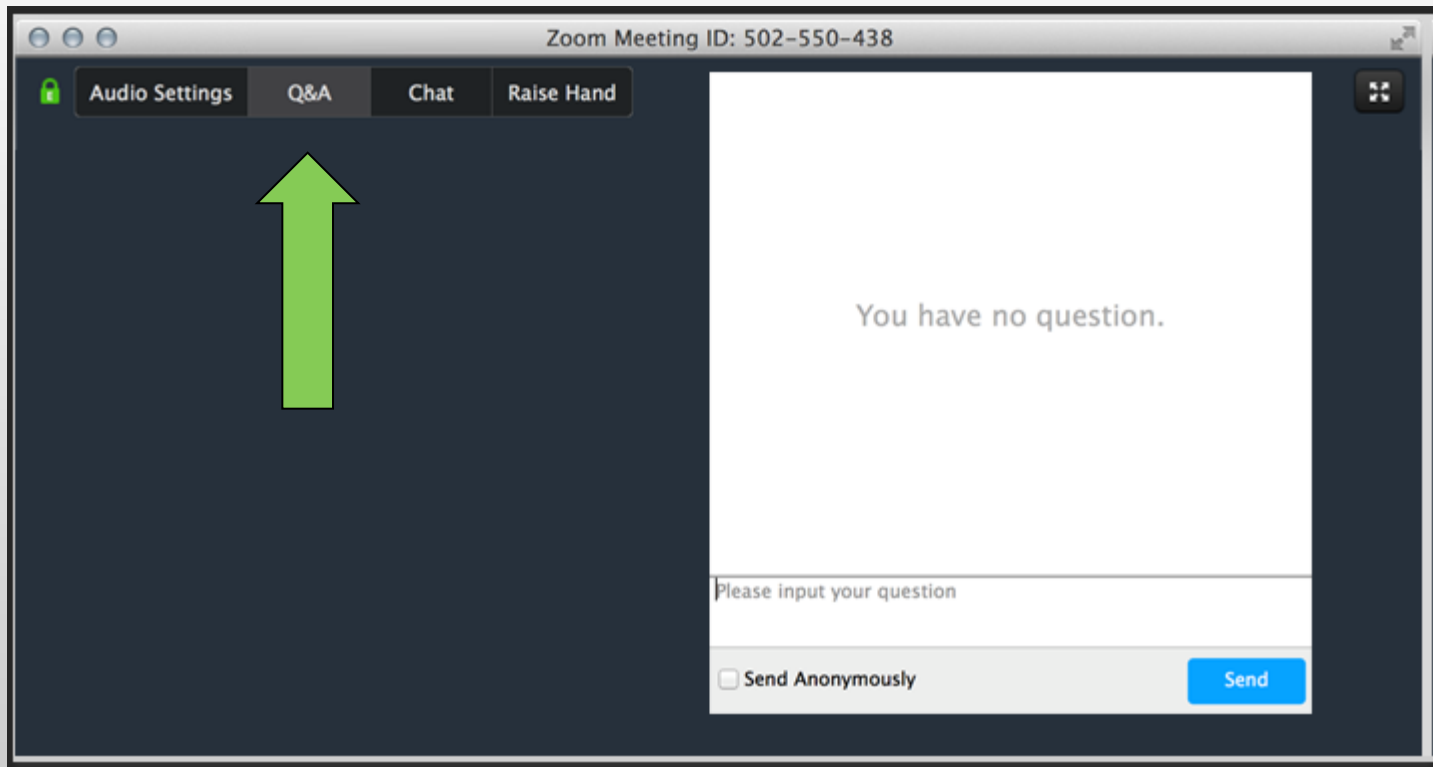
INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

An LD Primer for Adult Educators - Part 2

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

- If you have question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

- **Welcome, Review Agenda and Outcomes**
- **Key Curriculum Areas for LD Instruction**
- **Dyslexia/Reading Disability & Strategies**
- **Dyscalculia/Math Disability & Strategies**
- **Dysgraphia/Writing Disability & Strategies**
- **Preparing to Teach Adults with LD**
- **Frameworks of LD-Appropriate Instruction**
- **Using Effective Instructional Strategies**
- **Teaching Students with LD to Use Learning Strategies**
- **Resources**
- **Reflections**
- **Miscellaneous/Wrap-up**



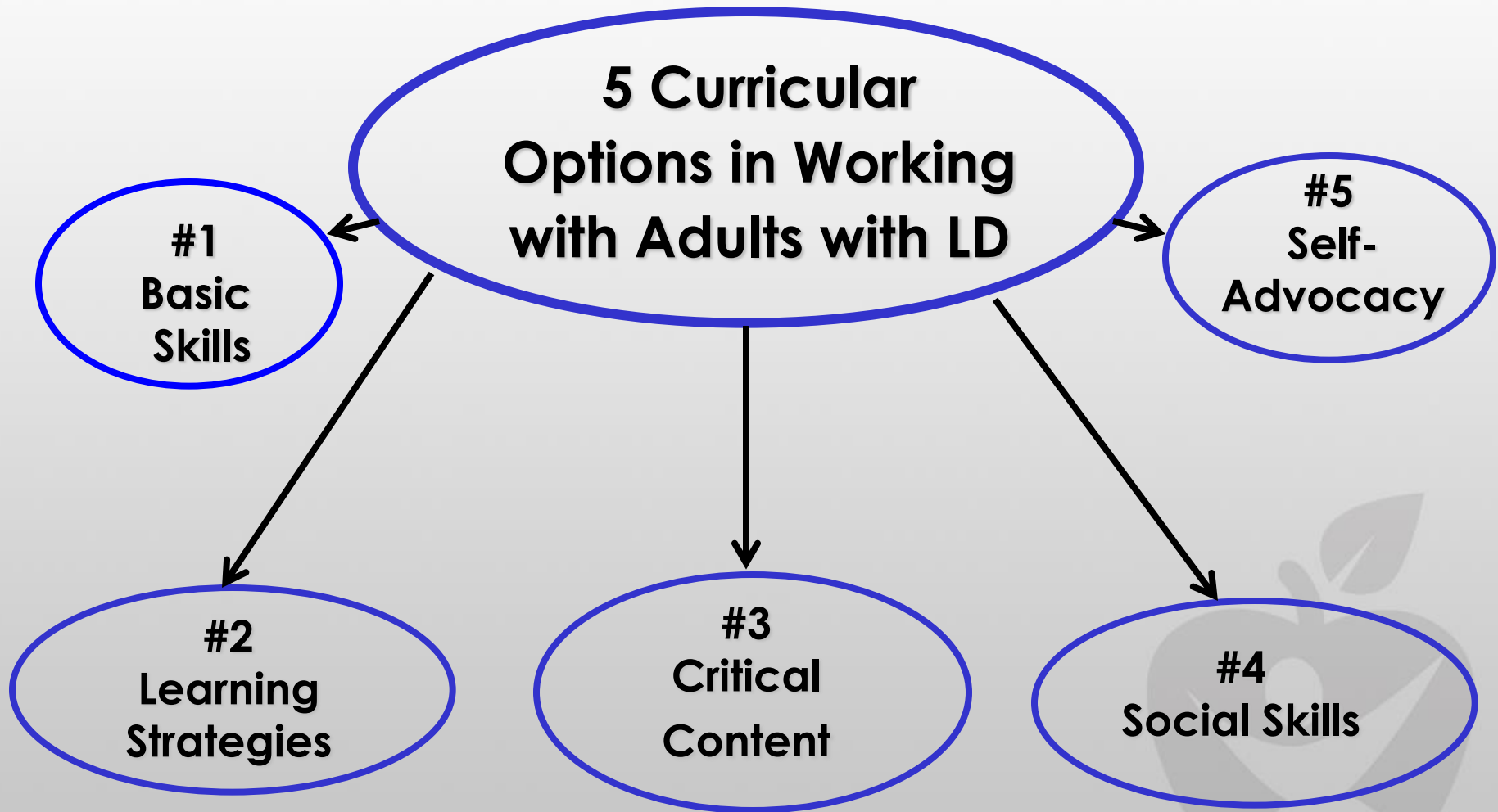
As a result of this presentation, participants will:

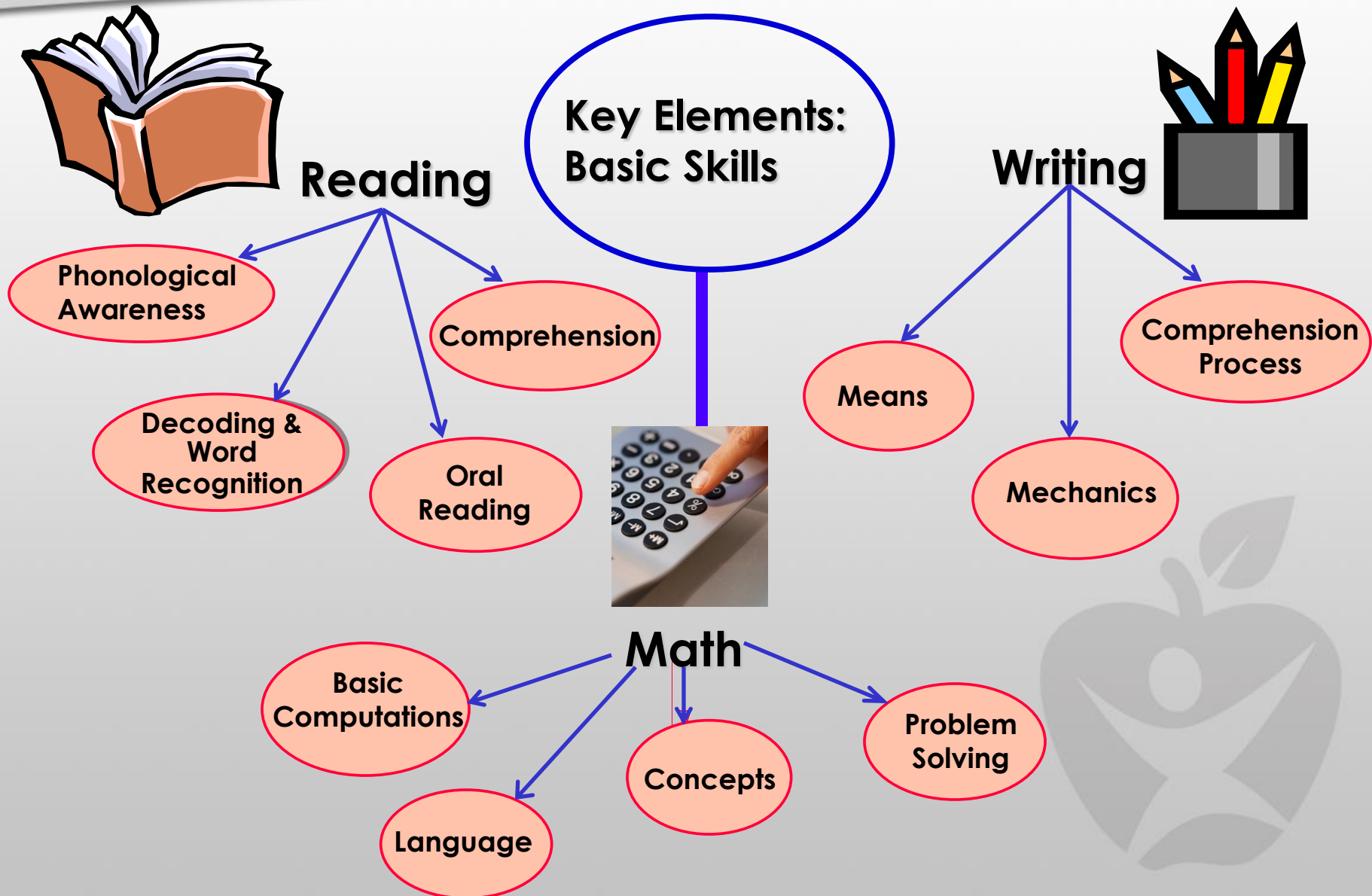
- **Describe important curriculum areas for adults with LD.**
- **Explain the relationship between dyslexia and reading disabilities.**
- **List effective reading strategies.**
- **Explain principles of LD-appropriate instruction.**
- **Discuss important instructional strategies for teachers/tutors.**
- **Give 3 examples of learning strategies that LD students must use.**

**...is like having too many bridges out
- as well as too many overlapping
pathways along the “information
highways” of the brain.**

**Dale R. Jordan
University of Arkansas**









□ Able Reader

1#

Reader sees
the word
Cat

#2

Brain recognizes
word's sound
or phonemes:
k = aah = t

#3

Reader links
the sounds to
letters (**C-A-T**)
and identifies
the word

#4

The brain applies
meaning to **C-a-t**
using vocabulary,
intelligence, and
Reasoning.

□ Problem Reader

#1

Reader sees
the word
Cat

#2

Brain does
not recognize
the word's
phonemes
or sounds



The process is blocked.
The brain has trouble
advancing to letter
identification and
word meaning. The
reader may have high
intelligence, but can't
process the word any
further.

Comprehension - interaction between reader & text to convey meaning

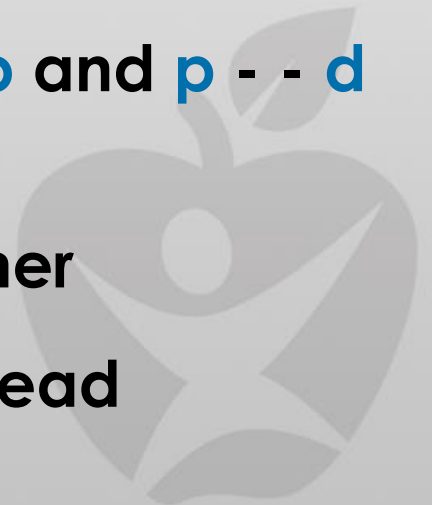
Fluency - ability to read a text accurately and quickly

Phonics - learning the letter/sound correspondence

Phonemic Awareness - understanding that words are made of sounds (phonemes)



- See letters as backward or upside down, letter or word reversal (**bird** and **drib**)
- See text appearing to jump around on a page, or be out of order
- Can't discriminate between letters that:
 - look similar in shape (**o** and **e** and **c**)
 - similar shape but different orientation (**b** and **p** - - **d** and **q**)
- Letters and words look all bunched together
- Can't comprehend or remember what is read



- Can learner tell you if two sounds are the same or different, e.g., / **p** / / **b** /?
- Does he enjoy stories that rhyme or play with rhyming?
- Can he name words that begin with the same sound?
Can he hear that the words "**a**sh," "**s**o," and "**i**t" each have two phonemes?
- Can adult learner say the alphabet?
- Can he match a letter sound with the symbol?
- Can he tell you the names of letters?
- Does he remember words he's read before?
- Can he sound out new words quickly?
- Does he decode new words correctly?
- Can he tell you what he has just read?



Word Awareness



**Sentence is
broken down
into separate
words**

Syllable Awareness



**Word is
broken down
into parts:
cat / nip**

Phonemic Awareness



**Word broken down
into sounds: b/a/t**

Initial

Medial

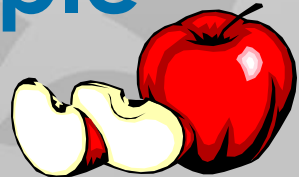
Final

Phonemic Segmentation

Phonemic Manipulation

- Phoneme - smallest functional unit of sound
- Ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
- Phonemic awareness is **not** the same as **PHONICS!**
- 44 phonemes in the English language, including letter combinations such as / **th** /
- "cat" - contains three distinctly different phonemes/sounds
- 1 million words in English
- Teaching 44 sounds more efficient than memorizing all words
- First step in teaching reading – teach how to listen to single word/syllable and break into phonemes
 - Easier to learn before intro to printed letters
 - Next, blend sounds into words
 - Change sounds, delete sounds, compare sounds
- Phoneme/Grapheme Correspondence
 - Sounds represented by letter(s)
 - Blending letters into 1-syllable words

a = apple



Stanovitch, Keith E. (1993). Romance and reality. *The Reading Teacher*, 47, 280-291

- **Phonemic deletion:**

What word would be left if the / k / sound were taken away from cat?

- **Word-to-word matching:**

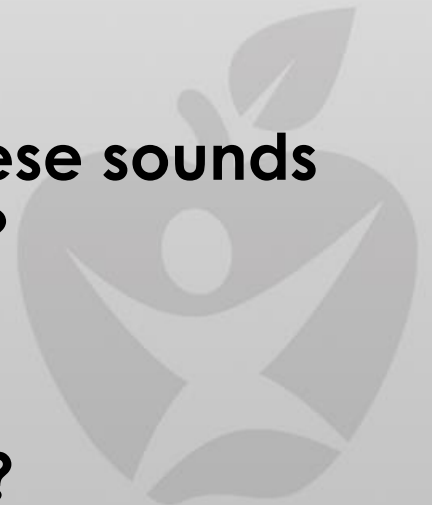
Do pen and pipe begin with the same sound?

- **Blending:**

What word would we have if we put these sounds together: / s /, / a /, / t / ?

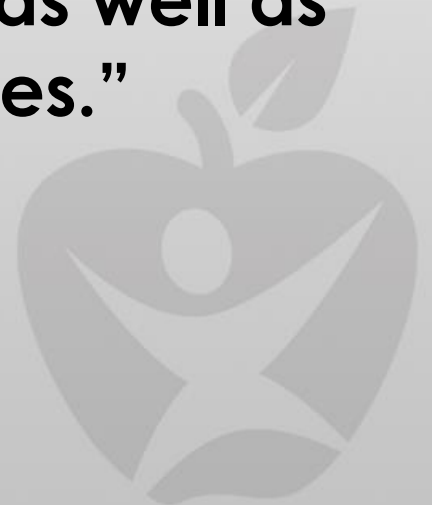
- **Sound isolation:**

What is the first sound in rose?

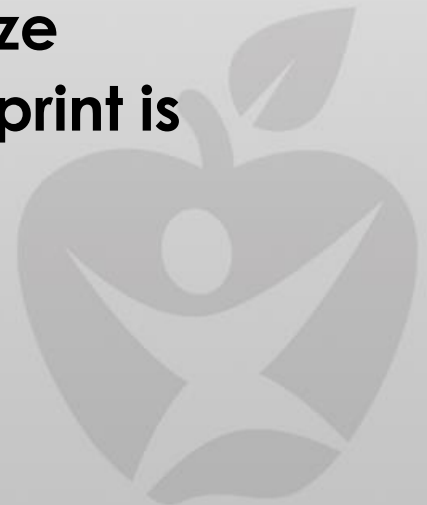


“The most powerful interventions that have been identified for reading disabilities to date consist of a combination of **explicit instruction in sound-symbol relationships (phonics), and direct and integrated instruction in text reading and comprehension. This balanced approach appears to be necessary for adults, as well as children, with reading disabilities.”**

Dr. G. Reid Lyon
NICHD/NIH Report on Research



- **Predict** - What would an article on guide dogs be about?
- **Reflect** - What do you already know about guide dogs?
- **Anticipate** - What questions do you have that the passage might answer?
- **Questioning** – to find the main idea
- **Story Mapping** – graphic organizer
- **Paraphrasing, summarizing**
- **Adapt materials** – use appropriate type size
- **Teach the structure of written language** – print is organized into sentences
- **Model fluency**






Neurological disorder characterized by difficulty making sense of numbers and math concepts.

- Recognizing numbers
- Basic Functions
- Estimation
- Fractions
- Sequencing

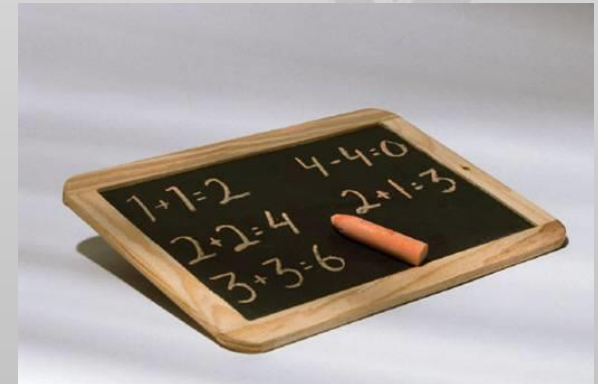


Check each step as it is completed:

-  **1. Get like denominators**
-  **2. Add the fraction**
-  **3. Change the improper fraction to a mixed number**

$$\begin{array}{rcl}
 3 \frac{5}{8} & = & 3 \frac{5}{8} \\
 + 2 \frac{1}{2} & = & 2 \frac{4}{8} \\
 \hline
 6 \frac{1}{8} & = & 5 \frac{9}{8}
 \end{array}$$

- Encourage the use of calculators
 - Talking calculator/Tape printout
- Allow extra time/"Think-Alouds"
- When working in columns
 - Encourage students to use graph paper
 - Turn notebook paper sideways
- Color-code calculator keys, especially " + " and " X "
- Use developmental levels of instruction
 - Concrete level for understanding – manipulatives, models
 - Representational level – pictures
 - Abstract level – worksheets
 - Rules/Relationships
 - Algorithms – set of rules
 - Practice to Mastery
 - Problem Solving



- **Read** the problem carefully.
- **Organize** or **restate** the given information.
- **State** what is to be found.
- Try a **strategy** (making chart or working backward).
- **Estimate** an answer.
- **Solve** the problem.
- **Check** to see if answer seems **reasonable**.



**Neurological disorder characterized by writing disabilities and difficulty with the mechanics of writing.
Form of Dyspraxia or motor clumsiness.**

- **Difficulty communicating through writing with output severely limited**
- **Writing is disorganized**
- **Lacks a clear purpose for writing**
- **Does not use the appropriate text structures**
- **Difficulties with mechanics or written expression**
- **Persistent, wrong or 'odd' spelling**
- **Production of words that is not correct (boy, child)**
- **Poor handwriting, sloppy, illegible, difficulty taking notes**
- **Persistent problems with sentence structure, writing mechanics, reviewing, and organizing written work**

dysgraphia

- Double or triple space writing.
- Write in small segments; place finger between each word.
- Use spacing grid to control spacing between words & sentences.
- Mark a heavy left margin for directionality.
- Keyboarding, using word processor
- Results - 85% improvement in writing

Clethra alnifolia - 3-4mm insect - old tree - white, very fragrant flowers in July - Bees like them
 - Adaptation
 - Prefers moist soil, even wet
 - Poor on dry
 - Leaves can burn in full sun
 - mites attack when plant is stressed in dry soil
 - 'Rosen' - pink flower buds - open pink & fade to white
Cornus alternifolia - Pagoda Dogwood - *Cornus*
 EN Am 2-3 Horizontal branching
 - alternate leaves
 - Yellowish - white flowers (to some flowers small) -
 - beautiful fruit in abundance - purpl, 5-6 inch
 - reddish fruit & stalks persist
 - acid soils, but tolerant
 - buds blighted cancer when older or stressed
 - 'Argentea' - variegated foliage
Cornus florida - Flowering Dogwood - *Cornaceae*
 2-5
 - Not polliniferous - drought tolerant
 - Anthracnose & dogwood borer can be a problem
 - difficult to transplant
 - prefers acid soils
 - white flower buds
 - red or red-purplish in fall
 - bright red fruit (droop)
 - 4-5 different birds are known to eat fruit
 - bark looks like alligator skin
 - var. *rubra* - Cherokee chisel has much red bark



Topping: Introduction, topic sentence, or introductory paragraph

Filling: The details and supporting ideas

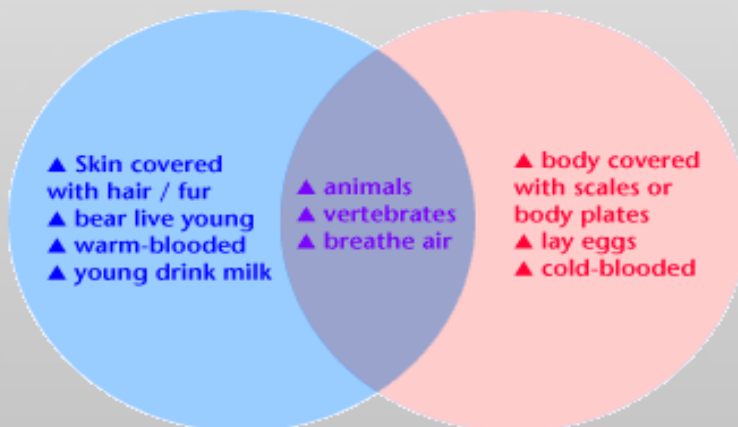
Base: The conclusion or summary

Hamburger Method

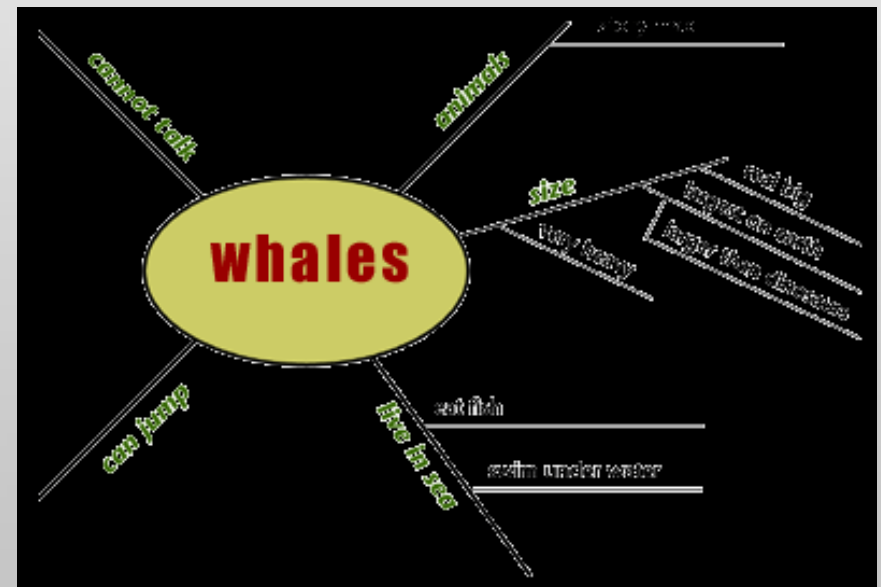
- Sequencing
- Telling thoughts in a logical manner
- Organization

mammals

reptiles



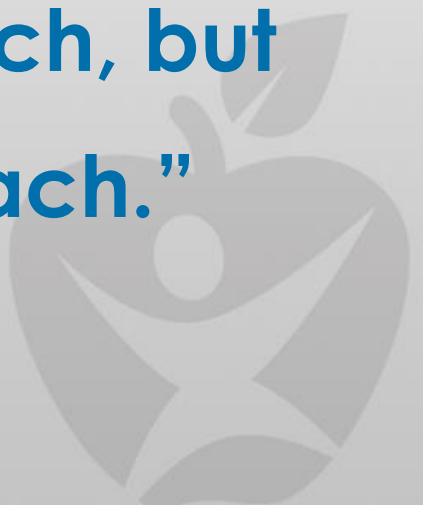
Venn Diagram



Graphic Organizer

“The strategies most successful with struggling students will not harm, and may enhance, the learning of all students.”

“We change not what we teach, but how we teach what we teach.”



3 Most Successful Instructional Strategies

- **Direct, explicit instruction**
- **Multi-sensory instruction**
- **Strategy instructional models**



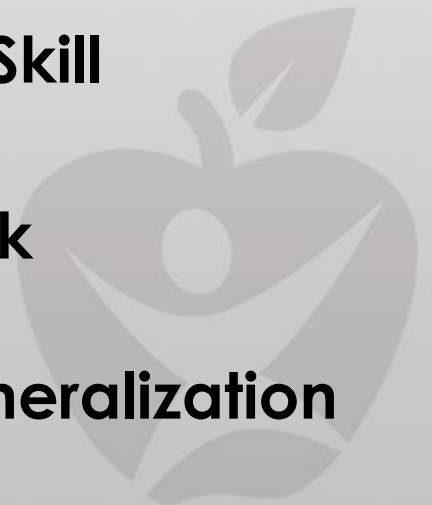
...model of teaching/tutoring that offers a structure to teach basic skills to adults with skill deficits that is supported by both cognitive and behavioral learning principles.

PHASE 1 – Provide Objectives, Establish Expectations, & Introduce the Skill

PHASE 2 – Further Introduce & Model the Skill

PHASE 3 – Guided Practice with Feedback

PHASE 4 – Independent Practice and Generalization



- Seeing letters/words = visual memory
- Hearing the sounds it makes = auditory memory
- Writing letter in cursive handwriting = tactile memory
 - in the air, touching sandpaper
 - making letters out of clay
- Body movement and drawing = kinesthetic memory

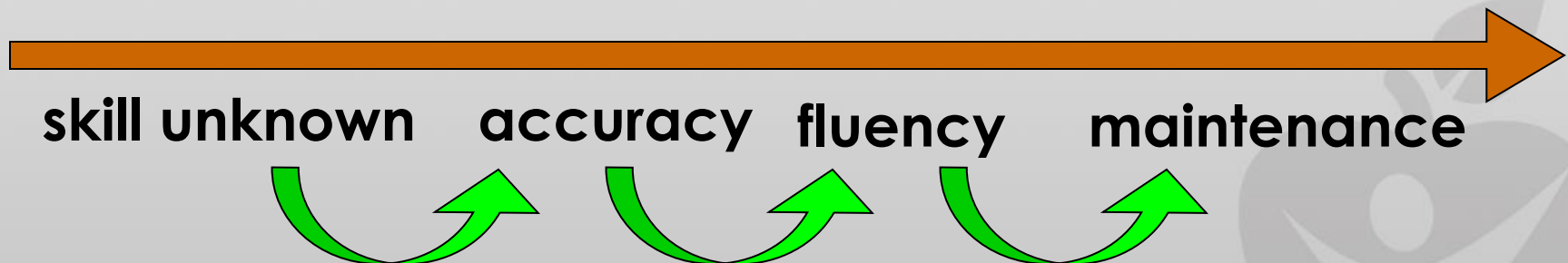
**Using the techniques together
becomes a multisensory experience!**

Teach with:

- ☐ systematic instruction
- ☐ many opportunities to respond
- ☐ effective and timely error correction
- ☐ modeling
- ☐ scaffolding
- ☐ strategy instructional modeling
- ☐ review of previous learning
- ☐ presenting new material in small steps
- ☐ guided practice
- ☐ extensive practice

To learn a skill fluently, a student must:

- **first practice the skill correctly,**
- **then practice it correctly a sufficient number of times to develop fluency, and**
- **review the skill enough to maintain it.**

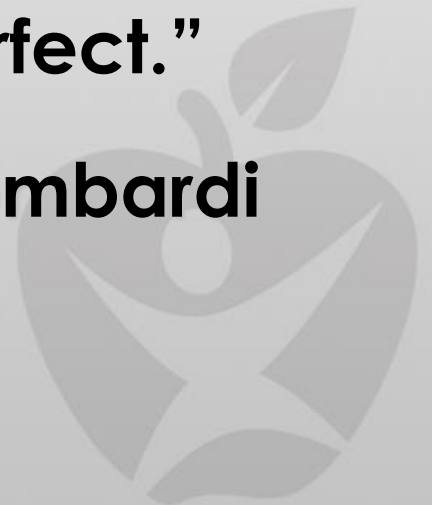


Stages in Skill Development
D. Howe 2005

Students learn new skills by **correctly practicing the skills repeatedly until the skills are mastered.**

**“Practice does not make perfect.
Only perfect practice makes perfect.”**

- Vince Lombardi



NICHD has found that learners need different numbers of correct repetitions in a row of a new word in order for that word to become “automatized.”

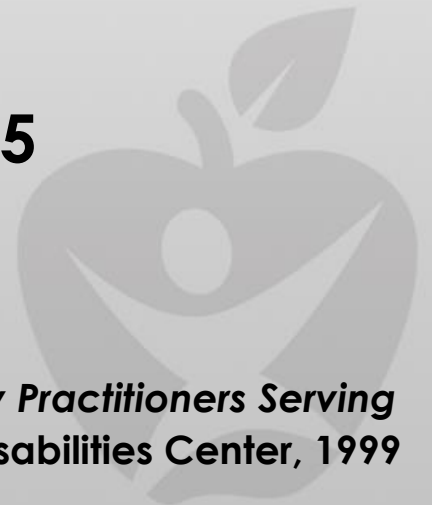
Type of Learner	Number of Repetitions
Most Able	1 or 2
Average	4-14
Least Able	20+ (?) (R. Lyon, 1997)

Topic sentence	1
1st supporting sentence	2
2nd supporting sentence	3
3rd supporting sentence	4
Wrap – up sentence	5



- Visually outlines the learning strategy
- Has a main “bubble” that defines when to use strategy
- Has supporting “bubbles” (4 - 6 recommended) that instruct the student what to do
- Uses connecting words to sequence the approach and order of steps
- Example: Inspiration Software \$39.95
– www.inspiration.com

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

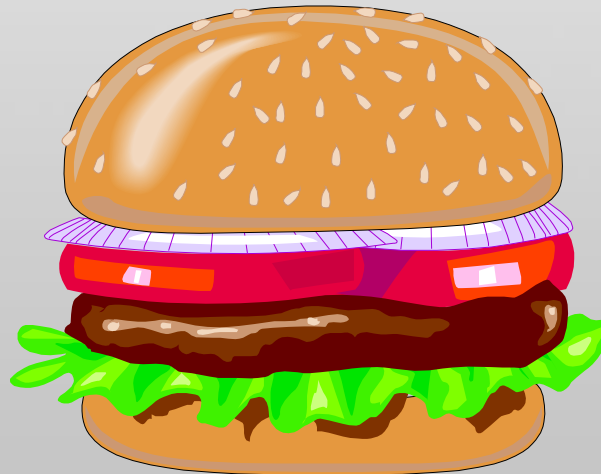


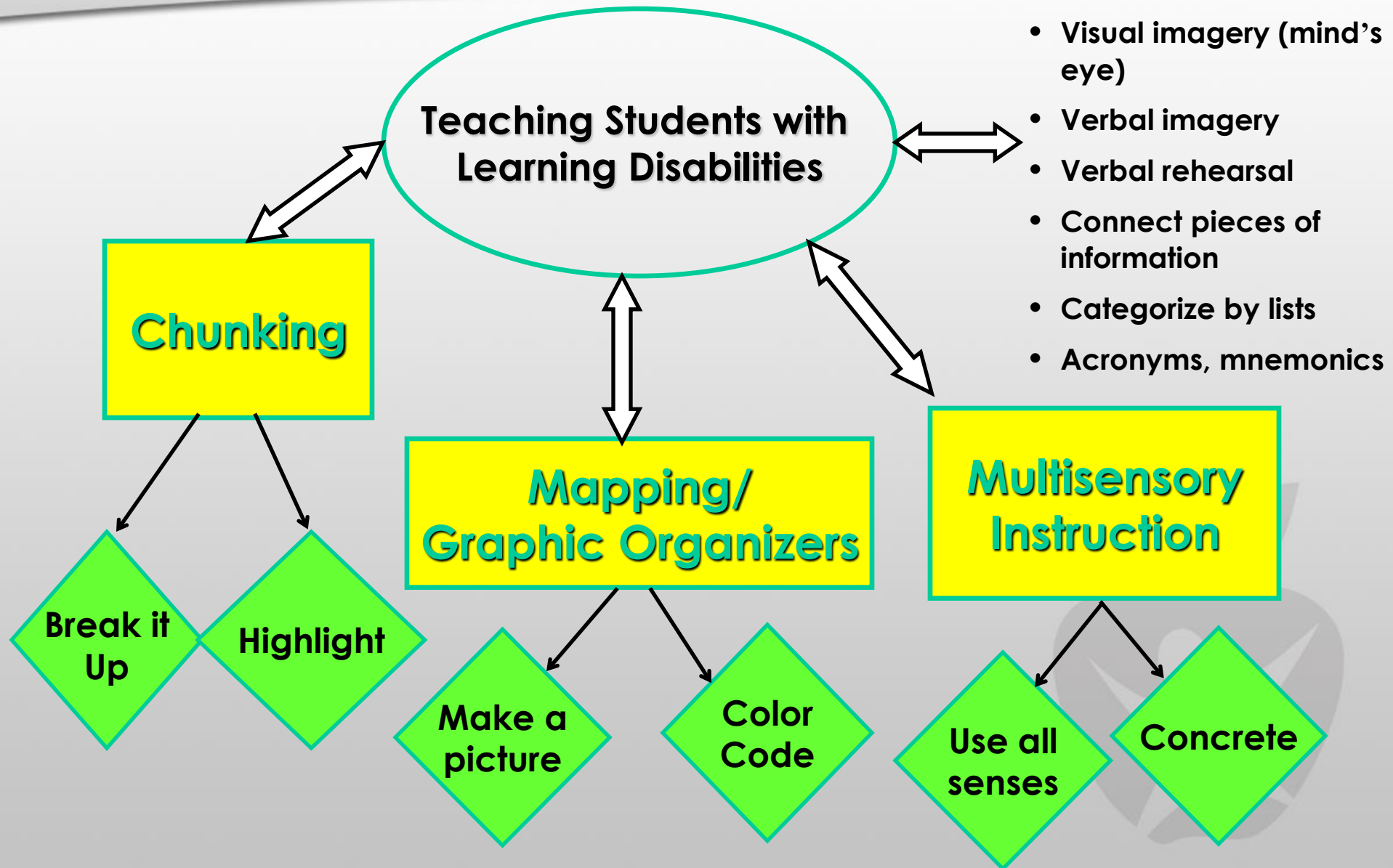
See an image in your mind's eye.

Close your eyes.

See a mental picture of the object in my story.

**When you see this mental picture, you are
visualizing.**






Learning How to Learn

Learning strategies are efficient, effective and organized steps or procedures used when learning, remembering or performing.

“Ask learners which strategies work for them and have them share ideas with each other. When a strategy comes from them, they are more likely to remember and use it.”

- **Listening**
 - **Paraphrasing**
 - **Test-taking**
 - **Error monitoring**
 - **Paragraph organization**
 - **Memory strategies**
- 

- Contains information on how/when to use strategy
- Notes any prerequisite skills needed
- Has a clearly defined approach and order:
 1. limited steps
 2. easy to understand wording
 3. observable actions
 4. a remembering system
- Uses specific cognitive strategies
- Encourages feedback and self-monitoring
- Isn't too time intensive

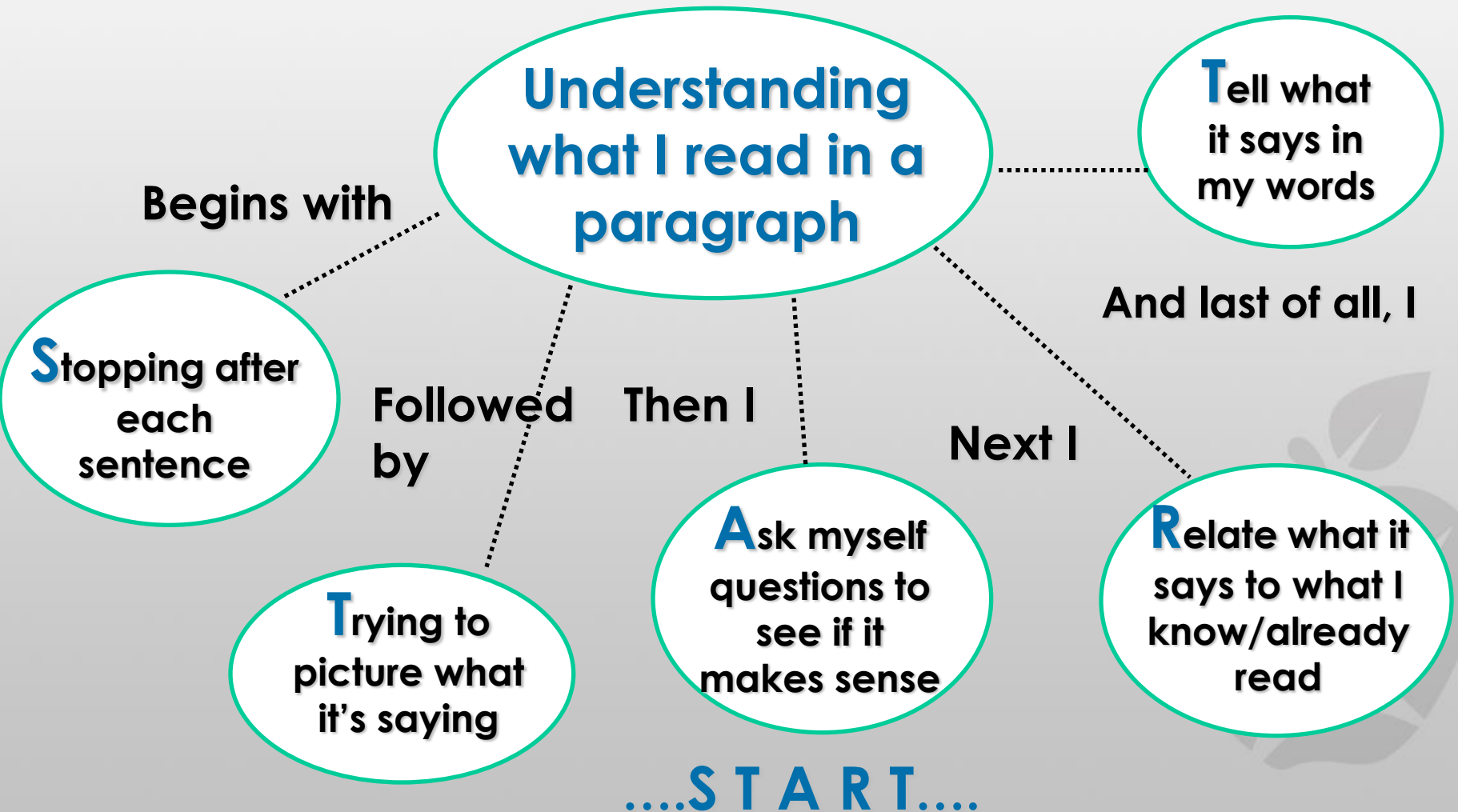


5 Steps

1. **Describe:** Teacher describes strategy or “remembering system” and student sets goals for using strategy and timeline for learning it.
2. **Model:** Teacher demonstrates out loud how to think, perform, and use strategy. Teacher models self-evaluation and self-reinforcement.
3. **Self-Instruct:** Student learns how to describe the strategy in their own words. Using mnemonics, they learn to associate key steps with actions to be taken.
4. **Practice & Critique:** Practice use of strategy with instructor guidance on less difficult material first, then with more difficult practice with peers. Self-monitor progress and critique themselves.
5. **Implement:** Instructors support student in use of strategy independently and in other situations. Student goal is to use strategy in other daily-life situations.

Objective: To understand what I read

Question: How do I understand what I read?



Steps for making and memorizing lists:

Look for clues

Investigate the items

Select a mnemonic using FIRST

Transfer the information to a card

Self-test



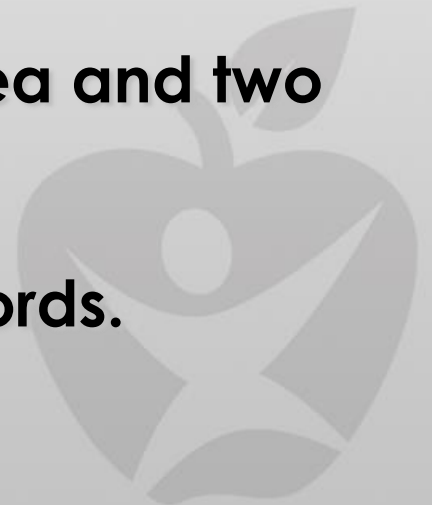
A Paraphrasing Strategy for Reading Comprehension

This strategy uses an acronym to help a person remember the steps. (Hollander & Palamar, 1990)

R – Read a paragraph.

A – Ask yourself: “What were the main idea and two details?”

P – Put main idea & details in your own words.



Plan

Predict who will read this & what you hope will happen when they do. List the title, main ideas, and details.

Order

Decide which main idea to write about 1st, 2nd, etc. & note order on think sheet. For each main idea, note order for presenting details on think sheet. Make sure orders are logical.

Write

Begin with sentence or two that activates reader's knowledge about your subject. Introduce topic and main ideas in 1st paragraph. Use cues to signal ideas. Write about each main idea in the following paragraphs: explain with details. Tell yourself positive statements about your writing and tell yourself to write more.

Edit

Check to see if the overall paper makes sense.

Read it out loud to someone.

Conference with a peer for feedback.

Check to see if each sentence makes sense and if it is complete.

Revise

Copy your paper over neatly.

Check once again for any errors.



COPS

Capitalization

Organization

Punctuation

Spelling

C-SOOPS

Capitalization

Sentence

Structure

Organization

Overall format

Punctuation

Spelling

STOPS

Sentence

Structure

Tenses

Organization

Punctuation

Spelling

Acronym for a strategic approach that helps students write a composition in which they must take a position and defend it.

Each letter stands for a strategic step, as follows:

Decide on audience, goals, and position.

Estimate main ideas and details.

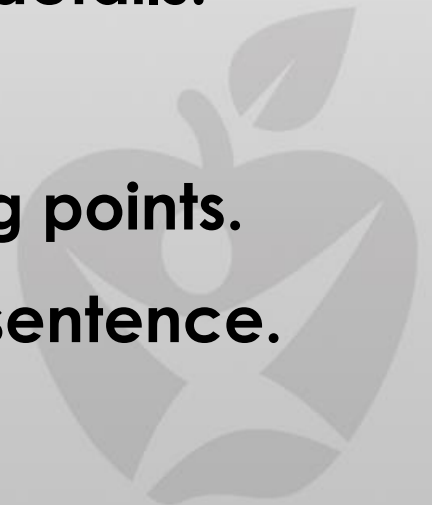
Figure best order of main ideas and details.

Express the position in the opening.

Note each main idea and supporting points.

Drive home the message in the last sentence.

Search for errors and correct.



Mnemonic device used when taking a test to guide students through the process. Teach students to write SCORER at the top of each test to remember the steps.

S = Schedule appropriate time

C = Clue word or phrase can be found in the test questions (discuss, explain, express) to help find the answers

O = Omit difficult items and return if time allows

R = Read the questions carefully

E = Estimate the length of time to devote to each

R = Review test items and answers



Self-Questioning Strategy

- **A**ttend to clues as you read
- **S**ay some questions
- **K**eeep predictions in mind
- **I**dentify the answer
- **T**alk about the answers

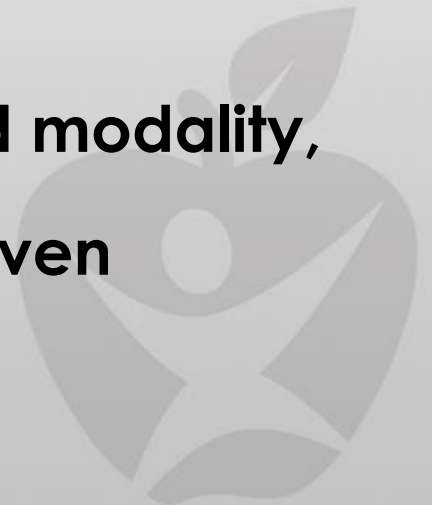


- **Make classroom look less like a classroom.**
- **No pencil work at all for the first few sessions.**
- **Do a great deal of oral work and have the student explain what you said.**
- **Allow extra processing time during discussion as well as during tasks.**
- **Make tapes available to have directions pre-recorded for them.**
- **Ease into more formal work.**



How do I plan for an adult education student with either a diagnosed or still undiagnosed learning disability so that he will improve his performance and remain motivated to learn?

- **Determine his strengths and maximize them**
- **Minimize his weaknesses**
- **Teach through the student's preferred modality,**
- **Use successful strategies that are proven effective for students with LD**



- **Focus on Basics: Learning Disabilities Issue**
 - http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf
- **LD Online**
 - <http://www.ldonline.org/ldbasics>
- **The Teaching/Learning Process and LD**
 - http://www.cls.utk.edu/pdf/keys_ld/chapter4.pdf
- **Keys to Effective LD Teaching Practice**
 - http://www.cls.utk.edu/keys_to_ld.html
- **Adults with Learning Disabilities - A Review of the Literature**
 - http://media.wiley.com/product_data/excerpt/24/07879606/0787960624.pdf



- **LINCS – Disabilities in Adult Education Communities of Practice**
 - Free, quick, and easy to subscribe
 - <https://community.lincs.ed.gov/groups>
- **Learning to Achieve – A Professional's Guide to Educating Adults with Learning Disabilities**
 - <https://lincs.ed.gov/publications/pdf/L2AProfessionalGuide2010.pdf>

**What was the most significant
thing you learned from this
second session?**



**Rochelle Kenyon, Ed.D.
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Thank You!!



“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

*Stay
Connected*

Always here to assist!

The IPDAE Team

