Instructional Strategies for Adults with Learning Disabilities

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What you came here for.

- An interactive workshop on finding Instructional Strategies that work for Adults with Learning Disabilities. What are some techniques and strategies that research has shown to improve learning? This workshop will explore tried and true methods along with new technological possibilities.
Born in Australia - completed a physics degree
Stayed home with my kids
Completed Teaching Credential in Wisconsin
Arrived in Southern California
Taught at Landmark
Moved to San Diego
Studied LD at San Diego State
Worked at San Diego Continuing Education
Agenda

- Introduction
- What are learning disabilities?
- People with LD can learn.
- Some characteristics and strategies
- Why do we need to know?
Agenda cont

- Oral Expression
- Listening Comprehension
- Math Calculations
- Basic Reading
- Fluency
- Reading Comprehension
- Written Expression
- Organization
- Social Skills
- Websites
People with LD CAN be successful

- Study Finds Individuals with Dyslexia More Likely to Be Millionaires: BBC research survey
  - http://www.ldonline.org/article/5665/
- 40% of 69,000 self-made millionaires studied had Learning Disabilities/ dyslexic
- Mistakes are ok
- Speed is the key to business success
- Work with your strengths
- Failure is a learning opportunity
Definition of LD

- Many definitions
- LD cannot be observed easily
- Definitions are linked to funding
- Services are tied to definitions
- Understanding of LD has changed over time
- Especially with advances in neurology

1. LD is a valid concept supported by strong evidence—brain research and education interventions.

2. Neurologically based and intrinsic to the individual.

3. Individuals show intra-individual differences—strengths and weaknesses.

4. Persists across the life span

5. Possible to have LD with other conditions, but those conditions do not cause the LD.

6. Evident across ethnic, cultural, language, and economic groups.

Respect student rights

- Volunteers
- Entitled to Confidentiality
- Not immune from behavior expectations
Why do we need to know?

- If your car has a problem, the mechanic needs to isolate the problem.
- Then they can find a solution.

https://www.pexels.com/photo/repairing-a-car-6078/
Oral Expression

- Stumbles over words
- Could be very quiet
- Lack of confidence

Strategies
- Practice in small non-threatening chunks
- Give opportunities for success
- Allow to pass
- Talk about the relevance of oral expression in the real world
Auditory Processing

- Can hear, but processing can be difficult
- Difficulty recognizing differences between sounds
- Worse in noisy places

Strategies

- Show rather than tell
- Multi-sensory instruction
- Check for understanding
- Allow for processing time
Math Calculation

- Sequencing can be challenging
- Abstract challenges
- Memory challenges

Strategies

- Use graph paper
- Allow calculator, but teach how to use it
- Use visuals and manipulatives

Math Problem Solving

- Reading Comprehension problems
- Can’t decide what operation to use
- Can’t do multi-step problems

Strategies

- Use reader or text to speech
- Practice brainstorm
- Draw the problem
- Provide a system of solving like CUBES-
CUBES strategy

- Circle the numbers
- Underline the important words
- Box the question
- Eliminate unnecessary information
- Solve and check

Thinking Skills

- Task Evaluation
- Task Completion
- Problem Solving
- Organization
- Comprehension
- Memory
- Concentration
- Attention

Self-monitoring

Coping rope
Reading requires skills in four main areas:

1. Phonics/Alphabetics
2. Vocabulary
3. Comprehension
4. Fluency

Reading Fluency Skills

- Stumbles over vocabulary
- Loses places and re-reads
- Doesn’t use punctuation cues
- Fossilized reading speed

Strategies
- Timed reading of same passage
- Reading at level or at a lower level
- Reading, reading, reading
- Talk about fluency
Once upon a glindrole, a little ragling drepeed along the framlet. Clatly the ragling slooped because it was montlow. Over the hongleway more raglings drept. All was crally.
1. When did the little ragling dreep?
2. Where did the little ragling dreep?
3. What did the ragling do next?
4. Why?
5. In the end all was ______________
1. When did the little ragling dreep?
2. Where did the little ragling dreep?
3. What did the ragling do next?
4. Why?
5. In the end all was ____________

- Once upon a glindrole, a little ragling dreeped along the framlet. Clatly the ragling slooped because it was montlow. Over the hongleway more raglings drept. All was crally.
Written Expression

- Limited vocabulary
- Poor spelling
- Grammar deficiencies

Strategies
- Daily writing
- Have a scribe
- Don’t worry about grammar to start with
- Build from sentences to paragraphs to essays

Writing is very difficult for me. My hand is writing so fast that my brain can’t keep up.
How many faces do you see?

What do you see first?

http://www.natureponics.net/if-you-see-9-faces-in-this-painting-your-brain-is-amazing/
Executive Function

- Skills involved in higher order thinking which are the cognitive processes of planning, analyzing, evaluating, initiating, monitoring, transitioning, organizing both materials and ideas.

- “Mum” in your head. “Conductor” of orchestra.

- Most are in the prefrontal cortex, but also involve communication among other parts of the brain.

-Finishes developing at the age of 25.
- Difficulty with short term memory
- Difficulty with long term memory
- Difficulty with working memory

Strategies
- Write it down, say it, hear it.
- Practice memorizing and pay attention to what works
- Use smart devices
- Overlearning
Social Skills

- Class clown
- Social butterfly
- Wall flower

Strategies

- As a class, list out items that support learning
- Make another list, what does not support learning
- Use the list to talk about what supports learning
- Amend list as necessary
- Have a safe classroom
Remember the power of self-determination!

**Expedia**

**Google**

**Dictionary**

**Thesaurus**

**GoogleMaps**

https://ldaamerica.org/tools-for-life/

*Direct instruction regarding sifting through “fake news.”*
Text to Speech software: ex. Kurzweil
Speech to text software: ex. Dragon Naturally Speaking
Talking calculator
Note taking pens: ex. Smart Pen
Audio books paired with text
Facebook
Thank You for Attending!

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