

RESOURCES



For Adult Learners...Remember...

First impressions are the most lasting:

First class sessions are very important.
Thorough preparation is vital.
Awareness of student needs is critical.

Adults remember pleasant experiences better than unpleasant ones:

Make class interesting and vivid.
Provide for continuous success.
Avoid dull presentations.

Practice makes perfect:

A skill that is not practiced is soon forgotten.
That which is being practiced must be correct.
Practice should follow instruction as soon as possible.

Adults learn what is meaningful to them:

Base instruction on stated needs.
At each session provide new information or a skill that can be used immediately.
Present information on the level of an adult.
Incorporate the background and experience of the adult student.

Allow for the transfer of information:

Learning is easier when new facts are related to known facts.
Move from the simple to the complex.
Teach the concrete, then the abstract.

Adults enjoy an informal, friendly, secure climate:

Be enthusiastic.
Give praise.
Be willing to learn from adult students.
Allow for interaction.
Demonstrate respect.

The greater the degree of student involvement with instruction, the more likely the student will learn:

Allow for participation in the various phases of instruction.
Provide opportunities for students to help one another.
Encourage students to learn cooperatively.

(Source: Leon County Schools Adult and Community Education Retention Guide)

Ideas for Working with Low Literacy Learners

1. Label items in the classroom. Ask the learner to match a duplicate set of labels. Take the labels off the items and have the learner return as many as possible.
2. Make and display posters on a topic such as healthy foods. Whenever possible, combine a word with a picture.
3. Make a chart that contains information about several learners. Record learners' names and information such as where they were born and how long they have lived in the US in chart form. Use the chart to make sentences, ask questions, and write a paragraph using the Language Experience Approach.
4. Display lists such as simple rules of the classroom or of group work.
5. Design activities using environmental print such as Pepsi, Safeway, and Stop. Have learners bring in food containers, take a walk around the block reading signs, make a map of the school or neighborhood.
6. Use or make picture dictionaries.
7. Use games such as Sorry, Bingo, Concentration, Go Fish.
8. Use tapes. Buy or make Read-Along Books.
9. Use drama. Create, present, and write short role plays.
10. Use patterned language such as predictable books, chants, or songs.
11. Use Frame Sentences which practice a pattern but allow for individual variation, e.g.:
What can you do with your feet?
 I can walk with my feet.
 I can run with my feet.
Where can you walk?
 I can walk to...
 I can walk on...
 I can walk over...
 I can walk through...
 I can walk around...
12. Teach sound-symbol correspondence with names, countries, and other personal information. Build a profile of the class and develop stories about the class as a whole.
13. Make greeting cards and sign names. Address envelopes.

14. Begin each lesson by writing the day, date, and topic on the board. Close each lesson by writing a one-sentence summary of the class that the Learners dictate.
15. Use real materials to read from whenever possible: ads, comics, the weather page, photo captions, book titles. Learners write/dictate their own captions for pictures.
16. Use dialogue journals even if early writing is pictures and a few copied words.

(Source: *ABE Florida – 2001 Resource Guide*)

BUILD A CONNECTION

*“The more students know before they read,
the more they learn when they read.”(Durkin, 1981)*

Because...

Students learn more information from the text if they can link what they are reading to something they already know-to their past experiences, knowledge, and attitudes;

Therefore...

We need to help our students link what they read to prior knowledge and experiences. We need to find out if what they know corresponds to what the author assumes they will know, and fill in the knowledge gaps.

Strategies to find out what students already know:

- [] Ask questions to see what they already understand.
- [] Brainstorm the topic with students to find out what ideas and concepts they are already familiar with.
- [] Use graphic organizers to build a picture of what they know.
- [] Ask students what they want to know about the topic.
- [] Ask students to generate a list of words they think will be in the selection.
- [] List important words from the selection. Ask students to use symbols (!, ?, happy faces, etc.) to indicate words they know well, words they are acquainted with, and words they don't know.

Other ideas:

Contributed by: Betty Harbin and Anne Jolly
As presented at the ASCD Classroom Leadership Conference
July 1999, Orlando, FL

(Source: *ABE Florida –2001 Resource Guide*)

GIVE 'EM A PLAN BEFORE THEY READ!

Because...

All students can learn to construct meaning from text if they have a collection of strategies (however, some readers do not develop such strategies unless these are specifically taught to them);

Therefore...

We need to help students develop a specific set of skills and procedures to help them understand and enjoy reading a text.

Strategies...

- [] Prepare a “textbook scavenger hunt” to acquaint students with the organization of their text.
- [] Be sure students understand the purpose for which they are reading.
What should they learn from the text?
- [] Present background information about the topic through interesting stories, articles, demonstrations, labs, guests, field trips, etc.
- [] “Think aloud.” Model strategies such as recalling what you know about the topic, predicting what information you will find, asking questions, skimming, identifying key ideas, paraphrasing, and so on.
- [] Introduce new vocabulary in the selection before students read.
- [] Give students a list of statements, some to be verified, some to be refuted, some not addressed. As students read they will note if the statement was true, not true, or not addressed.
- [] Ask students to list what they think they will learn from the text and questions they would like to see answered.

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July 1999, Orlando, FL

(Source: *ABE Florida –2001 Resource Guide*)

GIVE 'EM A PLAN DURING READING!

Encourage students to use some of these strategies:

- [] Read silently and independently.
- [] Read silently to a specific place in the text, stop and discuss with other students, make a prediction, then continue reading silently.
- [] Listen as the teacher reads several paragraphs orally, then read silently.
- [] Impose their own organization on the text. Use organizational tools such as outlines and graphic organizers.
- [] Use imagery. Mentally picture the ideas, situations, and actions they read about.
- [] Use context clues and other approaches to get the meaning of unfamiliar words.
- [] Find the main idea. Locate important points.
- [] Relate important points to each other.
- [] Decode words by using parts of the word they understand.
- [] Check out their predictions and hypotheses that they made before they began to read.
- [] Monitor their own reading by asking “What did I learn from what I just read?” or “What did that part of the text say?”
- [] Reread the selection, or parts of the selection, as needed.
- [] Work with other students to find the answers to specific questions, verify previous predictions, etc.
- [] Practiced timed reading.
- [] Change their strategies as necessary.
- [] Listen to audio taped versions of the text occasionally silently read the text as they listen to the tape.

Other ideas:

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As presented at the ASCD Classroom Leadership Conference
July 1999, Orlando, FL

(Source: *ABE Florida –2001 Resource Guide*)

GIVE 'EM A PLAN AFTER READING!

Encourage students to use some of these strategies:

- [] *Summarize* the information they read.
- [] *Paraphrase* the text. Ask students to tell you what the text said in their own words.
- [] *Write their own definitions* of unfamiliar words they found. Keep them away from the glossary for this activity!
- [] *Compare and contrast* what they knew before they read with what they know after they read.
- [] *Discuss* their responses to the text and share the strategies they used to understand it.
- [] *"Build a picture"* of what they learned using graphic organizers.
- [] *Use the information* they read in creative ways, through art, dramatization, writing activities, group or individual presentations, etc. Encourage use of available technology.

Other ideas:

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July 1999, Orlando, FL

(Source: *ABE Florida –2001 Resource Guide*)

Reading Resources

Academic Therapy Publications
20 Commercial Boulevard
Novato, California 94949-6191
800-422-7249
www.AcademicTherapy.com

American Guidance Service
4201 Woodland Road
PO Box 99
Circle Pines, MN 55014-1796
800-328-2560
www.agsnet.com

Attainment Company
PO Box 930160
Verona, Wisconsin 53593-0160
800-942-3865
www.AttainmentCompany.com

Bright Apple
PO Box 14554
Scottsdale, Arizona 85267
800-728-8891
www.brightapple.com

Cambridge
4350 Equity Drive
PO Box 2649
Columbus, Ohio 43216
800-238-5833

Capstone Press
151 Good Counsel Drive
PO Box 669
Mankato, Minnesota 56002-0669
800-747-4992
www.capstone-press.com

Center for Applied Linguistics
Washington, D.C.
Online directory of ESOL Resources
www.cal.org

Continental Press
520 East Bainbridge Street
Elizabethtown, Pennsylvania 17022
800-233-0759
www.continentalpress.com

Critical Thinking Books & Software
PO Box 448
Pacific Grove, California 93950-0448
800-458-4849
www.criticalthinking.com

Don Johnston
26799 W. Commerce Drive
Volo, Illinois 60073
800-999-4660
www.donjohnston.com

Edmark
PO Box 97021
Redmond, Washington 98073-9721
800-362-2890
www.riverdeep.net/edmark

Educational Design, Inc.
345 Hudson Street
New York, New York 10014-4502
800-221-9372

Grass Roots Press
PO Box 52192
Edmonton, AB
T6G 2T5
Canada
888-303-3213
www.literacyservices.com

Glencoe/McGraw-Hill
P.O. Box 508
Columbus, Ohio 43216
800-334-7344
www.glencoe.com

Globe Fearon
4350 Equity Drive
PO Box 2649
Columbus, Ohio 43216
800-321-3106
www.pearsonlearning.com/globefearon/

High Noon Books
20 Commercial Boulevard
Novato, California 94949-6191
800-422-7249
www.HighNoonBooks.com

Incentives for Learning
111 Center Ave., Suite 1
Pacheco, California 94553
888-238-2379
www.incentivesforlearning.com

Lakeshore Basics & Beyond
2695 E. Dominguez Street
PO Box 6261
Carson, California 90749
800-421-5354
www.basicsandbeyond.com

Literacy Volunteers of America, Inc.
635 James St.
Syracuse, NY 13203-2241
800-LVA-8812
www.literacyvolunteers.org/catalog

McGraw-Hill Contemporary
PO Box 545
Blacklick, Ohio 43004-0545
800-621-1918
www.mcgraw-hillcontemporary.com

New Readers Press
PO Box 35888
Syracuse, NY 13235-5888
800-448-8878
www.newreaderspress.com

PCI Educational Publishing
PO Box 34270
San Antonio, Texas 78265-4270
800-594-4263
www.pcicatalog.com

Phoenix Learning Resources
2349 Chaffee Drive
St. Louis, Missouri 63146
800-221-1274
www.phoenix.com

Resources for Reading
PO Box 5783
Redwood City, California 94063
800-278-7323
www.abcstuff.com

Riverdeep Interactive Learning
PO 97021
Redmond, Washington 98073-9721
800-362-2890
www.riverdeep.net

Saddleback Educational, Inc.
3 Watson
Irvine, California 92618-2767
888-SDL-BACK
www.sdlback.com

Steck-Vaughn
PO Box 690789
Orlando, Florida 32819-0789
800-531-5015
www.steck-vaughn.com

J. Weston Walch 321 Valley Street
PO Box 658
Portland, Maine 04104-0658
800-341-6094
www.walch.com

Weiser Educational
30281 Esperanza
Rancho Santa Margarita,
California 92688-2130
800-880-4433

The following information is provided because many adults who are either non-readers or low-level readers may have a learning disability.

Commonly Asked Questions About Learning Disabilities

What is a Learning Disability?

A learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, read, write, spell or to do mathematical calculations.

The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

The term DOES NOT include persons who have learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Joe Torgensen, Professor of Psychology at Florida State University, writes, "The core of learning disabilities is a biologically-based problem that occurs across cultural and socio-economic groups. If you're an adult with a learning disability, you've had it your whole life. It has nothing to do with levels of general intelligence. It only affects a small group of things, but sometimes that range of things can be devastating, like reading problems."

Who are Adult Learners with Learning Disabilities?

The National Adult Literacy Survey indicates that

- 43% of Learning Disabled adults live at or below the poverty level as compared to 18% of the general population
- 12.1% of Learning Disabled adults are on TANF (Welfare) as compared to 5.8% of the general population
- 17.5% of Learning Disabled adults are entering post-secondary education as compared to 43% of the general population
- 48% of Learning Disabled adults are out of the workforce or unemployed as compared to 26% of the general population

Less than 16% of adults with Learning Disabilities report receiving special services for learning disabilities.

The U.S. Department of Labor's report on "The Learning Disabled in Employment and Training Programs" indicates that:

- 50 - 80% of adults with reading skills below 5-7th grade level probably have a learning disability

- 15 - 23% of the total population in federally funded job training programs may have a learning disability
- 25 - 40% of people on welfare may have learning disabilities, although they have never been identified or made aware of any disabilities.

How may learning disabilities manifest themselves in the classroom?

Adults with learning disabilities may:

- have had restricted educational/training opportunities in the past
- have experienced limited vocation options
- feel isolated at work and in the community
- exhibit a poor self-concept
- experience an inferior quality of life
- be caught in a cycle of failure, lack of motivation, frustration and fear of risk-taking.

On the other hand, adults with learning disabilities may have:

- **Superior problem-solving skills.** Since successful adults with learning disabilities must often seek creative solutions that are “outside the box”, they develop skills to construct imaginative answers to difficult problems.
- **An out-going personality.** As a result of their history of failure, many adults with learning disabilities develop gregarious personalities to help hide their learning problems.
- **Strong compensatory skills.** Individuals with learning disabilities often compensate for literacy deficits by developing strong skills in other areas.
- **Empathy.** Because they can relate to the pain of failure, adults with learning disabilities can often provide strong emotional support to others going through crisis.
- **Persistence.** Persistence is the hallmark of many adults with learning disabilities who have refused to give up despite their difficulties and frustrations. If channeled appropriately, this experience can contribute to an active sense of dedication and purpose.

What makes adults with learning disabilities successful?

Research indicates that the factors that increase the likelihood of success focus on the following conditions:

- Being informed that they have the disability
- Accepting the disability
- Developing approaches to education and employment that acknowledge the disability and do not attempt to avoid the problems or label them as “learning differences” or “learning difficulties”
- Desire to succeed
- Goal orientation
- Reframing past learning disability experiences in more positive and productive manners

How do I decide if one of my students has a learning disability?

The National Adult Literacy and Learning Disabilities Center recommends that all adults who suspect they may have a learning disability should have an assessment by a qualified professional. An adult is assessed because of problems in employment, education and/or life situations. It is important for the adult to be fully involved in the assessment process. The first stage of an evaluation is a screening. Screening tools use abbreviated, informal methods to determine if an individual is “at risk” for a learning disability. When conducting the evaluation, a qualified professional may first refer to the results of the screening in order to plan which tests to administer. Teachers may screen their own students. Teachers should consult their principals to locate professionals qualified to administer and interpret assessments for learning disabilities.

What should I know about assessment to share with my student?

Teachers of students waiting to be assessed may want to ask the professional the following questions about the process:

- Have you tested many adults with learning disabilities?
- How long will the assessment take?
- What will the assessment cover?
- Will there be a written and an oral report of the assessment?
- Will the results help this student understand both why he/she is having trouble and give instruction on how to compensate for the disability?
- Is there a fee? Who is responsible for paying the fee? (Student, insurance, county, etc.)

What should I look for before screening a student for learning needs?

Consult the “Characteristics of Adults with Learning Disabilities” It lists specific behaviors and attitudes in regards to reading, writing, listening, speaking, mathematics and thinking that suggest an adult student may have a learning disability.

How confidential is information about learning disabilities?

Disability-related information should be treated as medical information and held in strict confidence.

Disability-related information includes any documentation that a person with a disability must provide to establish the existence of a disability and needed accommodations.

Disability-related information should be collected and stored in locked files with limited access.

Such information should only be shared when the need to know directly relates to some specific aspect of this confidential information and the person with the disability has signed a statement of release for that specific request for information.

(Source: *ABE Florida – 2001 Resource Guide*)

Characteristics of Adults with Learning Disabilities

Reading Characteristics	What it Looks Like in an Adult
Does not read for pleasure.	Engages in leisure activities other than reading magazines or books; prefers more active pursuits. Doesn't read stories to his/her children.
Does not use reading to gather information	Cannot easily use materials like newspapers and classified ads to obtain information
Has problems identifying individual sounds in spoken words.	Does not attempt to sound out words in reading or does so incorrectly.
Often needs many repetitions to learn to recognize a new or unused word.	May encounter a newly learned word in a text and not recognize it when it appears later in that text.
Oral reading contains many errors, repetitions and pauses.	Reads slowly and laboriously, if attempts at all. May refuse to read orally.
Efforts in reading are so focused on word recognition that it detracts from reading comprehension.	Loses the meaning of text, but understands the same material when it is read aloud.
Has problems with comprehension that go beyond word recognition. May have limited language skills that affect comprehension.	Does not understand the text when it is read to him/her.
Has limited use of reading strategies. Is an inactive reader: not previewing text, monitoring comprehension or summarizing what is read.	When prompted to do so, does not describe strategies used to assist with decoding and comprehension of text.
Rarely practices reading, which may compound reading difficulties. Lacks complex language and word knowledge.	Recognizes and uses fewer words, expressions and sentence structures than peers.

(Source: *ABE Florida –2001 Resource Guide*)

INSTRUCTIONAL ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

- Present information in small manageable steps
- Rephrase questions both during discussions and on exams
- Teach new materials in concrete ways (give examples)
- Teach organizational skills such as color coding and filing
- Relate new material to student's everyday life
- Discuss and study new vocabulary words before they appear in the instructional material
- Prepare handouts in typewritten form
- Provide frequent feedback
- Experiment with the use of large print
- Provide outlines for lessons on new material
- Prepare students for changes in routines
- Teach students to proofread for each other
- Make frequent eye contact
- Encourage student questions
- Structure activities
- Use graph paper to help with letter spacing in writing
- Set up instructional space away from distractions (away from the door, windows, or heating/air conditioning units)
- Restate information on test questions in a variety of ways
- Use a sheet of colored transparency to change the contrast between ink and paper on duplicated materials
- Use graphics to reinforce learning
- In math, encourage the use of a number line
- Use color coding
- Write directions for assignments
- Use a highlighter to call attention to key words or phrases, especially during testing
- Teach the use of alternative note taking systems such as outlining, graphing, flow-charting, and diagramming
- Form a mental picture of words or facts to be memorized
- Use Books on Tape from Recordings for the Blind and/or Talking Books from state libraries for the blind
- Encourage students to read along with taped texts
- Use interactive activities during class time
- Use oral testing
- Use oral as well as written directions
- Let students read together aloud
- Ask students to repeat directions orally
- Have students read aloud or subvocalize (form the words without saying them out loud)

- Speak in even, measured tones
- Use music and rhythms to reinforce learning
- Encourage students to read first drafts of written work aloud
- Encourage students to tape “write” first drafts and/or tape test answers
- Use hands-on activities
- Use simulation and board games
- Pair students to work together on assignments
- Allow for frequent breaks from studying
- Change activities frequently
- Trace letters and words to learn spelling
- Use the computer (i.e., word processing spell checks)
- Memorize and drill for rote learning while walking or exercising
- Provide opportunities for touching and handling instructional materials (manipulatives)
- Use a calculator or abacus in math
- Use index cards rather than notebooks for note taking

(Source: *ABE Florida – 2001 Resource Guide*, original source: *A Learning Disabilities Digest for Literacy Providers*, published by the Learning Disabilities Association of America)

Resources for Learning Disabilities

Learning Disabilities Association of America

4156 Library Road Pittsburgh, PA 15234
Telephone: 888/300-6710 or 412/341-1515
Fax: 412/344-0224
Web: www.ldanatl.org
Email: ldanatl@usaor.net

Learning Disabilities Quarterly

Council for Learning Disabilities

P.O. Box 40303 Overland Park, KS 66204
Telephone: 913/492-8755
Fax: 913/492-2546
Web: www.cldinternational.org

Reading Research Quarterly

International Reading Association

800 Barksdale Road
P.O. Box 8139 Newark, DE 19714
Telephone: 800/336-7323 or 302/731-1600
Fax: 302/731-1057
Web: www.reading.org

The National Adult Literacy and Learning Disabilities Center

Academy for Educational Development
1875 Connecticut Avenue, NW
Washington, DC 20009-1202
Phone: 202-884-8185; 800-953-2553
Fax: 202-884-8422
Info@nalldc.aed.org

National Institute for Literacy

1775 I Street, NW, Suite 730
Washington DC 20006-2401
Phone: 202-233-2025
Fax: 202-233-2050
NIFL Hotline: 800-228-8813
<http://www.nifl.gov>

National Center for Learning Disabilities

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

This site provides free information on LD and resources to parents, professionals and adults with LD in the community.

LD Online: Learning Disabilities Resources

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

This site includes weekly links to current articles about LD and monthly topics.

Americans With Disabilities Act (ADA) Hotline: 800-949-4232

Equal Employment Opportunity Administration: 800-669-3362

Job Accommodations Network (JAN): 800-562-7234 (TTY)

National Library of Education: 800-424-1616

(Source: ABE Florida – 2001 Resource Guide)

LEARNING STYLES

Auditory Language

This is the student who learns from hearing words spoken. He/she may vocalize or move his/her lips or throat while reading, particularly when striving to understand new material. He/she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

Visual Language

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He/she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he/she has read it.

Auditory Numerical

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he/she may be successful with oral number games and puzzles. This learner may do just as well without a math book, for written materials are not important. He/she can probably work problems in his or her head and may say numbers aloud when reading.

Visual Numerical

This student must see numbers on the board, in a book, or on paper in order to work with them. He/she is more likely to remember and understand math facts when they are presented visually, but does not seem to need as much oral explanation.

Visual - Kinesthetic Combination

The A-V-K student learns best by experience - doing, self-involvement. He/she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his/her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He/she seeks to handle, touch and work with what he/she is learning.

Individual Learner

This student gets more done alone. He/she thinks best and remembers more when the learning has been done alone. This student cares more for his/her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

Group Learner

This student prefers to study with at least one other student and will not get much done alone. He/she values others' opinions and preferences. Group interactions increase his/her learning and later recognition of facts. Class observations will quickly reveal how important socializing is to the student.

Oral Expressive

This student prefers to tell what he/she knows. He/she talks fluently, comfortably and clearly. Teachers may find that this learner knows more than written tests show. He/ she is probably less shy than others are about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious for this student.

Written Expressive

This learner can write fluent essays and good answers on tests to show what he/she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His/her thoughts are better organized on paper than when they are given orally.

(Source: "Puzzled About Education Special Needs Students? A Handbook on Modifying Vocational Curriculum for Handicapped Students," Wisconsin Vocational Studies Center, University of Wisconsin- Madison)

Learning Styles Checklist

Directions: Read this to the student and check all the statements that the student says best describes him.

Your Favorite Modality*

Check off all the statements that best describe you.

VISUAL TYPES

- 1. I like to use a white board or flip chart when available.
- 2. I prefer to see the “big picture” before listening to details of carrying out an action.
- 3. When given a choice, I like visuals.
- 4. I sometimes forget to share my internal picture of how I visualize a completed project.
- 5. I like to read and see something, rather than listen to someone explain the details.
- 6. If not given a picture, I will make up one in my head or on paper.
- 7. I need visual order. I prefer to see things organized, neat and tidy (for example, my work area).
- 8. When getting directions, I want to see a commercial map or have one drawn for me. I am usually on the lookout for landmarks.
- 9. I like to explain a situation by giving someone a picture of it. For example, if I was explaining on the phone how four roads entered a shopping mall, I would want the person to draw a picture of the mall’s road patterns. Then I would feel comfortable explaining the situation.
- 10. I prefer to learn how to work on a computer by watching someone first.

AUDITORY TYPES

- 1. I process information best by hearing details and statistics.
- 2. I listen and remember the details of what was said.
- 3. I think visuals are not as important as hearing a clear organized format.
- 4. I want to hear how to work on a computer by listening to someone tell me the steps and “how-to’s.”
- 5. I may repeat internally to myself or aloud what has just been said.
- 6. While trying to listen to someone, I am distracted by background noise, such as the phone ringing.
- 7. When getting directions, I prefer to hear how to get there. I want to know the street names and distances, and I sometimes plot out the distances on a map.
- 8. I am a good organizer of facts and data.
- 9. I retain information better by hearing myself say it aloud.
- 10. I can be easily irritated if the person talking does not have a pleasant sounding voice.

KINESTHETIC TYPES

- [] 1. I prefer to learn to use a computer by doing it, then when I get stuck, to ask questions or look up the answer.
- [] 2. While listening, I like to do other things (ex., open my mail while someone is talking).
- [] 3. I have a tendency to go off on tangents rather than stick to the main point.
- [] 4. My role is to “massage” data and look at it in many different ways.
- [] 5. I find that many times, as soon as a fact is stated, it has gone in one ear and out the other. I listen more for feeling behind the words.
- [] 6. When asking directions, I want to be pointed in the right direction and find the place sooner or later. I am frequently in trouble with a spouse or friend who does not want to drive around for an hour while I get a sense of where to go.
- [] 7. I may ask questions before a speaker begins to present his/her major points and issues.
- [] 8. I am a doer.
- [] 9. I like to discuss a half-formed idea until it feels workable.
- [] 10. I enjoy asking questions.

Now add up how many you have for each modality:

____ Visual ____ Auditory ____ Kinesthetic

**From the Presentations Kit by Claudyne Wilder*

INSTRUCTION FOR THE VARIOUS LEARNING STYLES

VISUAL	AUDITORY	HAPTIC/KINESTHETIC
<i>Have students view visuals:</i>	<i>Have students listen to:</i>	<i>Have students touch/ feel:</i>
bulletin boards	radio stations	objects
posters	records/audiotapes	textures
transparencies	TV	temperatures
slides	speeches	weights
film/videos	lectures	lengths/distances
flash cards	debates	pressures
TV	discussions	
pictures	interpretive readings	
graphs	concerts	
movies	interviews	
<i>Have students view/observe events:</i>	<i>Have students interact/ verbalize through:</i>	<i>Have students try to use/do:</i>
dramatic presentations	panels debates	games experiments
role plays	discussions	physical activity
demonstrations	brainstorming	manipulatives
experiments community situations	oral questions and answers round robins	pantomime
animal behavior	oral reports	
<i>Have students read:</i>		<i>Have students make/ draw:</i>
textbooks		Dioramas
comic books		Collages
pamphlets		Mazes
posters		Scrolls
newspapers		Diaries
bulletin boards		Pictographs
flash cards		Models
reports		Timelines
wall graffiti		Foods
letters		Clothing
maps		Banners
magazines		Graphs
		Have students write/ copy:
		Problems
		Letters
		Shapes
		Words

(Source: *Learning Disabled Students in the Adult Classroom* presented by Veronica Sehart for the Panhandle Adult Literacy Center, Leon County Schools Adult and Community Education, October 19, 2001)

TESTING

The following is general testing information. For many students who do not read or are beginning readers teachers may use alternative assessment instruments.

GUIDELINES FOR TESTING

Information for this section was adapted from the following sources: *Assessment Technical Assistance Paper, Florida Department of Education, Division of Workforce Development, March 1, 1999; Adult Measures of Essential Skills Directions for Administration; Test of Adult Basic Education Examiner's Manual Complete Battery; and Wonderlic Basic Skills Test User's Manual*

ASSESSMENT

The Florida Department of Education specifies in State Board Rules the standards for testing students.

ADULT EDUCATION

Rule 6A-6.014, FAC, General Requirements for Adult General Education Program, requires an initial academic skills test for adult general education for placing students in the appropriate literacy level. Assessment instruments include: Adult Measures of Essential Skills (AMES); Test of Adult Basic Education (TABE), Forms 7 & 8, Complete Battery or Survey forms; Test of Adult Basic Education Work-Related Foundation Skills (TABE-WR); and Wonderlic Basic Skills Test (WBST).

SCALE SCORES

Both rules (6A-6.014 and 6A-10.040) allow for the use of scale scores in the place of grade levels. Scales scores can provide more meaningful information about incremental progress than grade level equivalents.

MODIFICATION OF TEST INSTRUMENTS

Rule 6A-1.0943, FAC, Modifications of the State Student Assessment Test Instruments and Procedures for Exceptional Students and Other Eligible Students with Disabilities, provides for modification of testing procedures for eligible students. Modifications may include, but are not limited to, the following: flexible scheduling, flexible setting, flexible recording of answers, mechanical aids, revised format and flexible timing. This rule applies to students enrolled in Adult General Education Programs and to students enrolled in Postsecondary Vocational Certificate Education Programs.

ALTERNATIVE TESTING

If the AMES, TABE Complete Battery or Survey forms 7 & 8, TABE-WR, and the WBST do not meet the assessment needs of adult students, one of the following alternative assessment test may be used (Rule 6A-6.014, FAC, General Requirements for Adult Education Program):

Adult Language Assessment Scales (A-LAS); Brigance Employability Skills; Brigance Life Skills; Comprehensive Test of Adaptive Behaviors; Comprehensive Adult Student Assessment System (CASAS) reading and listening; Comprehensive Adult Student Assessment System STRETCH (CASAS); Comprehensive Adult Student Assessment System Test for Special Populations (CASAS); Kaufman Functional Academic Skills Test (K-FAST); and Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA).

TEST SECURITY

Materials should be kept where only authorized people administering the test have access to them. A teacher or monitor must remain in the room throughout the testing session. It is important that all tests and answer sheets be collected at the end of the testing session.

TESTING AREA

Ideally, a testing area is quiet with no other activity in the area. Good lighting, comfortable seating, and adequate workspace are also needed. It is recommended that approximately three feet of space be allowed between each person taking the test.

TIMING THE TEST

It is recommended that a clock or timer with a bell or signal that can be set for an exact number of minutes be used.

PREPARING THE STUDENTS

It is important to create an atmosphere that is positive and supportive since many students either may have had little experience with testing or have had negative experiences with testing. Explain to students that this test will give them practice in taking tests and provide information to help determine their course of study. Let students know that they are not expected to answer all questions correctly, but encourage students to attempt all items.

PREPARATION PRIOR TO TESTING BY EXAMINER

The examiner should become familiar with the testing schedule, directions for administering the particular test, and sample items on the tests. Read any information included with the test materials about administering a test before giving the test.

GENERAL GUIDELINES FOR EFFECTIVE TESTING

The following guidelines will help in testing:

- Check materials to make sure everything that is needed for testing is out before testing session.
- Read directions for completing answer sheet, marking answers, and giving the test.
- Follow the specific directions for administering each test.
- Allow time to answer questions before starting to time each test.
- Make sure students understand directions before starting to time test.
- Check to make sure students are marking only one answer.
- If a break is taken, ask students to put answer sheets in test book and close test book. When students take a break, the teacher or a monitor should stay in the testing room.
- Take up all of the testing materials when the testing session is completed for the day.

(Source: *ABE Florida 2001 Resource Guide*)

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