

Instructional Strategies for Adults with Learning Disabilities

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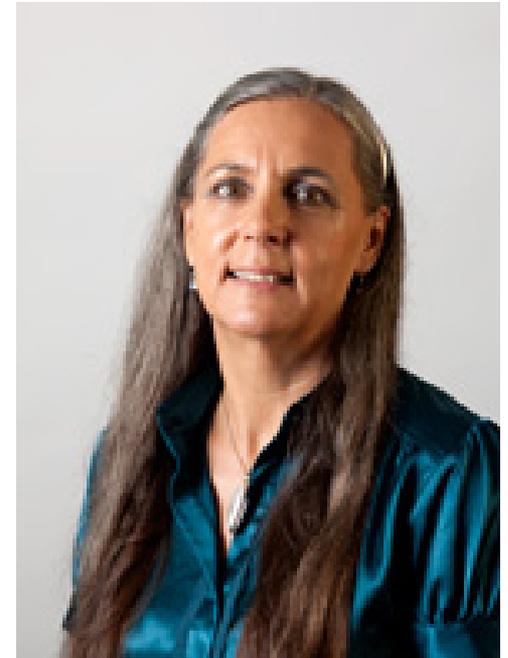
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What you came here for.

- 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.

Introduction: My Story

- 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



- Oral Expression
- Listening Comprehension
- Math Calculations
- Basic Reading
- Fluency
- Reading Comprehension
- Written Expression
- Organization
- Social Skills
- Websites



- Study Finds Individuals with Dyslexia More Likely to Be Millionaires: BBC research survey
- <http://www.idonline.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

- 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

- <https://courses.lincs.ed.gov/1/mod/book/view.php?id=5914>
- <https://pixabay.com/en/brain-human-anatomy-anatomy-human-1787622/>

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

<https://courses.lincs.ed.gov/1/mod/book/view.php?id=5917&chapterid=899>

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.

<https://courses.lincs.ed.gov/1/mod/book/view.php?id=5917&chapterid=899>

- 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/>

- 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

<https://pixabay.com/en/left-ear-hear-human-biology-conch-308715/>



- Sequencing can be challenging
- Abstract challenges
- Memory challenges



Strategies

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

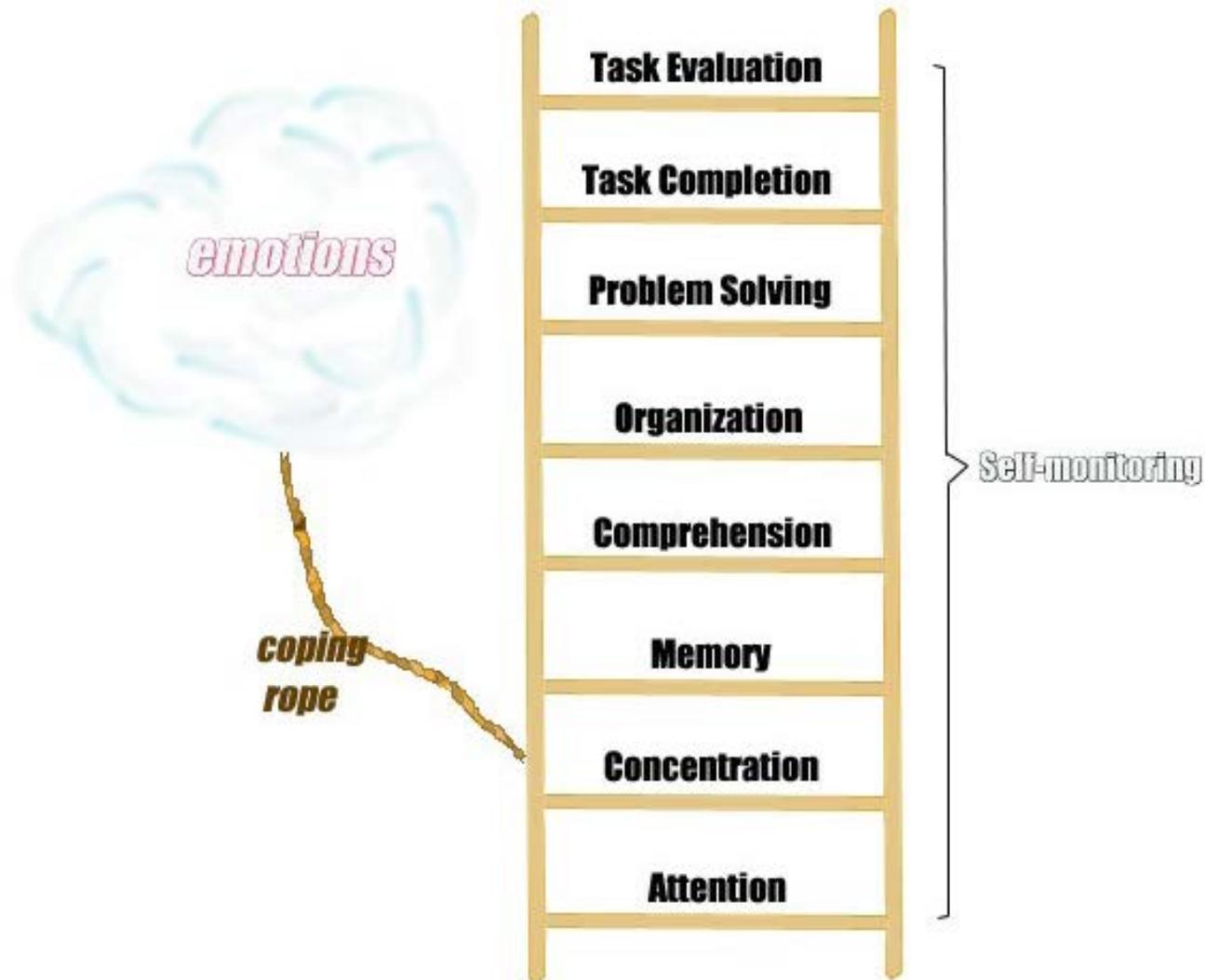
<https://pixabay.com/en/coffee-beans-square-divisions-1082116/>

- 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-

- Circle the numbers
 - Underline the important words
 - Box the question
 - Eliminate unnecessary information
 - Solve and check
-
- <http://ebi.missouri.edu/wp-content/uploads/2014/02/EBI-Brief-Template-Word-Problem-Mnemonics.pdf>



Reading requires skills in four main areas:

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



<https://pixabay.com/en/knowledge-book-library-glasses-1052010/>

- 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 dreeped 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 dleep?
2. Where did the little ragling dleep?
3. What did the ragling do next?
4. Why?
5. In the end all was

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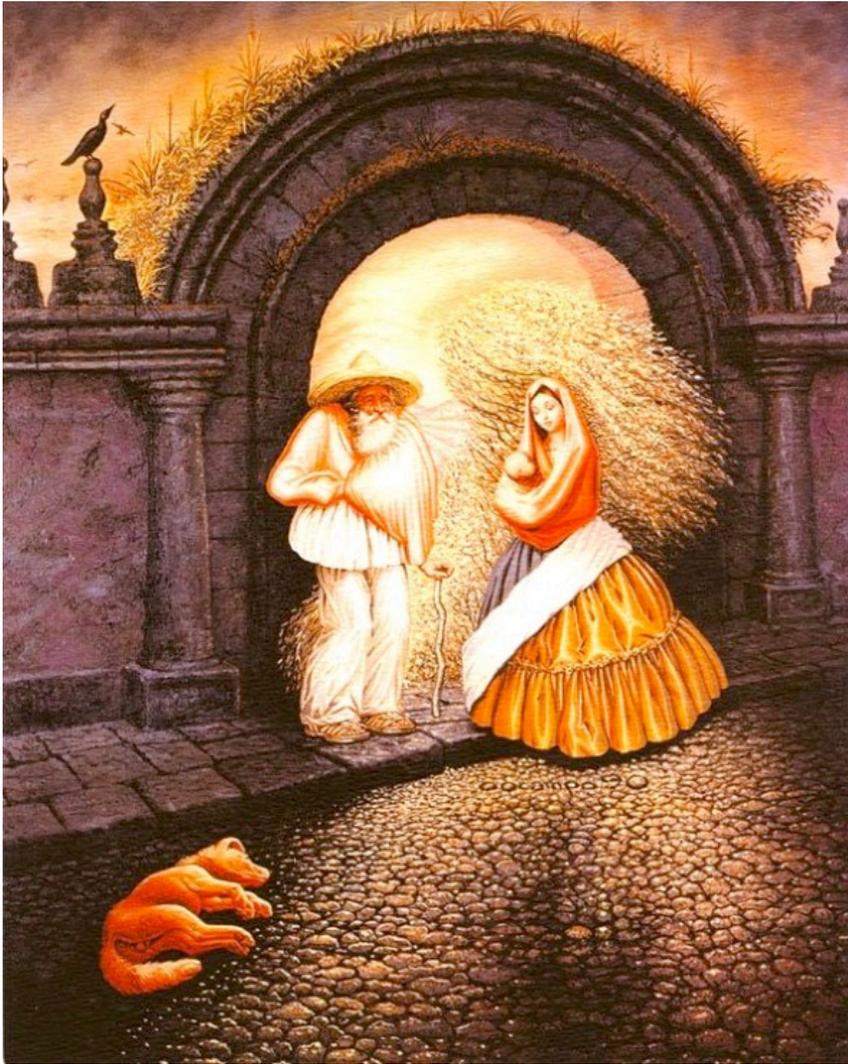
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- Limited vocabulary
- Poor spelling
- Grammar deficiencies

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/>

- 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

- 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://idaamerica.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!

- Be sure to visit the CASAS website at www.casas.org
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