
Mini Grant

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Rationale

The idea for this mini grant came out of the extensive work that I did as a member of the Disabilities Committee in preparation of a revised LD Coordinators handbook that was distributed in January 2013 to all of the state’s LD Coordinators.

The revision to the LD Coordinators handbook was a labor of love for me since it was a complete re-vamping of the old information into a user-friendly handbook for LD Coordinators to access information readily for themselves and for their center’s staff. Continuing the work in this mini grant was a joy for me.

The world of adult education is constantly changing, from the upcoming 2014 GED test, to the alignment of Adult High School courses aligning with the common core, to more and more students coming to us who are not educationally, emotionally, or mentally ready to meet the rigors of adult education. How do we in adult education meet all of the challenges that are coming, as well as meet the needs of a diverse population of students sitting in front of us in our class? The world of ABE students ranges along the continuum of skills, and some of our students are those students who have “fallen through the cracks”.

It is my hope that this guidebook will serve as your first place to learn about disabilities, as well as how to utilize strategies with your students within your classroom to get them to see their own unique potential and teach them so they can meet their individual goals.
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Academic assessment: an assessment that ordinarily involves the use of two or more norm-referenced, criterion-referenced, or standardized tests in reading, math spelling and written expression.

Accommodations: are ways to adjust instructional, testing, and employment situations that are presented or evaluated, so that an individual with learning disabilities can demonstrate his or her knowledge in a fair and equitable fashion. Accommodations may involve adjustments in the presentation of instructional or testing material, the way the student responds to the material, the scheduling of, or time allotted for, the activity and the setting of the test or activity. Accommodations individualize instruction to meet diverse learning levels and are required by law. Accommodations affect how content is taught, made accessible, and/or assessed. Accommodations give an equal chance to all, and each accommodation is based on what the individual needs to succeed.

Accommodations, Reasonable: provides what is necessary for a student to complete a task. It does not have to be the best or the most expensive, just the one that provides what is necessary for the student to learn or to do the required work. An accommodation should not create an “undue hardship” for a program, whether it is part of the program, financial, or administrative.
Accommodations, Do Not: make changes in rules to make it easier for the person with a disability as compared to a person without disabilities.

Accommodations, Should Not: create an “undue hardship” for the center.

ADAAA, Americans with Disability Act Amended, 2008: this is a civil rights law. It extends the provisions established in Section 504 of the Rehabilitation Act, and covers more programs and services, especially within the private sector. It prohibits discrimination in all aspects of society upon the disabled. It services individuals of all ages, and its concern is with the availability of accommodations and physical access to services. ADAAA does not have any age requirements.

Anxiety Disorder: is characterized by frequent tears, refusal to join activities, isolating behavior, many physical complaints, frustration, frequent absences, and excessive worry performance.

Asperger’s Syndrome: is a developmental disorder that affects a person’s ability to socialize and communicate effectively with others. People with Asperger’s Syndrome exhibit social awkwardness and problems with communication and social skills. AS is one of a number of conditions that fall along the autistic spectrum, with AS at the milder end and severe autism at the other. Perhaps the most striking feature of this disorder is an all-absorbing, at times obsessive, interest in specific topics. People with AS typically gather enormous amounts of information about their favorite subjects and seize every
opportunity to learn more and talk about them, incessantly if given an audience. The conversation people with AS generate about these topics may at times seem like a random collection of facts or statistics, with no point or conclusion, and their uncanny expertise is often shared in extraordinary detail, in advanced grammar and with rich vocabulary. People with AS communicate with a serious and formal demeanor, and their speech patterns often lack rhythm so their conversations have odd inflections and sometimes are either too soft or too loud for the setting. People with AS have trouble reading social cues and recognizing other people’s feelings. They tend to be very literal and have trouble understanding nonverbal cues. They may also exhibit strange movements or mannerisms, or have problems with motor skills. Together these qualities can make it extremely difficult for them to make friends. Other symptoms of Asperger’s Syndrome may include: obsessive or repetitive routines and rituals, clumsy or uncoordinated movements, pronounced sensitivity to sensory information, such as light, sound, texture, and taste, noticeably high levels of restlessness or over-activity in early childhood, which might lead to anxiety or depression in young adulthood, and co-occurring Attention-Deficit/Hyperactivity Disorder (ADHD), tic disorders (such as Tourette’s) and Obsessive Compulsive Disorder (OCD).

**Assistive technology:** is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. It is equipment that enhances the ability of students to be more efficient and successful. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies. For example, people with limited hand function may use a keyboard with large keys or a special mouse to operate a computer, people who are blind may use software that reads text on the screen in a computer-generated voice, people with low vision may use software that enlarges screen content, people who are deaf may use a TTY
(text telephone), or people with speech impairments may use a device that speaks out loud as they enter text via a keyboard.

**Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD):** is a psychological term currently applied to anyone who meets the DSM IV diagnostic criteria for impulsivity, hyperactivity and/or inattentiveness. It is a disorder characterized by impulsivity, which is defined as acting without consideration of consequences, inability to complete routine or what are thought of as “boring” tasks, distractibility, inability to sit or stand still, blurting out, low frustration tolerance (short fuse), overreaction to stimuli, sleep disturbance, disorganization or a tendency to be messy or lose things, inability to plan ahead, inability to mind one’s own business, intrusiveness, incessant talking, inattention, and forgetfulness.

**Auditory discrimination:** is the process by which one is able to note the differences between sounds. This is extremely important to language development as spoken words are understood based on different sounds. Discrimination between foreground and background is also an important part of auditory discrimination. It is important to be able to focus on important noises and to ignore irrelevant and unimportant noises so that one is not overwhelmed by a vast amount of noise. Learners who have difficulties with this might have trouble understanding and developing language skills because their brains either misinterpret language sounds, or process them too slowly. Often, these learners cannot differentiate between similar sounds, or they are unable to recognize language in certain situations. People with auditory discrimination disorders may appear to be deaf or hard of hearing. They might not respond to spoken language if there is background noise, or they might understand sounds incorrectly. Problems with this ability are usually related to the brain rather than to the ear itself. It means the person can hear, but
he or she hears things "wrong." A medical professional can diagnose a disorder after tests have shown there are no physical hearing problems.

**Auditory perception:** the ability to process information received through the auditory channel. Auditory perception is the ability to perceive and understand sounds, usually with specific organs, such as a human’s ears. Sound exists in the form of vibrations that travel through the air or through other substances. Ears detect such vibrations and convert them into nerve impulses, which are then sent to the brain where they can be interpreted. Deafness describes a condition in which individuals have no auditory perception; deaf individuals are not capable of perceiving or interpreting sounds. There are many factors that affect auditory perception beyond simply hearing sounds. The brain is largely responsible for many processes that can turn a mass of incoming noise into something useful and understandable.

**Auditory perceptual deficit:** can be characterized by the following: when spoken to, often responds with “what” and “huh”, follows written directions better than oral directions, has a poor receptive vocabulary, fails to hear sounds accurately, does not enjoy being read to, has difficulty with abstract concepts such as “patriotism”, looks at speakers’ lips when they talk, mispronounces common words such as “spaghetti”, omits endings to words, relies heavily on picture cues, has difficulty with rote memory tasks, is not able to distinguish and follow conversation in a noisy setting.

**Auditory Processing Disorders:** can cause difficulty in distinguishing the difference between similar sounds, among other difficulties. Although auditory processing disorder is not named as learning
disability under federal law, it can explain why some learners may have trouble with learning and performance. There are several different ways the brain processes auditory information. If there is a weakness in a particular kind of auditory processing, it may be observed through specific types of behavior. It is important to note that many people without any kind of auditory processing disorder experience problems with learning and behavior from time to time. However, if a person consistently displays difficulties with these tasks over time, testing for auditory processing disorders by trained professionals should be considered. Auditory processing disorders are often referred to as central auditory processing disorders (CAPD). Auditory processing disorders can occur without any kind of hearing loss. Auditory processing disorders affect how the brain perceives and processes what the ear hears. Like all learning disabilities, auditory processing disorders can be a lifelong challenge. Many of the difficulties that are experienced by people with auditory processing disorders are also common to people with attention deficit disorders. Auditory processing disorders may run in families. Auditory processing disorders can affect a person's ability to interact socially.

**Autism:** a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
Bipolar disorder: involves sharp mood swings from episodes of manic “highs” to periods of depressive “lows” or a mixed state in which manic energy combines with a depressed mood. When a person is in the manic phase, the person may exhibit mood swings, hyperactivity, explosive temper, aggressive behavior, poor judgment, and “feeling on top of the world”. When a person is in the depressive phase, the person may exhibit anger and irritability, lack of energy, loss of interest, loss of ability to concentrate and remember, difficulty making decisions, feeling helpless and hopeless, and have suicidal thoughts and gestures.
Comprehension: the understanding of what is being read and re-reading when it is not clear.

Confidentiality: is
1. Done or communicated in confidence.
2. Entrusted with the confidence of another: a confidential secretary.
3. Denoting confidence or intimacy: a confidential tone of voice.
4. Containing information, the unauthorized disclosure of which poses a threat to national security.

In regards to confidentiality and academic and work settings, it is illegal to ask an individual if they have a disability. Confidentiality begins when the individual self-discloses that they have a disability. The workplace and school setting are responsible for maintaining this confidentiality. The employer or school cannot release any part of the documentation without the individual’s written and informed consent.

Co-morbid or co-occurring conditions: the simultaneous existence of other conditions. An example would be a learning disability along with ADHD, attention deficit hyperactivity disorder.

Conduct disorder: this disorder is characterized by inattention and impulsivity, as well as a lack of respect for others. There may be
cruelty to animals or people, lying, fire setting, intentional breaking of rules, and denial of responsibility for acts that were done. Conduct disorder seems to occur as a result of environmental conditions. People with conduct disorder may have been abused and/or neglected. They may have been raised in an environment where the actions that were stated above were not perceived as unusual and in some cases, the behaviors may even have been encouraged.

**Content learning:** the acquisition of information from written material.

**Criterion-referenced:** a kind of assessment in which results are interpreted in relation to the specific knowledge or skills possessed by a student. Such tests usually cover relatively small units and are related to instruction. Performance is measured in reference to the mastery of particular skills. Scores from these tests have meaning in terms of what the student knows or can do, rather than in relation to the scores made by some external reference (or norm) group.

**Critical content curricula:** should relate to a life need, such as high school equivalency test or driver's license test, address knowledge that is immediately useful to adults, be taught directly, and contain sufficient practice to ensure intensity.
**Deaf-Blindness:** means concomitant, or simultaneous, hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for individuals with deafness or children with blindness.

**Deafness:** means a hearing impairment so severe that a learner is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a learner’s educational performance.

**Decoding:** the ability to recognize words in print using letter-sound correspondences and sometimes word parts, such as prefixes and suffixes.

**Depression:** is a mood state that goes well beyond temporarily feeling sad or blue. It is a serious medical illness that affects one’s thoughts, feelings, behavior, mood and physical health. Depression is a life-long condition in which periods of wellness alternate with recurrences of illness. Without treatment, the frequency and severity of these symptoms tend to increase over time. Major depression is also known as clinical depression, major depressive illness, major affective disorder and unipolar mood disorder. It involves some combination of the following symptoms: depressed mood (sadness),
poor concentration, insomnia, fatigue, appetite disturbances, excessive guilt and thoughts of suicide. Left untreated, depression can lead to serious impairment in daily functioning and even suicide, which is the 10th leading cause of death in the U.S. Researchers believe that more than one-half of people who die by suicide are experiencing depression. Devastating as this disease may be, it is treatable in most people. The availability of effective treatments and a better understanding of the biological basis for depression may lessen the barriers that can prevent early detection, accurate diagnosis and the decision to seek medical treatment.

**Depressive disorder, major:** a person will exhibit sad, angry or irritable mood, major changes in sleep and appetite, lack of energy, inability to concentrate and remember, loss of interest, feelings of hopelessness, worthlessness, and guilt, social isolation, and inability to respond to the positive event or things in life.

**Developmental Delay:** for children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development.

**Differentiated Instruction:** is instruction in which the teacher is consistently and proactively creating different pathways to help all learners in their classroom to be successful. Differentiated instruction is taking the lesson plans that the teacher is currently using and evaluating them for how well they provide variety and challenge for their learners. It is the re-examining of lesson plans and using novel ways to engage learners and meet their needs. It is taking the lesson
plans you currently have and modifying them to meet the needs of all of the learners in your class at the level that they are at.

**Direct instruction:** is an approach to teaching. It is skills-oriented, and the teaching practices it implies are teacher-directed. It emphasizes the use of small-group, face-to-face instruction by teachers and aides using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly. Direct instruction utilizes carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

**Disability:** a physical or mental impairment that limits one or more things you want and need to do. It can make it difficult to walk, see, hear or breathe. It can make it difficult to take care of oneself, as well as to learn and to work.

**Dyscalculia:** refers to a wide range of lifelong learning disabilities involving math. It is a severe difficulty in understanding and using symbols or functions needed for success in math. There is no single type of math disability. Dyscalculia can vary from person to person and it can affect people differently at different stages of life. Two major areas of weakness can contribute to math learning disabilities and they are: visual-spatial difficulties, which result in a person having trouble processing what the eye sees and language processing difficulties, which result in a person having trouble processing and making sense of what the ear hears.

**Dysgraphia:** is a severe difficulty in producing handwriting that is legible and written at an age-appropriate speed. It is defined as a
written expression disability. There are two types of dysgraphia. There is transcription, which is the actual handwriting process of forming letters and spelling. The second form is generation, which is the difficulty with composition or putting thoughts on paper.

**Dyslexia**: is a severe difficulty in understanding or using one or more areas of language, including listening, speaking, reading, writing, and spelling. It is evidenced by one or more of the following characteristics. Poor phonemic awareness, difficulty telling how many sounds are in a word, the inability to distinguish the order of sounds in a word, the inability to hear the similarity of rhyming words, a tendency to not hear subtle differences in sounds such as short vowels i and e, and consonant sounds p and b, a confusion of left and right, a slow acquisition of decoding skills, a lack of development in fine-motor skills resulting in slow and/or poor handwriting, spatial deficits resulting in clumsiness, slow recall of known sounds or words, appear confused in the act of retrieval, a tendency to experience problems in articulation of longer words, be ADD/ADHD, display visual perceptual deficits, be socially immature for their age, have organizational problems.

**Dyspraxia**: a severe difficulty in performing drawing, writing, buttoning, and other tasks requiring fine motor skills, or in sequencing the necessary movements required to do these skills.
Emotional Disturbance: means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student’s educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Executive function: is a set of mental processes that helps connect past experience with present action. Many people with LD struggle with executive function, which can make activities like planning, organizing, strategizing, remembering details, and managing time and space difficult. A person with a weakness in executive function may also show a weakness with working memory, which is like "seeing in your mind's eye." A person's executive function abilities are shaped by both physical changes in the brain and by life experiences, in the classroom and in the world at large. Early attention to developing efficient skills in this area can be very helpful. Executive function allows us to make plans, keep track of time and finish work on time, keep track of more than one thing at once, meaningfully include past knowledge in discussions, evaluate ideas
and reflect on our work, change our minds and make mid-course corrections while thinking, reading, and writing, ask for help or seek more information when we need it, engage in group dynamics, and wait to speak until we're called on. A student may have problems with executive function when he or she has trouble with planning projects, comprehending how much time a project will take to complete, telling stories, whether it be verbally or in writing, struggling to communicate details in an organized, sequential manner, memorizing and retrieving information from memory, initiating activities or tasks, or generating ideas independently, and retaining information while doing something with it, for example, remembering a phone number while dialing.

**Explicit instruction:** there are four steps to explicit instruction. They are: provide clear explanations. Model the learning process, (I do). Engage in scaffolded practice, (We do, and You do). Provide elaborated feedback.

**Explicit teaching:** model procedures and strategies that are necessary for instruction. Models and clear examples of whatever the student is expected to do or produce are given and shown to the student so they know exactly what it is they are to produce and do.
\textbf{FACT:}\par F=face the person
A=activate eye contact
C=check expression
T=talk clearly

\textbf{FAPE:}\par F=free
A=appropriate
P=public
E=education

\textbf{Fluency: } the ability to read smoothly and at a reasonable rate with little effort.
Goal setting: is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality. For some goal setting tools, click the link below.


Graphic organizers: is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. For some websites on graphic organizers, click the links below.

http://www.eduplace.com/graphicorganizer/
http://www.thinkport.org/technology/template.tp
http://www.educationoasis.com/curriculum/graphic_organizers.htm
http://aim.cast.org/learn/historyarchive/backgroundpapers/graphic_organizers
Hearing Impairment: means an impairment in hearing, whether permanent or fluctuating, that adversely affects a learner’s educational performance, but is not included under the definition of “deafness.”
IDEA, or Individuals with Disabilities Education Act: federal statute to ensure appropriate services for children with disabilities. IDEA works with all school age children, 3-21, or the age at which they complete public school. A person is covered by the IDEA who is educationally disabled and need special education services. The disability may fall into 10 specific categories:

1. Specific learning disability
2. Intellectual disability
3. Speech or language impairment
4. Emotional disturbance
5. Other health impaired
6. Developmental delay
7. Orthopedic impairment
8. Hearing impairment
9. Visual impairment, including blindness
10. Traumatic brain injury
11. Autism
12. Deafness
13. Deaf-blindness
14. Multiple disabilities

IDEA provides additional funds for eligible students. It is enforced by the US Department of Education, the Office of Special Education. A full comprehensive evaluation by a multi-disciplinary team is conducted when there is written prior notice and there is informed
IEP or Individual Education Plan: a formal plan that will state specifically the goals and objectives for a student under the legal parameters of the IDEA.

Information processing disorder: is a deficiency in a person's ability to effectively use the information the senses have gathered. It is NOT the result of hearing loss, impaired vision, an attention deficit disorder or any kind of intellectual or cognitive deficit. Though information processing disorders are often not named as specific types of learning disabilities, they are seen in many individuals with learning disabilities and can often help explain why a person is having trouble with learning and performance. The inability to process information efficiently can lead to frustration, low self-esteem and social withdrawal, especially with speech/language impairments.

Intellectual Assessment: devices used to measure a student’s intellectual functioning

Intellectual Disability: means significantly sub-average general intellectual functioning, existing concurrently, which means at the same time, with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance. “Intellectual Disability” is a new term in IDEA since February 2011. Until October 2010, the law used the term “mental retardation.” In October 2010, Rosa’s Law was signed into law by President Obama. Rosa’s Law changed the term to be used
in future to “intellectual disability.” The definition of the term itself did not change the mandates of the law.

**Intelligence Quotient or IQ**: score of intelligence being measured by a certain instrument that is chosen by a professional licensed to administer such tests. Each test should be chosen based on the age of the person as well as being free of cultural bias.
Just always do the best that you can.

Just do it!
**KWL:** A classic graphic organizer to get your students actively thinking and involved in learning. It is a process where students ask, what do I KNOW?, what do I WANT to learn?, and lastly, WHAT did I learn.

To get a graphic of this process, click on the link below.


**KWHL:** a twist on the original KWL. IN this process, you ask all of the same questions, but you add the H: HOW will I learn this information? The H comes before the L since you have to figure out how to learn before you can.

To get a graphic of this process, click on the link below.

http://www.ncsu.edu/midlink/kwl.pdf
Language: involves speaking but it also encompasses knowledge of word meanings, knowledge of how to put words together to form sentences, and the ability to manipulate the words so individuals are able to convey precisely what they mean.

Language, expressive: the ability to communicate ideas and thoughts.

Language, receptive: the ability to listen and follow directions.

Learning difficulties: arise when a specific task or circumstance in the learning environment inhibits an individual’s ability to learn. Learning difficulties can extend to specific learning tasks.

Learning disabilities: are intrinsic to the individual and due to differences in the central nervous system. They are permanent; they cannot be outgrown. The learning problems an individual may have may be remediated, but the basic neurological causes remain. Learning disabilities are specific to certain kinds of learning that usually involve difficulties in one or more of the following areas: reading and writing, listening and speaking, math computation,
verbal memory, reasoning and organizational skills. Learning disabilities are not related to overall intelligence. Learning disabilities range from mild to severe, ranging in intensity from individual to individual. Learning disabilities are variable; there is no one pattern of difficulties is experienced by all individuals with learning disabilities. Sometimes learning disabilities can be accompanied with problems with self-regulatory behaviors, social perception, and social interaction. Learning Disabilities are NOT caused by, or related to, mental retardation. They are not brought about by lack of educational opportunity, nor the result of primary emotional problems. Learning disabilities are not caused by social deprivation, nor by or hearing impairments. However, school failure due to learning disabilities often causes emotional problems and low self-esteem.

**Learning disabilities appropriate instruction:** is characterized by structure, connections, information, explicit teaching, direct, scaffolded, intensive, process-sensitive, accommodations, evaluations, generalization, and endurance.

Structure: involves systematically teaching information that has been chunked into manageable pieces.

Connections: shows the learner how information in and among units and lessons are linked to the learning process and to the learner’s goals.

Information: involves making sure that the learner is informed about how the learning process works, what is expected during the instructional situation, and how he or she can improve learning and performance.
Explicit teaching: involves providing detailed explanations and models to the learner about how to approach, think about, perform, and evaluate learning and performance.

Direct: is characterized by high rates of teacher or tutor leadership and control during the initial stages of information acquisition, followed by careful monitoring of the learner’s performance as he or she gradually assumes control of and masters information.

Scaffolded: involves the frequent use of connected questions and collaboratively constructed explanations to create a context for learning based on the learner’s prior knowledge.

Intensive: involves helping learners to maintain a high degree of attention and response during instruction sessions that are scheduled as frequently as possible.

Process-sensitive: involves reshaping the activities within the instructional sequence to take into consideration various cognitive barriers that might inhibit learning.

Accommodations: provides specific and general adaptations that are legally required to reduce or eliminate the impact of a learning disability on successful learning and performance.

Evaluation: involves adapting instruction based on an assessment of the learner’s progress and his or her response to previous attempts at instruction.

Generalization: involves using activities before, during, and after information has been mastered both to ensure continued application of the information and to increase the learners’ success outside of the learning setting.
Endurance: means that programs provide, acknowledge, and commit to the time necessary to ensure that learners master the information and use it to increase their successes in life.

**Learning disabilities checklist:** access this website for a free download.

http://www.ncld.org/images/content/files/checklist_color_final_jan%20202011.pdf

**Learning preferences:** are conditions of learning that one finds helpful.

**Learning styles:** There are three basic types of learning styles. The three most common are visual, auditory, and kinesthetic. To learn, individuals depend on their senses to process the information around them. Most people tend to use one of their senses more than the others.

You can find a learning style inventory at the following website: http://sunburst.usd.edu/~bwjames/tut/learning-style/

**Least restrictive environment (LRE):** if a student is eligible for special education services, it is required by law for the student to be in the least restrictive environment. Students are to be in the mainstream as much as possible.
Memory: to learn, a student must be able to attend to stimuli, to encode information about those stimuli, integrate and store data in memory, and be able to retrieve the data as it is needed.

Memory, long term: refers to the continuing storage of information.

Memory, short term: is the capacity for holding a small amount of information in mind in an active, readily available state for a short period of time.

Memory, working: the active part of your memory system. Working memory involves a short-term use of memory and attention. It is a set of skills that helps us keep information in mind while using that information to complete a task or execute a challenge. Working memory helps us stay involved in something longer and keep more things in mind while approaching a task.

Mental illness: a group of brain disorders that affects the way a person thinks, feels, acts and relates to others and/or their surroundings.
**Metacognition:** refers to the knowledge and control individuals have over their own thinking and learning. It is the ability to think about what one is thinking about. It is an active process where by the individual examines information and makes a decision regarding the best way to learn it.

**Metacognitive learning:** instructional approaches emphasizing awareness of the cognitive processes that facilitate one’s own learning and its application to academic and work assignments. Typical metacognitive techniques include systematic rehearsal of steps or conscious selection among strategies for completing a task.

**Modification:** pertains to content and looks at what is being taught. It looks at the student and how they are to learn something different, looking at the instruction level, the benchmarks, or the number of key concepts to be mastered. The amount of material or the number of assignments is reduced. Modifications result in changes to the outcomes or what the student is expected to learn.

**Motivation:** the ability to learn due to personal effort coupled with success. The ability to take risks related to learning and to know intrinsically that the effort will have positive results.

**Multiple Disabilities:** means con-comitant, or simultaneous impairments, such as intellectual disability-blindness, intellectual disability-orthopedic impairment and so on, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
Multiple Intelligences: is a term coined by Howard Gardner, and he claims that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He believes each individual has nine intelligences:

- **1. Verbal-Linguistic Intelligence** -- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words
- **2. Mathematical-Logical Intelligence** -- ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns
- **3. Musical Intelligence** -- ability to produce and appreciate rhythm, pitch and timber
- **4. Visual-Spatial Intelligence** -- capacity to think in images and pictures, to visualize accurately and abstractly
- **5. Bodily-Kinesthetic Intelligence** -- ability to control one’s body movements and to handle objects skilfully
- **6. Interpersonal Intelligence** -- capacity to detect and respond appropriately to the moods, motivations and desires of others.
- **7. Intrapersonal Intelligence** -- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes
- **8. Naturalist Intelligence** -- ability to recognize and categorize plants, animals and other objects in nature
- **9. Existential Intelligence** -- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

**Multi-sensory teaching:** instruction should simultaneously integrate as many sensory pathways as possible: visual, kinesthetic, auditory, and tactile.
Non-verbal LD (NVLD): is a disability that points to great difficulties with problem solving that do not involve written or spoken language. It also points to struggles staying organized in terms of time and space, while having, at least on the surface, good language skills. A person with a NVLD has the tendency to talk, often excessively, using age-appropriate and even advanced sentence structures. Individuals with NVLD also have an uncanny ability to read and spell single words, with performance deteriorating on extended narratives, and a predisposition to memorize and repeat large amounts of verbal information, but a pronounced weakness in knowing how and when to share this knowledge in socially appropriate ways. Perhaps the most debilitating feature of non-verbal learning disabilities falls within the areas of social and interpersonal skills. For example, having heard a joke being told by a radio talk-show host, John proceeded to retell it to everyone in the room, one person at a time, not realizing that some people were listening over their shoulders, so they heard it already, and that others, by not making eye contact or by positioning themselves away from the conversation, were just not interested. Another example would be after breaking a glass, Beth was confused by her brother's commenting "good job", not understanding the sarcasm in his voice or realizing that his animated facial expression conveyed the real meaning of his words. These sorts of social challenges are the hallmarks of NVLD. Without meaning to be difficult or intrusive, individuals with NVLD can often be physically awkward, for example, the person does not quite know what to do their hands during casual conversation, prone to show anxiety-induced and potentially embarrassing behaviors in public, socially intrusive, such as standing too close to someone or follow someone around during casual
conversation, not sure when or how to "break in," join a conversation, or engage in the "give and take" of interpersonal communication, and socially isolated, meaning that the person is unsure or unaware of their option to join a group or initiate social interaction. Additionally, a common feature of NVLD is seemingly incessant talking. These individuals often narrate their thoughts aloud, sometimes sharing too much detail, usually of a personal nature, without realizing they've done so, or repeat details and have trouble getting to the point or sharing the "big picture" during conversation.

**Norm-referenced:** a test where the results are interpreted in relation to the performance of a comparison group. Norm-referenced interpretations tell how the scores of each student or group of students compare to the scores of the original, or norm, group that took the test. The scores of the students do not necessarily produce the same distribution of scores as the scores of the norm group.
Obsessive-compulsive disorder or (OCD): is an anxiety disorder characterized by unreasonable thoughts and fears (obsessions) that leads one to do repetitive behaviors (compulsions). With obsessive-compulsive disorder, a person may realize that their obsessions are not reasonable, and they may try to ignore them or stop them. That will only increase the distress and anxiety. Ultimately, the person will feel driven to perform compulsive acts in an effort to ease their stressful feelings. Obsessive-compulsive disorder often centers around themes, such as a fear of getting contaminated by germs. To ease the contamination fears, a person may compulsively wash their hands until they are sore and chapped. Despite the person’s efforts, thoughts of obsessive-compulsive behavior keep coming back. This leads to more ritualistic behaviors, and a vicious cycle that is characteristic of obsessive-compulsive disorder.

Orthopedic Impairment: means a severe orthopedic impairment that adversely affects a student’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease, and impairments from other causes, such as cerebral palsy, amputations, and fractures or burns that cause contractures.

Other Health Impairment (OHI): means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, and that is due to chronic or acute health problems such as asthma, attention deficit disorder or
attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome and that it adversely affects a student’s educational performance.
Phonemic awareness: the ability to hear discrete sounds in words.

Phonological processing disorders: are characterized by difficulties acquiring alphabetic or phonetic reading strategies. Readers with these difficulties are slow to grasp that letters make sounds and that letters together make letter sound combinations. Readers with these difficulties are also slow to grasp sight words, which will prevent them from becoming fluent readers.

Post-traumatic stress disorder (PTSD): a person with PTSD will exhibit irritability or angry outbursts, extreme anxiety, sadness or depressed mood, problems concentrating, sudden and extreme emotional reactions, frequent memories of the event, sleep disturbance, which may consist of frightening or upsetting dreams, acting or feeling like the experience is happening again, developing repeated physical or emotional symptoms when the person is reminded of the event.

Predictability: planning activities that students can count on.

Prior knowledge: what a student knows prior to learning.
Questions: can tap into a student’s prior knowledge and help them build connections to the upcoming material and their direct connections to their personal life.
**Reading components:** there are five parts to reading. They are phonemic awareness, decoding, fluency, vocabulary and comprehension.

**Reading comprehension:** is defined as the level of understanding of a text and its message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text and its message. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

**Reading comprehension strategies, top seven:**

1. *Activating background knowledge to make connections between new and known information.* This instruction is divided into three categories of connection: text-to-self, text-to-text, and text-to-world.

2. *Questioning the text.* Proficient readers are always asking questions while they read. Sticky notes have become mainstreamed in classrooms in part because they are such a useful tool for teaching students to stop, mark text, and note questions as they read.
3. Drawing inferences. Proficient readers use their prior knowledge about a topic and the information they have gleaned in the text thus far to make predictions about what might happen next. When teachers demonstrate or model their reading processes for students through think-alouds, they often stop and predict what will happen next to show how inferring is essential for comprehending text.

4. Determining importance. In the sea of words that is any text, readers must continually sort through and prioritize information. Teachers often assist readers in analyzing everything from text features in nonfiction text like bullets and headings, to verbal cues in novels like strong verbs. Looking for these clues can help readers sift through the relative value of different bits of information in texts.

5. Creating mental images. Readers are constantly creating mind pictures as they read, visualizing action, characters, or themes.

6. Repairing understanding when meaning breaks down. Proficient readers don’t just plow ahead through text when it doesn’t make sense; they stop and reread, which will allow learners to repair meaning.

7. Synthesizing information. Synthesis is the most sophisticated of the comprehension strategies, combining elements of connecting, questioning, and inferring. With this strategy, students move from making meaning of the text, to integrating their new understanding into their lives and world view.

Reading comprehension strategies, links:
http://www.muskingum.edu/~cal/database/general/reading.html
http://www.readingrockets.org/article/3479/
Reading Disability: is defined as a reading proficiency that is below an individual’s expected proficiency, given their age, intelligence, education or professional experience. It is a specific form of learning disability.

Resources:
Council for Learning Disabilities (CLD)  
www.cldinternational.org

Learning Disabilities Association (LDA)  
www.ldanatl.org

National Center for Learning Disabilities (NCLD)  
www.ncld.org

Responsibilities of adults with disabilities: be your own self-advocate. Tell the appropriate person about your disability if you want
accommodations. Talk with this person in private to ensure confidentiality. Be prepared to provide records about your disability. Tell the person you are speaking with what accommodations have worked for you in the past. Know that you have legal rights.

**Role-play:** to act out a part. In role-play, a situation is imagined. The situation usually represents one that the student may encounter.

**Response to Intervention (RtI):** a strategy that offers students high-quality instruction and scientifically based intervention.
Section 504 of the Rehabilitation Act of 1973: this was the first civil rights law specifically written to protect the rights of individuals with disabilities. Section 504 guarantees that a person with a disability will not be discriminated against in any program receiving federal funds. A person is qualified as having a disability, whether it is a physical or mental impairment that substantially limits a major life activity. Section 504 is enforced by the US Office of Civil Rights. For a Section 504 plan, no formal evaluation is needed and decisions are made by a group of knowledgeable professionals that work directly with the individual. Section 504 does not have any age requirements, and it extends past secondary education to post-secondary education and employment.

Self-advocacy: includes the individual’s ability to understand the types of accommodations he or she needs, as well as the ability to convey to teachers, testing entities and employers that specific accommodations are required.

Self-concept: is a general term used to refer to how someone thinks about or perceives themself. Self-concept is how we think about and evaluate ourselves. It is an awareness of oneself.
**Self-determination:** refers to a positive yet realistic understanding of one’s strengths and weaknesses, and the ability to choose a path in life that is satisfying and leads to success.

**Self-determination, 6 factors:** gain self-awareness, learn to value yourself, plan, be proactive, reflect and readjust, effective environment for success

**Self-disclosure** means three things: (1) accepting the disability, (2) obtaining documentation and (3) revealing the disability to others.

**Self-esteem:** is a term used in psychology to reflect a person’s overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs, such as “I am competent,” and “I am worthy” as well as emotions such as triumph, despair, pride and shame.

**SMART instructional plan:** a process designed to help students with LD learn a skill from the beginning to completion.

S=shape critical questions

M=map critical content

A=analyze for learning difficulties

R=reach instructional decisions

T=teach effectively
**Social skills:** are the skills we use to communicate with each other, both verbally and non-verbally, through gestures, body language and image. As human beings we are sociable creatures and have developed many ways to communicate our messages, thoughts and feelings with others. What is said is influenced by both verbal language and the way we use it, which is tone of voice, volume of speech and the words we choose, as well as by more subtle messages such as body language, gestures and other non-verbal communication methods. Developing social skills is about being aware of how we communicate with others, the messages we send and how methods of communication can be improved to make the way we communicate more efficient and effective. In summary, social skills are the skills we use to interact with people in a positive way.

**Soft skills:** is a sociological term relating to a person's "EQ", or Emotional Intelligence Quotient, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills which are the occupational requirements of a job and many other activities. Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills relate to a person's ability to interact effectively with co-workers and customers and are broadly applicable both in and outside the workplace. A person's soft skill EQ is an important part of their individual contribution to the success of an organization. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications. It has been suggested that in a number of professions, soft skills may be more important over the long term than occupational skills. Soft Skills are behavioral competencies, which are also known as interpersonal skills, or people skills, they include proficiencies such as communication skills, conflict resolution and negotiation, personal effectiveness, creative
problem solving, strategic thinking, team building, influencing skills and selling skills.

Soft skills, top 60:

The Workforce Profile defined about 60 "soft skills", which employers seek. They are applicable to any field of work, according to the study, and are the "personal traits and skills that employers state are the most important when selecting employees for jobs of any type."

1. Math.
2. Safety.
3. Courtesy.
4. Honesty.
5. Grammar.
6. Reliability.
7. Flexibility.
8. Team skills.
9. Eye contact.
11. Adaptability.
12. Follow rules.
13. Self-directed.
14. Good attitude.
15. Writing skills.
17. Dependability.
18. Advanced math.
20. Good references.
22. Good attendance.
23. Personal energy.
24. Work experience.
25. Ability to measure.
26. Personal integrity.
27. Good work history.
28. Positive work ethic.
29. Interpersonal skills.
30. Motivational skills.
32. Personal chemistry.
33. Willingness to learn.
34. Common sense.
35. Critical thinking skills.
36. Knowledge of fractions.
37. Reporting to work on time.
38. Use of rulers and calculators.
39. Good personal appearance.
40. Wanting to do a good job.
41. Basic spelling and grammar.
42. Reading and comprehension.
43. Ability to follow regulations.
44. Willingness to be accountable.
45. Ability to fill out a job application.
46. Ability to make production quotas.
47. Basic manufacturing skills training.
48. Awareness of how business works.
49. Staying on the job until it is finished.
50. Ability to read and follow instructions.
51. Willingness to work second and third shifts.
52. Caring about seeing the company succeed.
53. Understanding what the world is all about.
54. Ability to listen and document what you have heard.
55. Commitment to continued training and learning.
56. Willingness to take instruction and responsibility.
57. Ability to relate to coworkers in a close environment.
58. Not expecting to become a supervisor in the first six months.
59. Willingness to be a good worker and go beyond the traditional eight-hour day.
60. Communication skills with public, fellow employees, supervisors, and customers.
Speech: a person’s ability to make the sounds of our language.

Speech or Language Impairment: means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a student’s educational performance.

Spiral teaching: instruction should introduce new skills and information in small segments, and then circle back to review previously learned material before moving on again.

Strategies, General: a way to approach a task. It is a process that has steps that are organized and that by using these steps, task can be completed.

- Allow the student to talk about what is bothering him/her.
- Allow the student to take a “time out” and put the school materials to the side for a “breather”.
- Encourage deep breathing.
- Communicate to the student that you care about them and want them to succeed.
- Work with the student on realistic goal setting.
- Offer lessons that are at, or just above, a student’s performance level.
- Help students make incremental progress.
- Take things one step at a time.
- Encourage the student to focus on one class at a time.
- Draw on the student’s sense of humor.
- Draw on the student’s interests.
- Allow food in class.
- Allow the student to chew gum or lollipops.
• Provide frequent, positive progress feedback.
• Encourage sustained effort and counteract discouragement.
• Avoid comparing the student to anyone but themselves.
• Allow the student to work alone.
• Use visual learning strategies as much as possible.
• Avoid unnecessary changes.
• Ask the student to evaluate his/her own work.
• Be clear and concise in your expectations.
• Plan out breaks.
• Work with a calendar to identify due dates and balance other time commitments.
• Prioritize the learning tasks.
• Break tasks into smaller chunks.
• Place assignments in a context that is meaningful to the student.
• Use practical applications.
• Debrief at the end of each step of the task to ensure clarity and focus and application of the skills.
• Allow extra time when needed.
• Allow the use of a calculator when needed.
• Provide regular practice of skills.
• Provide a small set of new information to be mastered.
• Have a quiet work area.
• Always frame what you are going to work on and be sure that the student is focused.
• Use the computer when applicable.
• Provide structure to the class. Suggest keeping a 3-ring binder for all information.
• Encourage “over learning” through the use of repetition, clarification and paraphrasing.
• Use language that is explicit.
• Pay attention to lighting, since fluorescent lighting can be irritating.
• Keep assignments up until completed.
• Use of pencil grips.
• Wide lined paper or graph paper.
• Color coded overlays.
• Review of previous day’s lesson.
• Model and teach.
• Allow students time to read completely what needs to be read, and then allow time to reread!
• Provide more time when necessary and offer a reduced work load.
• Use simple, uncomplicated top-to-bottom flow charts to reinforce major concepts.
• Provide written directions.
• Utilize “wait time” before looking for answers
• Do not use groups of more than 8 to facilitate discussion of all members.
• Encourage students to use graphic organizers.
• Allow for alternative forms of information sharing, such as written or taped presentations rather than doing orally with the class present, drawings, or demonstrations of some kind. Allow the use of technology to enhance presentations.
• Allow the use of recorded books.
• Avoid lengthy periods of note taking.
• Use ear plugs.
• Use of index cards, post-it notes, highlighters, assignment notebooks, dividers, folders and so on to help the student achieve and then maintain organization.
• Adapt work area, such as height.
• Allow learner to decide which task will be done first, second and so on.
• Allow the learner to set up his or her own learning schedule.
• Allow the learner to wear a hat to decrease light glare.
• Allow the student to stand up to complete work.

Structured teaching: instruction and procedures should have explicit goals, be clearly organized, and carefully sequenced.
TARGET:

T=target the topic
A=address the need
R=relate the reasons for the need
G=give a plan or ask for help
E=explain why the plan will work
T=tie down future plans

Teaching SMARTER:

S=shape the critical question
M=map the critical content
A=analyze for difficulties
R=reach instructional decisions
T=teach effectively
E=evaluate progress
R=revisit outcomes and goals
**Tics:** are sudden, repetitive, non-rhythmic motor movements or vocalizations involving discrete muscle groups. Tics can be invisible to the observer, such as abdominal tensing or toe crunching. Common motor and phonic tics are, respectively, eye blinking and throat clearing. Motor tics are movement-based tics affecting discrete muscle groups. Phonic tics are involuntary sounds produced by moving air through the nose, mouth, or throat. Simple motor tics are typically sudden, brief, meaningless movements that usually involve only one group of muscles, such as eye blinking, head jerking, or shoulder shrugging. Motor tics can be of an endless variety and may include such movements as hand clapping, neck stretching, mouth movements, head, arm or leg jerks, and facial grimacing. A simple phonic tic can be almost any sound or noise, with common vocal tics being throat clearing, sniffing, or grunting. Complex motor tics are typically more purposeful-appearing and of a longer nature. They may involve a cluster of movements and appear coordinated. Examples of complex motor tics are pulling at clothes, touching people, touching objects, echopraxia and copropraxia. Complex phonic tics include echolalia (repeating words just spoken by someone else), palilalia (repeating one’s own previously spoken words), lexilalia (repeating words after reading them), and coprolalia (the spontaneous utterance of socially objectionable or taboo words or phrases). Coprolalia is a highly publicized symptom of Tourette syndrome; however, only about 10% of TS patients exhibit coprolalia.

**Tourette syndrome:** is an inherited neurological disorder. This syndrome is characterized by involuntary motor and/or vocal tics. Symptoms begin in childhood, increase in adolescence, and improve in adulthood. Tics may vary from mild to severe and may include excessive eye rolling or blinking, twitches, finger tapping, sniffing, and throat clearing. More serious tics may include squealing, barking, echolalia, which is repeating what someone says, burst of profanity, racial slurs or sexually inappropriate words or actions. A person with Tourette syndrome may also have some
obsessive behaviors, such as a need for symmetry or evening things up, anxiety related to germs, and ritualistic behaviors.

TOWER:

T=think about the writing topic

O=organize your thoughts

W=write a draft

E=engage in revision. Revise your draft first for meaning.

R=review for errors. Edit and write a final draft.

**Traumatic Brain Injury:** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
Universal Design for Learning (UDL): is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. Universal design is not just a single, “one-size-fits-all” solution, but rather flexible approaches that can be customized and adjusted for individual needs. UDL is necessary because individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:

Recognition Networks

The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Present information and content in different ways
Strategic Networks

The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Differentiate the ways that students can express what they know

Affective Networks

The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Stimulate interest and motivation for learning
Visual acuity: how well the eye sees.

Visual impairment/blindness: an impairment in vision that, even with correction, adversely affects an individual’s educational performance. The term includes both partial sight and blindness.

Visual perception: how the brain interprets what is seen.

Visual perceptual deficit: can be characterized by messy work that exhibits poor legibility and spatial planning with many erasures, reversal/inversion of letters and/or numbers such as b/d, p/q, n/u, 6/9, or turns 3, 6, 7, 9 backwards, awkwardness and clumsiness, transposition of numbers or letter sequences like saw for was, difficulty with comprehension of pictures, poor spelling, poor memory for what was seen only seconds before, slowness and inaccurate copying, poor directional sense, itchy eyes, tearing, blurry vision, complaints of print “swimming” on a page, being out of focus, loss of place, skipping or rereading lines of text.

Vocabulary: the knowledge of word meanings. The words that a person is able to understand.
Workforce preparation strategies: adult learners with LD may have difficulty holding or obtaining employment due to their disability. Adult learners would benefit from learning the following skills within adult education: demonstrating marketable skills, finding job leads, completing job applications, participating in a job interview, following directions, communicating with others and maintaining social connections at work, managing time, and asking for assistance. Researchers have concluded that adult learners need to possess reading comprehension skills and math, as well as teamwork/collaboration, critical thinking/problem solving skills, communication skills, professionalism/work ethic, and information technology application to be success in the world of work. Adult education can lead the way in these areas to allow our students to meet with success outside of the classroom.

Written expression disability: is a type of learning disability in which a person’s writing ability falls substantially below the normally expected range based on the individual’s age, educational background, and measured intelligence. Poor writing skills must interfere significantly with academic progress or daily activities that involve written expression, which includes spelling, grammar, handwriting, punctuation, and word usage. A written expression disability is characterized by multiple spelling mistakes, errors in grammar and punctuation, exceptionally poor or illegible writing, sentences that lack cohesion, reluctance or refusal to complete writing tasks, and anxiety or frustration with the writing process which can be exhibited by the breaking of pencils and tearing up assignments for example.
Writing strategies, links:

http://gse.buffalo.edu/org/writingstrategies/


http://literacy.kent.edu/eureka/strategies/writing.html

http://www.writing.ku.edu/guides/prewriting.shtml

http://www.dailywritingtips.com/5-brainstorming-strategies-for-writers/

http://www.zaner-bloser.com/writing/strategies-writers

http://www.readwritethink.org/search/?strategy-guide-series=30144

http://www.winona.edu/writingcenter/invent.htm

http://www.smoran.ednet.ns.ca/writing/list_of_writing_strategies.htm

http://topnotchteaching.com/time-saving-tips/strategies-for-getting-your-students-to-write/

http://www.education.com/study-help/article/additional-organizational-strategies/

Writing strategies, top 50 list:

Nuts and Bolts

1. Begin sentences with subjects and verbs. Make meaning early, then let weaker elements branch to the right.
2. Order words for emphasis. Place strong words at the beginning and at the end.

3. Activate your verbs. Strong verbs create action, save words, and reveal the players.

4. Be passive-aggressive. Use passive verbs to showcase the “victim” of action.

5. Watch those adverbs. Use them to change the meaning of the verb.

6. Take it easy on the “ing”. Prefer the simple present or past.

7. Fear not the long sentence. Take the reader on a journey of language and meaning.

8. Establish a pattern, then give it a twist. Build parallel constructions, but cut across the grain.

9. Let punctuation control pace and space. Learn the rules, but realize you have more options than you think.

10. Cut big, then small. Prune the big limbs, then shake out the dead leaves.

II. Special Effects

11. Prefer the simple over the technical. Use shorter words, sentences and paragraphs at points of complexity.

12. Give key words their space. Do not repeat a distinctive word unless you intend a specific effect.

13. Play with words, even in serious stories. Choose words the average writer avoids but the average reader understands.

14. Get the name of the dog. Dig for the concrete and specific, details that appeal to the senses.
15. Pay attention to names. Interesting names attract the writer’s and the reader’s interest.

16. Seek original images. Reject clichés and first-level creativity.

17. Riff on the creative language of others. Make word lists, free-associate, be surprised by language.

18. Set the pace with sentence length. Vary sentences to influence the reader’s speed.

19. Vary the lengths of paragraphs. Go short or long, or make a “turn”, to match your intent.

20. Choose the number of elements with a purpose in mind. One, two, three, or four: Each sends a secret message to the reader.

21. Know when to back off and when to show off. When the topic is most serious, understate; when least serious, exaggerate.

22. Climb up and down the ladder of abstraction. Learn when to show, when to tell, and when to do both.

23. Tune your voice. Read drafts aloud.

III. Blueprints

24. Work from a plan. Index the big parts of your work.

25. Learn the difference between reports and stories. Use one to render information, the other to render experience.

26. Use dialogue as a form of action. Dialogue advances narrative; quotes delay it.

27. Reveal traits of character. Show characteristics through scenes, details, and dialogue.
28. Put odd and interesting things next to each other. Help the reader learn from contrast.

29. Foreshadow dramatic events or powerful conclusions. Plant important clues early.

30. To generate suspense, use internal cliffhangers. To propel readers, make them wait.

31. Build your work around a key question. Good stories need an engine, a question the action answers for the reader.

32. Place gold coins along the path. Reward the reader with high points, especially in the middle.

33. Repeat, repeat, repeat. Purposeful repetition links the parts.

34. Write from different cinematic angles. Turn your notebook into a “camera.”

35. Report and write for scenes. Then align them in a meaningful sequence.

36. Mix narrative modes. Combine story forms using the “broken line.”

37. In short pieces of writing, don’t waste a syllable. Shape shorter works with wit and polish.

38. Prefer archetypes to stereotypes. Use subtle symbols, not crashing cymbals.

39. Write toward an ending. Help readers close the circle of meaning.

IV. Useful Habits

40. Draft a mission statement for your work. To sharpen your learning, write about your writing.
41. Turn procrastination into rehearsal. Plan and write it first in your head.

42. Do your homework well in advance. Prepare for the expected and unexpected.

43. Read for both form and content. Examine the machinery beneath the text.

44. Save string. For big projects, save scraps others would toss.

45. Break long projects into parts. Then assemble the pieces into something whole.

46. Take interest in all crafts that support your work. To do your best, help others do their best.

47. Recruit your own support group. Create a corps of helpers for feedback.

48. Limit self-criticism in early drafts. Turn it loose during revision.

49. Learn from your critics. Tolerate even unreasonable criticism.

50. Own the tools of your craft. Build a writing workbench to store your tools.

Taken from: http://www.poynter.org/how-tos/newsgathering-storytelling/writing-tools/76067/fifty-writing-tools-quick-list/
X
“x”-tra time
“x”-tra work
“x”-tra special
Yes! I can succeed when I know how to learn!
Zealous for learning when able to do the work!

If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you.
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