

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Special Learning Needs

October 2009

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Welcome to the October Professional Development MAP!

October is Disabilities Awareness Month which provides an opportunity nationwide to raise awareness of children and adults with disabilities. According to the U.S. Census, disabilities affect one out of every five Americans. Adult education and family literacy programs in Colorado serve many LD adults. This issue of the PD MAP aims to help teachers understand the challenges faced by LD adults and to provide guidance on effective instruction for these learners.

As of July 1, 2009, the CDE/AEFL office has a Special Learning Needs Policy with 14 implementation items that AEFLA programs must implement by June 30, 2010. Jessie Hawthorn will be conducting five regional trainings in FY10 to assist programs in implementing the policy. For a copy of the policy and some resources to support implementation, go to <http://www.cde.state.co.us/cdeadult/TA-JH-SLN-PolicyDocs.htm>.

There are many community events in honor of Disabilities Awareness month. In Denver, Kaiser Permanente is sponsoring a free "Spice of Life Dinner" on October 13. For more information and to RSVP contact Brooke Whitten at (303)-344-7380 or brooke.l.whitten@kp.org. The Rocky Mountain ADA Center in Colorado Springs is presenting the show "Invisible Voices: New Perspectives on Disability" which will run for eight performances in October. Go to www.theatreworkscs.org for more information. Use the promo code VOICES to get \$5 off the ticket price for online orders. Some educators might want to attend the LDA Conference in Baltimore, MD Feb. 17-20, 2010, so save the date. <http://www.lidaamerica.org>

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Self-Study:

Learning to Achieve: A Research-based Training on Serving Adults with Learning Disabilities

National Institute for Literacy, June 2009

<http://www.nifl.gov/programs/learningtoachieve/learningtoachieve.html>

Learning to Achieve replaces *Bridges to Practice*, NIFL's previous training for adult education and vocational training practitioners. The program offers instruction on how to actively support adults with LD in educational and workplace settings. The 250-page handbook used in the training is available for downloading from the website. Chapter topics include: assessment of adults with LD, LD and English language learners, accommodations, effective teaching methods, transitions, and the impact of LD on adults.

The Role of the Practitioner in the Assessment Process

Learning Disabilities Association of America, 2004

<http://www.lidaamerica.us/aboutld/adults/assessment/screening.asp>

This website explains the differences between screening and formal assessments for a diagnosis of LD. It describes the roles of auditory/visual processing problems, academic performance, and behavior in assessing LD in adults. Numerous resources on civil rights, workplace and social issues and post secondary options are posted.

Adult English Language Learners and Learning Disabilities

Practitioner Toolkit: Working with Adult English Language Learners, Part IV, pgs IV-59 to IV-63, NCFL 2004

http://www.cal.org/caela/tools/program_development/elltoolkit/Part4-59AdultELL&LearningDisabilities.pdf

This article cautions educators to consider factors *other than* learning disabilities as the possible cause of an ESL

adult's slow progress in learning English. It describes instructional best practices for all ESL adults including those with possible learning disabilities.

Helping Dyslexic Students: Advice from the Dyslexia Research Institute

Susan Harris, Southern Colorado Professional Development Center Literacy Lifejacket, Sept. 2009
This article summarizes the highlights from a recent NAASLN webinar presented by Dr. Patricia Hardman for the Dyslexia Research Institute. Contact: susan.harris@trinidadstate.edu for a copy of the September issue and/or to be added to the Literacy Lifejacket distribution list.

The Learning Disabilities Adaptations and Accommodations Guide

Virginia Adult Learning Resource Center
<http://www.aelweb.vcu.edu/publications/LDGuide/>
This guide provides a basic understanding of learning disabilities and accommodations. There are tools to help instructors identify appropriate accommodations for assessment and instruction. The guide also includes strategies for teaching reading, writing, math, listening and speaking, reasoning, organization and study skills and personal and interpersonal skills.

Reading Difficulties

Online self-study course from World Education
Completion time: 3 hours, Free
<http://professionalstudiesae.worlded.org/index.html#readingdifficulties>
In this self-paced course, teachers read two articles relating to reading difficulties in adults, process the research by reflecting on four probing questions, and apply what they have learned to an adult learner in their program.

Bridging the Gap: Best Practices for Instructing Adults Who Are Visually Impaired and Have Low Literacy Skills

American Foundation for the Blind, Online, self-paced course, Free
<http://www.afb.org/Section.asp?SectionID=44&TopicID=108&DocumentID=2504>
This course helps adult educators understand issues faced by adults who are visually impaired and have low literacy skills. There are six modules: Awareness; Reading, Testing and LD; The Impact of Vision Loss on Learning and Instruction; Technology; Adapting the Learning Environment; and The GED 2002 – Implications. Some of the information in this course has changed since it was created, such as the reauthorization of IDEA and the addition of the ADA Amendments Act, but most of the information is still very pertinent. The time spent working in the modules is tracked and participants can request a certificate. This course is approved for continuing education credit by the Academy for Certification of Vision Rehabilitation and Education Professionals.

Collaboration with Colleagues:

Focus on Basics – Learning Disabilities Issue

National Center for the Study of Adult Learning and Literacy (NCSALL)
Volume 8, Nov. 2007, Issue D
http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf
This 43-page issue is a wealth of perspectives and guidance on understanding and instructing adults with learning disabilities. Articles by national experts in the field of LD include:

The Neurobiology of Reading and Dyslexia

Making Universal Design a Reality

Getting Started with Assistive Technology

Addressing Potential Impediments to Learning with ESOL Students

Legal Issues Related to Adults with Learning Disabilities

Enabling ABE Students with Learning Disabilities to Persist in College

Misunderstood Minds

Public Broadcasting Service, 2002
<http://www.pbs.org/wgbh/misunderstoodminds/>
Misunderstood Minds is a PBS documentary of the experiences of five families and the experts working with them to help their children with learning differences and disabilities. The companion website has interactive activities called "Experience Firsthand" as well as videos in the areas of attention, reading, writing and math to help individuals better understand and empathize with individuals with learning differences and disabilities.

To conduct a 60-90 minute staff discussion of either of the above resources, use the *Guidelines for Facilitating Discussion Groups* at <http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>.

International Conference on Learning Disabilities: Responsive Assessment and Instructional Practices

Oct. 2-3, 2009, Dallas, TX

Sponsor: Council for Learning Disabilities.

For more information, go to <http://www.cldinternational.org/Conference/Conference2009.asp>.

Special Learning Needs Policy Implementation Training

October 16, 2009, 9 am – 4 pm, Durango Adult Education Center

For the Learning Needs Coordinators in the Four Corners region. For more information, contact Jessie Hawthorn at 303-866-6942 or Hawthorn_j@cde.state.co.us.

Techniques to Address Emotional Issues of Adult Learners, Webinar

October 19, 2009, 2 pm – 3 pm Mountain Time, Fee: \$40 non-members, \$20 members

Sponsor: National Association of Adults with Special Learning Needs (NAASLN)

Register online at www.naasln.org/webinars.htm

In Part I of this 2-part Internet-based seminar (available on archived video) Dr. Laura Weisel explained the neurological underpinnings of emotions. In Part II participants will learn how to implement specific techniques to help adult students get beyond their emotional crises so they can continue achieving their learning goals.

National Council for Workforce Education

An affiliate council of the American Association of Community Colleges (AACC)

Oct. 18-20, 2009, Seattle, WA, Westin Hotel Seattle

<http://www.ncwe.org/conference/>

Colorado Nonprofit Association Fall Conference

Oct. 29-30, 2009, Sheraton Denver Downtown Hotel, 1550 Court Place

Contact: Sara Raab: sara@coloradononprofits.org

<http://www.coloradononprofits.org/FallConference/presenters/default.asp>

Courses for Credit:

CCCOonline, October 5 - December 13, 2009, www.cconline.org

EDU 132 Planning, Organizing, and Delivering Adult Education Instruction

Morgan Community College, Fort Morgan, October 9 - November 14, 2009, www.MorganCC.edu

EDU 134 Teaching English as a Second Language to Adult Learners

(class meetings to be held at SWBOCES, 323 S. Purcell Blvd., Pueblo West)

Red Rocks Community College, October 24 - December 12, 2009, www.rrcc.edu

EDU 133 Adult Basic education (ABE) / Adult Secondary Education (ASE/GED)

Foundations of Teaching Adult Numeracy, October 19 – December 7, 2009

Online facilitated course from ProLiteracy and World Education, 12 hours total

Fee \$179 (ProLiteracy members receive 15% discount.)

Participants in this course explore the context, content, and cognitive and affective components of numeracy, how to address the needs of students with learning gaps, how students' styles of learning math and levels of math knowledge affect their math skills, and ways to build student's success in learning math. Participants plan classroom activities, test them with students, and share experiences with fellow teachers. This is the first in a six-part series of online courses focusing on effective adult numeracy instruction. Documentation is available for applying for continuing education credit. For more information and to register call 888-528-2224 ext 283 or <http://www.newreaderspress.com/Items.aspx?hierId=6500>

Additional Professional Development Resources:

Glossary of Learning Disability-related Terms

Kenyon, Rochelle. Florida's Human Resources Development, Oct. 2003

<http://www.floridatechnet.org/bridges/ldglossary.pdf>

This glossary defines over 80 terms related to LD. It also includes two dozen definitions of the term "learning disabilities" by leading researchers and national LD organizations.

LD Online

<http://www.ldonline.org>

This site for parents and teachers features hundreds of helpful articles, multimedia, monthly columns by noted experts, first person essays, children's writing and artwork, a comprehensive resource guide, very active forums, and a Yellow Pages referral directory of professionals, schools, and products.

Learning Disabilities Issue

SABES Field Notes, Vol. 17, No. 2, Spring 2008

<http://www.sabes.org/resources/publications/fieldnotes/vol17/fn172.pdf>

This journal, written by adult education teachers in Massachusetts, describes successful strategies to employ with LD adults. Article topics include using classroom rituals to help provide predictability and consistency in teaching, principles of Universal Design for Learning, and a method called Teaching SMARTER that reaches out to students with learning challenges.

Meeting the Challenge – Rocky Mountain ADA Center

<http://www.adainformation.org/>

The Rocky Mountain ADA Center is one of 10 regional centers funded by the National Institute on Disability and Rehabilitation Research (NIDRR), a division of the U.S. Department of Education. The staff provides technical assistance and training about the requirements of the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendments Act of 2008.

GED Testing Service (GEDTS) Information for Educators and Testing Professionals

http://www.acenet.edu/Content/NavigationMenu/ged/etp/Information_for_Educ.htm

This site has information about requesting accommodations for individuals with disabilities as well as information about the GED tests, how they are scored, and GED testing policies.

Anti-Defamation League, Lesson 4, Understanding Learning Differences

http://www.adl.org/education/curriculum_connections/fall_2005/fall_lesson_4_2005.asp?cc_section=lesson_4

The four 30 minute – 1 hour lessons help learners understand learning disabilities and learning styles. Learners identify their learning style and participate in activities to assist them in empathizing with individuals with learning disabilities. The materials include a lesson plan and handouts/ supporting documents.

CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/pdf/GuideToPDRreportingV2.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher’s Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts. <http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

Follow-up to This Month’s Professional Development

The CDE/AEFL office is hosting a 1-hour webinar on Friday, October 30th at 9:00 a.m. to follow up with teachers who complete any of the PD options listed on this month’s PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month’s theme of *Special Learning Needs* to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. To register for the conference call, please call 303-866-6942 or e-mail your name, program name, e-mail address, and daytime phone number to: Jessie Hawthorn, Hawthorn_J@cde.state.co.us

To find this issue of the PD MAP on our Web site go to:

<http://www.cde.state.co.us/cdeadult/PDMAP.htm>

PD Advisory Group Mission Statement

To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.

Screening – Local administrator is not required to have specific qualifications. Screening gathers information to determine the potential for a learning disability and the need for further testing. Screening CANNOT diagnose a learning disability.

Diagnostic testing – A battery of psycho-educational tests administered by a qualified professional. Diagnostic testing identifies specific learning disabilities and includes recommendations for accommodations.

November 2009 PD Monthly Advisor & Planner

Theme: Planning Instruction

CDE/AEFL Professional Development Advisory Group members:

Jane Miller, CDE/AEFL; Mary Jo Sobocinski, McLain Community High School, Lakewood; Connie Davis, Northern Colorado Professional Development Center, Longmont; Debra Fawcett, CDE/AEFL; Melissa Burkhardt-Shields, Adult & Family Education, SD-11, Colorado Springs; Dave Askeland, CMC Adult Education, Breckenridge Campus; Karin Hostetter, Summer Scholars, Denver; Michele Short, The Learning Source, Lakewood