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ABSTRACT

Designed for adult basic education staff members, this book provides general information about adult basic education and about teaching in an adult basic education setting. The first section is introductory; in the second, material is provided dealing with the administrator's role. The third section offers suggestions to teachers regarding their role, the special needs of adult basic education students, and methods for student diagnosis and counseling. A section on curriculum provides general information, sample materials for instruction and evaluation, and lists of resources relating to reading, mathematics, English as a second language, and consumer education. Suggestions are also given for preparing students for General Educational Development (G.E.D.) tests in literature, English and communication, science, and social studies. The final section of the book provides information on resources and instructional materials useful to adult basic education teachers.

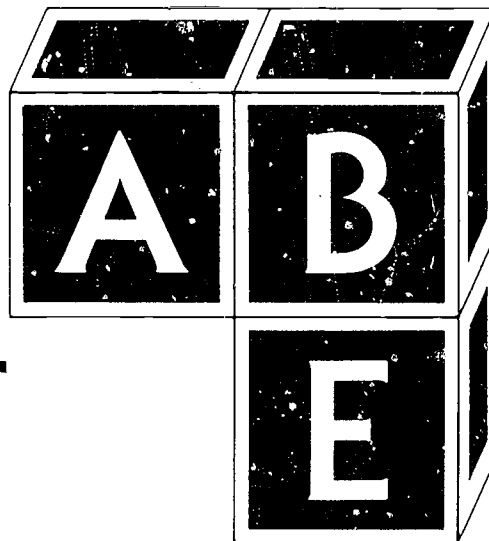
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Adult Basic Education Handbook:

A Resource for Administrators,
Teachers and Counselors

Jane L. Evanson, Director
The Adult Education Program



Northwest Regional Educational Laboratory
Portland, Oregon

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ACKNOWLEDGMENTS

This comprehensive Adult Basic Education Handbook represents a spirit of "everything you ever wanted to know about ABE..." We are currently going through an era in ABE of the "handbook." It would seem that this is an indication of the maturity of the program, i.e., some professionals know enough about what they're doing to write it down. But a handbook and the ideas of professionals can become a calcifying or static artifact unless they are perceived and used as a reference rather than "the source." ABE is dynamic and multifaceted. There is no way possible to describe it all in one or even a thousand volumes. Each new student adds a new chapter to the book. The format of the Handbook--loose leaf--is an intentional effort to encourage staff to add "important" materials and to throw away unuseful or outdated ones.

The Laboratory is particularly indebted to Aubrey Gardner, former director of the Adult Education Program, and to the many educators who participated in the creation of this Handbook. Special appreciation goes to Fran Walton, Greg Druian, and Carole Van Arsdol for their help in editing, typing, and layout. The content was developed by Reita Hribernik, Ross Brewer, Nikki Sullivan, Jan Jording, Charles Cook, Connie Judd, Jerry Brown, Mike St. John, John Wish, Berniece Peachy, and Carmen Martinez. This volume is a revision of an earlier one developed by Delight Willing, Richard Peterson, Florence Dunlap, Ted Kittleson, Hilda Thompson, Ralph Cruz, Marilyn Mecham, and Clark Jones.

The Adult Basic Education Handbook symbolizes the essence of the Region X Adult Education Staff Development Program: The combined efforts of staff from the four states of Region X produced the volume which addresses the major needs of staff from each. The staff from Alaska, Idaho, Oregon, and Washington are indeed grateful to the Region X Consortium Board for their continued support of this interstate cooperative effort.

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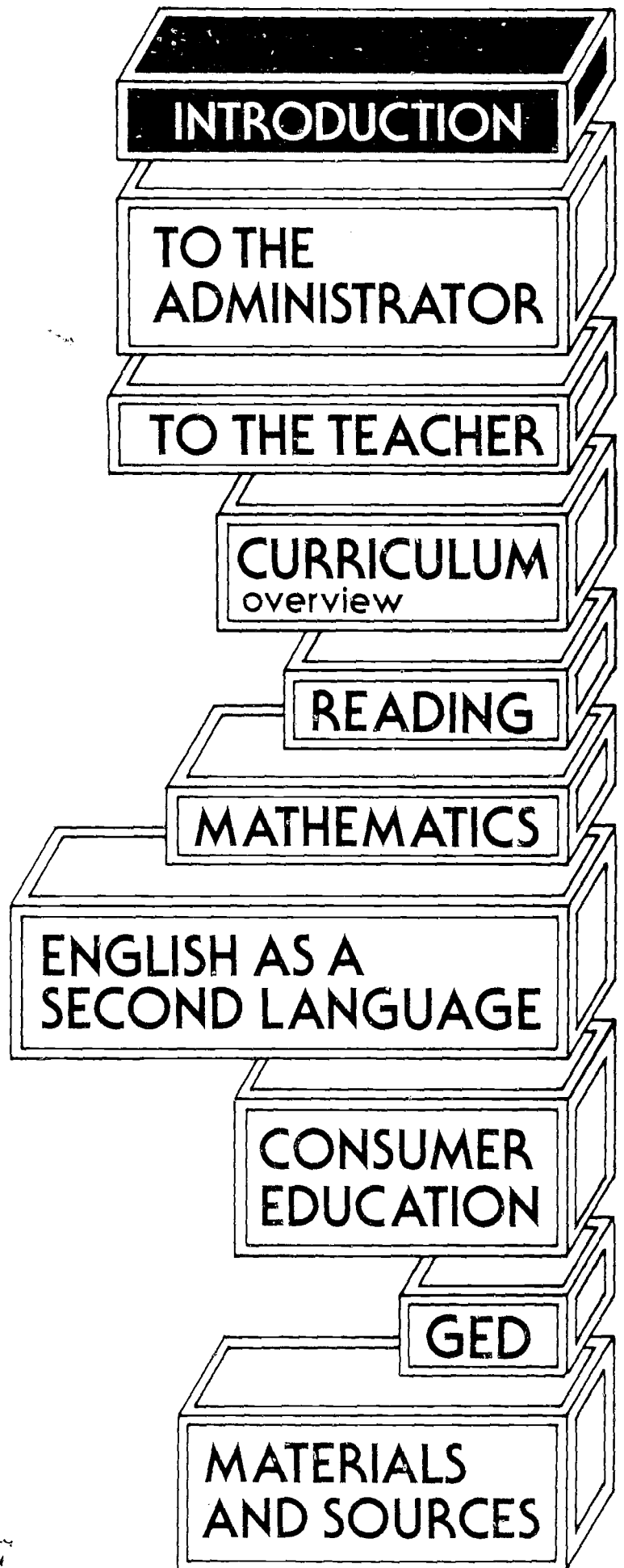
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HOW TO USE THIS HANDBOOK

This Handbook has been designed for Adult Basic Education (ABE) staff members as a source of general information about ABE, about teaching in an ABE setting and about alternative ways you might go about presenting the information in various subject areas. It has also been designed so that you can add new information that is helpful to you in your teaching and so that you can remove specific pieces of information for use in a classroom or conference setting without having to carry the entire notebook around.

Before describing some possible ways this Handbook might be used, however, it is important to say something about how it was developed, so that you may know more of the developer's intentions.

The central features of this Handbook are that its parts were written by experienced ABE instructors, and that each part was written by a different person. Consequently, you may well find that there is some repetition, and even contradictions in the contents. But developers feel that these dangers are far outweighed by the following advantages:

- Several different viewpoints are presented. Thus there is more likelihood that you will find in the Handbook a viewpoint that is similar to yours.
- There is no one "right" way to do things. Effective teaching depends on the teacher having available a number of alternatives so that an appropriate alternative can be selected for a given situation.
- You will learn more about teaching adults if you are exposed to a variety of outlooks.
- You will be stimulated, it is hoped, to think about different ways of doing your job, and will develop a blend with which you are comfortable.

Editing of individual contributions has, it is hoped, provided you with a coherent Handbook. But the editing has not sought to distort the writers' opinions in such a way that they are forced to conform to some preconceived notion about how things "must" be done. Also, wherever in this Handbook "he," "him," "he/she" or similar pronouns may appear, either as words or as parts of words (and other than with obvious reference to named male or female individuals), they have been used for literary purposes and are meant in their generic sense (i.e., to include all humankind -- both female and male sexes).

The development of this Handbook, then, has had as a goal to stimulate you into active, rather than passive, interaction with the Handbook's contents.

Ample margins have been provided in the materials for you to make marginal notes. Sample forms have been provided where appropriate--you are encouraged to use and to alter them. Bibliographies are supplied as well as sources of further information. You can add materials by simply three-hole punching them and inserting them where you find them most appropriate. It is hoped that you and your colleagues will find additional ways to make this Handbook useful.

The Handbook is divided into five sections. The first section contains introductory material. In the second section, material is included that is designed to be of assistance to an ABE Program Administrator. The third section contains a variety of information and suggestions for the ABE teacher. A section dealing with Curriculum follows, in which background material, bibliography, and suggested learning objectives are presented for each of five major ABE Curriculum areas: Reading, Mathematics, English as a Second Language (ESL), Consumer Education and GED. The fifth and final section contains information on resources for the improvement of ABE programs.

Everyone who has had a hand in developing this Handbook knows that yours is not an easy job--but we also know how rewarding your job can be if it is done well. We hope very much that this Handbook is helpful to you and we join in wishing you, "Good luck!"

TWO VIEWS OF ADULT BASIC EDUCATION

A Council Views ABE

Our nation's educational system was built upon the assumption that a free and enlightened electorate could be largely accomplished through education during childhood. That assumption has created a child-centered educational system which tends to be terminal in its approach and has contributed to the need for adult compensatory education programs. More and more we are accepting the realization that learning is a continuous, lifelong process and that there must be established a comprehensive system that provides for the education of adults.

The question no longer exists as to whether or not the education of adults should be an integral part of private and public educational institutions. The problem now is how to organize and equip the education profession, business and industry, labor and management, the military, local, State, and Federal governments for the inevitable task of providing acceptable and proven education opportunities for each adult at any time in his life when the need occurs.

Our Nation must be as vitally concerned with the education of its adults as it is with the education of its children. Adult education can pay rich personal and social dividends--not twenty years from now--but immediately. Our nation must provide the "second opportunity" for the partially educated, the uninvolved, the illiterate, the adult with yesterday's tools who is in need of marketable skills for today. We must provide a means for more comprehensive, lifelong learning programs.

Continuing steps are needed toward the goal of the fullest educational opportunity for every American adult.

---National Advisory Council on Adult Education Annual Report, March 1973, Washington, D.C.

The Adult Basic Education program administered by the U. S. Office of Education was established under the Adult Education Act of 1966. This program offers to persons 18 years* of age and older the opportunity to overcome English language difficulties and attain reading, writing, and computational skills through the 8th grade level.

This is basically a state-operated program with the U. S. Office of Education allotting grants to states and outlying areas of the United States for the development and operation of Adult Basic Education programs.

Each of the fifty states, the District of Columbia, and each of the outlying areas, with the exception of the Trust Territories, must provide ten percent of program costs and retain total responsibility for planning, supervisory services, teacher-training, curriculum development, evaluation, and all essential services for enrollees through the 8th grade. In fiscal year 1969 each state, the District of Columbia, and four outlying areas conducted Adult Basic Education programs.

Since fiscal year 1966, the first full year of the Adult Basic Education program, Federal grants to states and program enrollees have continued to increase:

	<u>FEDERAL GRANTS TO STATES</u>	<u>ENROLLMENT</u>
FY 1967	\$26,280,000	388,935
FY 1968	30,590,000	455,730
FY 1969	36,000,000	484,626
FY 1970	40,000,000	535,889
FY 1971	44,875,000	621,109
FY 1972	51,134,000	812,023

*As of June 30, 1969, the age limitation was reduced to 16 years (amended in the Vocational Education Amendments of 1968).

(Adult Education, Adult Basic Education Program Statistics, July 1, 1968-June 30, 1969). Washington, D.C.

The Office also awards grants to schools, colleges, universities, and public and private non-profit organizations for special projects and teacher-training projects. In some cases, the 1966 Act authorizes the Office to work directly with institutions and organizations in the development of new teacher-training techniques and special experimental and demonstration projects.

An Instructor Views ABE:

by Nikki Sullivan

For the past six and one-half years I have been actively engaged in teaching reading to adult students in an ABE classroom. During that period of time I have developed at least 300 perfect reading programs on paper. However, once I tried them out with a student they were either thrown out, changed, modified, used as scratch paper or buried in my file cabinet. I have attended university classes, workshops and conferences and read hundreds of books on the subject of reading. Yet somehow, most of the techniques which I now employ have come from the daily exposure to yet another student with still another reading problem.

The material that is included in the Reading section of the ABE Handbook reflects, hopefully, the practical needs of an ABE Reading Instructor. It also, of course reflects a great deal of my own teaching philosophy. I have always been concerned with the fact that if a student enters my class he will at some unknown date in the future leave my class with a skill in reading that will offer him a chance to survive as successfully as possible. I am constantly frustrated at the lack of time I have to polish and refine his reading skill. No matter how much the student may accomplish, I always wished it could have been more.

I feel the same way about the selections in this Handbook. I hope that this material will provide you with some methods, ideas, guidelines, possibilities or references that will make your jobs a little bit easier. I wished I had added on, left out, changed, etc., etc., etc. But, in a sense, that has been left to you to do. So feel free to use what you want when you want it. None of it has been chipped in stone so make the alterations with a clear conscience.

In the meantime, I will return to my drawing board and start work on "Perfect Reading Program #301."

DEFINITION OF TERMS

Adult

Any individual who has attained the age of sixteen.

Adult Education

Adult Education means services or instructions below the college level (as determined by the Commissioner), for adults who (1) do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and (2) are not currently required to be enrolled in schools.

Adult Basic Education (ABE)

Adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

The three levels of ABE are:

- Level I = grade 0 - 3 (beginning)
- Level II = grade 4 - 6 (intermediate)
- Level III = grade 7 - up (advanced)

English As A Second Language (ESL)

ESL is a program to provide non-English speaking persons with survival or minimal speaking and writing skills so that they may succeed in ABE, GED, vocational training, or other educational programs.

Illiterate

One who can neither read or write.

Functional Illiterate

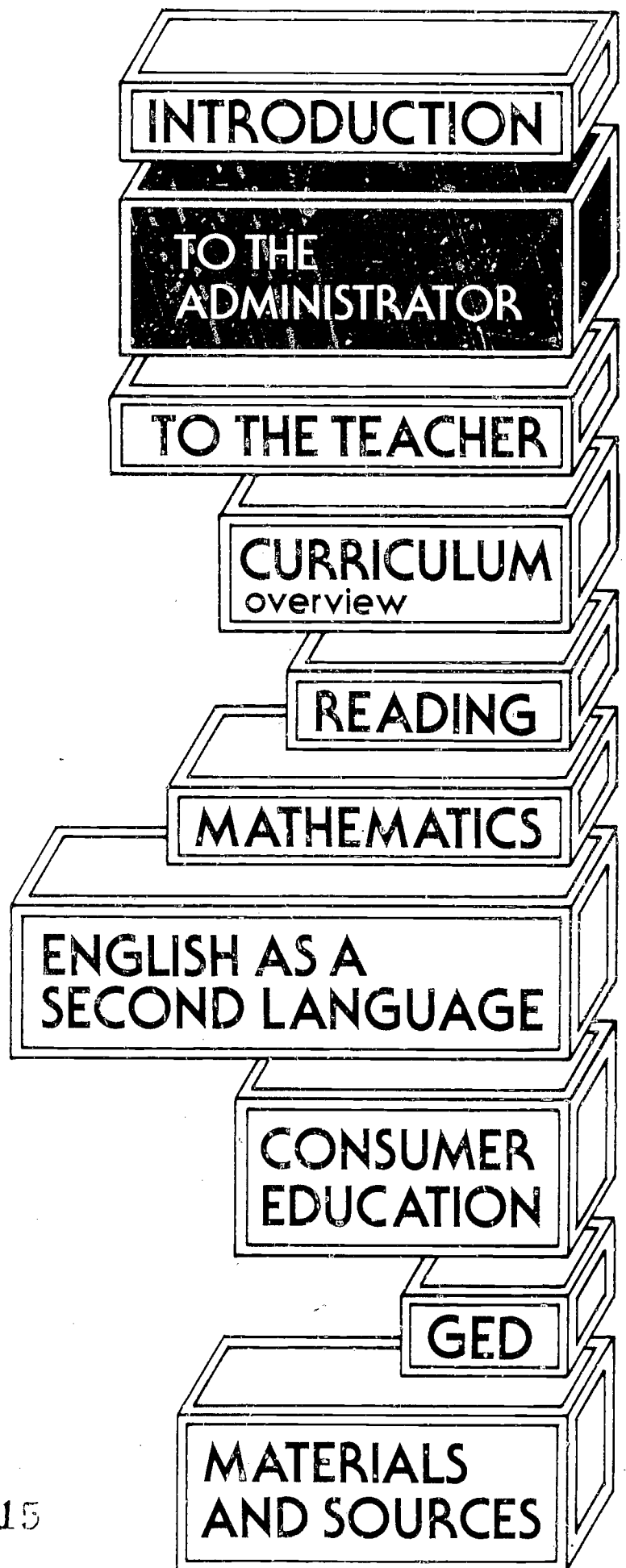
An adult who cannot read the newspaper--or about the seventh grade reading level (Edwin Smith, Literacy Education for . . . Adults).

General Educational Development Test (GED)

The GED is a national testing program for adults to demonstrate a high school equivalency ability. Each state administers the tests through local adult education programs and maintains standards for passing scores. There are five parts to the test: Reading Interpretation in Social Studies, Natural Sciences and Literature, Correctness and Effectiveness of Expression, and General Mathematical Ability. Most states require minimum passing scores on each test and a complete test average. Additional requirements vary from state to state.

High School Completion

A way of finishing high school through college or local classes.



OVERVIEW

In this section, material pertaining to the administrator of an ABE program is presented. Information about Personnel Supervision, Recruitment, Retention of Students, Public Relations, Followup, working with an Advisory Committee, and Evaluation is contained in this section. At the end of the section, space is allowed for the administrator to insert various plans and policies pertinent to the program and state in which the administrator is working.

by Ross Brewer, Clark College

ROLE OF THE SUPERVISOR

As supervisor of an ABE program, you play a key role in the success of the program. Below are discussed a few of the areas for which you will have responsibility. Although other sections of this Handbook do not directly address your work, they may aid you to become more familiar with situations and problems that the instructors must deal with daily. With this familiarity, your administrative decisions may more closely meet program needs.

PERSONNEL SUPERVISION

The adult education administrator assumes significant responsibilities in the role of a personnel manager. Selection and supervision of personnel are areas that can tolerate few mistakes. You must have a clear image of the goals and objectives of the program that is to be administered and the role each staff member is expected to play to achieve those goals and objectives. Your role is to provide the leadership for the total program. The place of adult education as a part of an overall balanced educational program must be understood.

For a successful program of instruction, it is necessary to have proper supervision in the program. The situation will dictate the type of supervision needed. Supervision might be provided by part-time or full-time personnel. Supervision should not be "snoopervision." Supervision should be helping teachers by getting the necessary instructional materials, aid, and other items to them and providing the necessary services and help when needed.

RECRUITMENT

Effectiveness

Recruitment must be recognized as essential. One of the most important indexes for gauging the effectiveness of educational programs is the ability to attract and retain students. All the program resources become superfluous if classes are empty.

Communication

How do you communicate the message of adult education to illiterates and functional illiterates? How do you inform your target audiences of who you are; what you do; how, when, and where they can enroll; and what benefits they can expect to gain? These are but a few of the questions that must be resolved through the recruitment strategies which are developed to communicate basic information on adult education programs to those people who are most in need of the services.

It must be realized that recruitment is not public relations. Recruitment is direct activity that gets members of the target group into the classroom. Public relations develops interest and acceptance of the educational program, and creates a situation in which direct recruitment can be more effective.

It is not enough to merely open the doors and assume that students will voluntarily come flooding in. On the contrary, recruitment techniques must be developed to reach out into communities and to convince adults that it is to their advantage to make the various commitments and behavioral changes which are required for participation.

Reaction of Adults

The initial reaction of most adults to the prospect of signing up for an adult education program is to specify all the reasons why they cannot attend (I'm too busy, I'm too old, I don't have the time, the program doesn't apply to me). Indirect recruitment methods offer no possibility for offsetting these superficial objections. It is easy for a potential adult participant to say "no" to a poster, a letter, or even any other form of indirect communication.

The only method of effectively countering the initial objections of prospective students is through direct

face-to-face contact by a knowledgeable representative of the program. This implies the need to develop direct as well as indirect recruitment strategies in meeting excuses.

Inter-Agency Ties

The ability to recruit adults into adult education programs can be significantly enhanced through the cultivation of inter-agency cooperative ties. Other agencies and programs provide an effective focal point for referring potential adults into your program. By the same token, adult trainees can be referred from your program to other agencies and services. (See section on Community Resources, pp. 77-87.)

Direct Recruiting

Competition for the adult learner's time is great. You are trying to sell them something they may not want, are unfamiliar with, and with the promise it may make their lives more difficult.

Much can be done through news, radio, and TV media. Your message should be provided to service groups, concerned employers, and in places where people meet and communicate. By doing this you will create a better understanding of the problem and you will be more effective in recruiting for and mobilizing your attack on illiteracy.

Direct recruiting (word of mouth) is the most effective method of communicating directly with the potential adult education student. Get to the grass roots people who provide services for people living in poorer neighborhoods, particularly if these people are known to deal fairly with them and they have an image of confidence--the corner market, bar, church, and public and private agency field people are but a few.

When you think recruiting, think both of direct and indirect approaches. Know your territory. Do your part to influence public opinion. This may not bring you face to face with the students, but your efforts will do much to aid them when they find a community much more accepting and responsive to their illiteracy.

Best Salesmen--Satisfied Customers

Don't forget, your best salesmen are satisfied customers. An adult student from your group who really feels you have "turned him/her on" will pass the word. The language of

recruiting and retention is rather like the mod jargon you hear today, "Tune in, Turn on, or Drop out!"

Try to be happy with your results but not contented. The chances are that even if you fill your class, you are not yet dealing with the people who are most in need of your service.

RETENTION OF STUDENTS

Voluntary vs. Involuntary Leaving

If your enrollment is not holding up, you can assume your students are dropping out. Retention has something to do with the holding power of your program. Dropping out is more complicated than students just not showing up for class. The act of dropping out can be classified either as "voluntary leaving" or "involuntary leaving."

Voluntary dropouts are those who say they are just not interested or have received all from the program that matters to them. They may provide you with many reasons which in the final analysis all add up to their staying if they really want to. Curiously enough some will say they would have stayed but found little meaning in their letters from teachers who were not very friendly.

It is a different situation for a person who drops out involuntarily. Erratic job schedules, illness, lack of transportation, clothing, poor health, inter-agency conflicts (agencies bidding for a student's time without regard to what another agency might be attempting), all create situations which contribute to students involuntarily dropping out of the program. Your immediate follow up on erratic attendance will help you to determine whether this person is dropping voluntarily or involuntarily. And listen carefully to their explanations; the reasons they present for leaving may only be a mask for what is actually causing the problem. These people, even if they can't read, can read you.

You are in the business of voluntary education and only those who come to you have an inclination to help themselves. If you are warm and friendly, at least part of your problem of retention will be solved. Little courtesies are very important. A "Good morning" or "Good-bye, I'll see you tomorrow" may be the only decently spoken words that person has heard during the course of the day.

Environment

These people are adults with adult problems and obligations. They come to the adult education program expecting an environment which would encourage them to learn in spite of the many obstacles which hinder regular class attendance. Instead, they often find a learning environment which emphasizes convenience for the program staff rather than concern for the student. Even though they would like to attend class, they cannot cope with some of the barriers that are a part of the adult program structure. In reality, the environment has not really changed from that which they had previously found in the public school program.

Realistic Information

Students are often recruited in the adult education program without being adequately informed about what the program can provide for them. Many students enroll in the program expecting to acquire something which the program does not offer. Dropouts are likely to believe that the program would help them solve many of their personal, vocational, and educational problems. This seems to suggest that they may have come into the program with the unrealistic idea that it would be a cure for all their problems. However, they become disillusioned and drop out when they realize it was not what they had expected. Poor recruiting procedures can contribute to such causes of dropouts from the program.

In order to prevent student misunderstanding of the adult program and the needs it is designed to fulfill, efforts should be made to more fully inform students of the program's purpose before entry. The pre-entry contact should strive to gain a better understanding of students' wants, needs, and expectations so that subsequent changes in the program's design can be made, making it more relevant for the student it is supposed to serve.

PUBLIC RELATIONS

Public relations is defined as "the activities of any group or organization in building and maintaining sound and productive relations with special publics and with the public-at-large, so as to adapt itself to its environment and to interpret itself to society."

This statement has two factors implicit within its content. They are internal and external public relations. Internal public relations are dealt with in the areas of motivation, retention, and recruitment.

External public relations in ABE/AE convey much of the same content as recruitment materials but are organized in a manner that will create a public awareness of and gain support for ABE/AE activities.

A chief function of administration is development of a program which contains and disseminates the following types of information.

Success stories: newspapers and the media enjoy good human interest scripts and give generous coverage.

Completion statistics: how many people have actually been helped?

Costs: per grade level achieved, students per year, dollars per completion should all be put in a comprehensible context and disseminated.

Economic impact: followup of each program is vital to show how many removed from welfare and unemployment roles and their purchasing of homes, appliances, etc.

These types of information, presented in a comprehensible manner, in a steady flow to all types of media can do much to gain support from public and private agencies and the general citizenry. A well informed citizenry will usually react in a positive manner when the ABE/AE program needs extra funding, volunteers, housing, or any other type of assistance.

FOLLOWUP

Because there are so many varied reasons for their dropping out, followup is very difficult where the adult education student is concerned.

Who, When, and How

Agencies do some of your followup for you with students who are referred by them, but you also can do much of your own.

When students have excessive absences, merely sending a card or a short letter (these can be preprinted and you just have to fill in the date and sign your name) will sometimes give them the feeling that some one cares and is interested in their finishing their program. This could be the incentive they need to get them coming back to classes.

If you get no response from a card or letter, try a telephone call. Just a few minutes of your time may be all that is needed to get a student tuned in again.

Of course, the ideal means of followup would be a personal visit by the instructor or an aide, but so few of these people have the time to do this. The visit must be made by someone with whom the student can communicate, not a stranger to them.

The telephone call or the personal visit is the most effective as it is much easier to say "no" or "I'm not interested" to a card or letter than it is to say "no, I'm not interested" to you personally.

Much satisfaction is to be gained by spending a few moments of your time to encourage a student to make good use of his/her time by returning to adult education classes.

Sample followup letter

Dear

WE'VE MISSED YOU !!!

If you have been ill, we hope you are feeling better and will soon be back to class.

If you have a problem and we can help in any way, please let us know.

If you feel you are not getting what you expected from class or if we have done anything to make you feel that adult education is not what you want, we would appreciate your telling us so that we can make some changes to help you more and possibly help others who might feel the same as you do.

The purpose of adult education is to help people, but to do this we also need your help and the help of all the students involved in the program.

Won't you come in to see us soon? Or just give us a call.

We hope to see you in class again real soon.

Sincerely,

(YOUR LETTER CAN BE PRINTED SO THAT YOU WILL HAVE ONLY TO TYPE IN THE PERSON'S NAME AND SIGN YOURS.)

WORKING WITH AN ADVISORY COMMITTEE

The Adult Education advisory committee should be considered the life line of the program for each member, as a representative of his/her agency, will be a recruiter and promoter of the program.

Setting Up an Advisory Committee

Before, or shortly after the AE program begins, the directors of all service agencies in the community should be contacted by the person in charge of the AE program. The AE program goals and objectives should be explained as well as its capabilities and resources.

A request to the agency director to appoint a staff person as a permanent member of the advisory committee should be made through the channels set up in your institution. Hopefully, this agency representative would be one that could assist in identifying potential students, i.e., the training officer at the Department of Public Assistance or the MDTA counselor from Employment Security.

Members of the Advisory Committee

Listed below are some of the agencies which should be represented in the AE advisory committee. However, in no way should this list limit the membership. Other agencies or programs which could assist the program should be identified and requested to participate in the advisory committee.

- Employment Security
- Department of Public Assistance
- Community Action Program (OEO)
- Work Experience Program
- VISTA Program (OEO)
- Health Department
- Local Labor organizations
- Local Businesses
- Ministerial Associations

Other possible agencies or programs:

- Juvenile Court
- Local high school
- Former students
- Family service agencies
- Migrant councils

Purpose and Functions of the Advisory Committee

The advisory committee's purpose and function are advisory in nature. The supervision and control of the AE program lies with the program director. However, the importance of the advisory committee cannot be underestimated. The areas in which the advisory committee can help the AE program are:

1. Identifying Program Objectives

Each member of the advisory committee as a representative of his/her agency will be able to identify the needs of the clients his agency serves. The needs could be many and varied, health information, family planning, citizenship, jobology skills, safety, etc. The community needs as expressed by the advisory committee should guide the content of the AE curriculum.

2. Identifying the Characteristics of the Target Population to be Served

The advisory committee as representatives of agencies that serve the disadvantaged will be able to identify the characteristics of the students to be served. Some of the important characteristics are:

1. Ethnic background (Indian, Chicano, Oriental, etc.)
2. Occupational background (farm worker, factory worker, unemployed, etc.)
3. Residential area (labor camp, jail, housing projects)

This information will also guide the program location and objectives.

3. Referring Individuals to Your Program

The most significant contribution the advisory committee can make to the AE program is to refer students which they have identified as disadvantaged in education. If the program is responsible and meets the needs of these students, the agencies will continue with these referrals. It will be the responsibility of the program

director or instructor in some instances, to keep in touch with the agency regarding the student's progress and attendance. This is especially true if the student is receiving assistance through some kind of training program such as MDTA, WIN, or DVR.

Membership

Membership of the Advisory Committee should be determined by the size of the community, the policy of the administration, and availability of interested representatives.

In approaching those individuals who are prospective members of the Adult Education Advisory Committee, the director should ask the following questions:

- How can the prospective Advisory Committee member support the Adult Education program?
- Is the prospective member interested in the welfare of the student as well as the adult educational needs of the individual and the community?
- Will the prospective member attend meetings and work with other representatives of the Advisory Committee?

In recognizing that a formal meeting of the Advisory Committee is required, it is well to keep the following points in mind:

- Role of the Advisory Committee: The role of the Advisory Committee must be clearly defined. This role is in the nature of an advisory capacity only. The local school is responsible for administering and directing the Adult Education program.
- Preparation of the meeting: Be sure to have available such information about your community as years of school completed for the adult population, unemployment data, median family income, and other facts which you may have gathered. A full description of the adult education program already underway should be presented. Insofar as possible, try to show information on charts.

Meeting Agenda

The meeting should be an idea sharing session, rather than tied to a strict agenda. Your role as adult education

administrator is to help generate participants' ideas. As the meetings move along, interests and abilities of the members will be revealed, and sub-committees can be indicated.

Begin by asking questions about the adult education needs and problems of the community as seen by each of the participants. Do not strive for "agreement" as much as for comprehensiveness.

Discuss how the Adult Education Act of 1966 is related to these problems and needs. At this time, there should be a thorough exploration of the possibilities and limitations with respect to the Act.

Minutes of the Advisory Committee meeting should be recorded and distributed to all members. Minutes may be no more than important points discussed, a list of those attending, and decisions that were made.

Before the meeting ends, be sure that members understand this is to be a continuing Advisory Committee to your total Adult Education program. To give continuity to the Committee, it may be helpful to stagger the terms of the members (one-third, one year; one-third, two years; one-third, three years).

Frequency of Meeting

Meetings should be of sufficient frequency to keep members current on adult education activities. Periodic reports of progress and special activities should be reported to the Advisory Committee.

Areas of Assistance

Areas in which the Advisory Committee may assist include interpreting Adult Education to the community, recruiting students, placing students in employment, serving as liaison to other agencies, recruiting volunteers, assisting in providing services such as child care, medical attention, legal advice, and other beneficial sources.

Conducting An Advisory Committee Meeting

The Advisory Committee should meet at least twice a year. Possible dates could be the middle and end of the school year. The person representing the ABE program acts as secretary to the Committee. A report on the past activities of the ABE program, such as enrollment, progress of the students,

job placement, or further training should be included. At this time the Committee members should be encouraged to make recommendations to improve the quality of the program and to provide direction to meet the community needs of the educationally disadvantaged adult. The minutes of the meeting should be recorded and filed.

EVALUATION

Evaluation is necessary but it need not be a burdensome task. A teacher needs to maintain only the following amount of paperwork for effective evaluation:

1. The card of basic skills checklist and the Ladder of Personal Goals
2. Enrollment and attendance forms
3. A student cumulative folder which includes placement and inventory materials
4. Required administration reports from local programs

The following information should be read to help the administrator and teacher to establish goals and then evaluate the program, student, and teacher by using the four simple records kept by the teacher.

- I General Information
- II Goals
 - A. Program
 - B. Student
 - C. Teacher
- III Means of Evaluation and Followup
- IV Possible Records and Reports
- V Skills Checklist and Student Goals Card

General Information

Evaluation is a many faceted thing. It should measure many aspects of the program and should answer the questions of a variety of people.

1. Evaluation is worthwhile only if it answers valid questions. It must lead to enlightened decisions and action and it should be the result of putting together many clues.
2. People apparently cannot refrain from evaluating, judging, or appraising. This is usually ego-centric. The criteria for evaluating may be those determined by the student or those given to him.
3. The general purpose of evaluation is to improve the educational program, but some specifics are:
 - a. To collect evidence and data
 - b. To analyze the data and draw conclusions
 - c. To make judgments or decisions
 - d. To implement the decisions
4. Evaluation is a necessity for the student, the teacher, the administrator and government (local, state and federal). The student by far is the most important reason, but without the logistical support of the other three categories there would be no program.
5. Evaluation must be simple, concise, and current. The student is not always consistent in his attendance and often will leave a program for an extended time without informing program personnel. If possible some form of evaluation program should be used at each meeting with that student. Check-lists included in this chapter may be helpful. Evaluation should be educational in nature because so little time is spent with the student. A routine for evaluation should be established because the teacher (usually part-time) does not have time to fill out and administer long reports or tests. The teacher cannot recall important criteria for evaluation if they are not recorded immediately.

Goals

The overall goal is to build programs which provide useful educational experiences for a continuation onward from whatever level the adult discontinued his formal schooling. It is generally understood within the education profession and among many members of the general public that modern literacy is the capability of an individual to become a responsible member of the community, a productive worker and a successful participant in family life experiences. In most cases this modern literacy level is understood to be a high school education or its equivalent. The programs, however, should be designed so that the student may be guided or taken from "where he is" to where he wants "to be." These limits may not be his discontinuance from schooling level or high school completion level.

There are incidental goals which every teacher consciously or unconsciously sets. These include the change in attitude toward learning and living, a better self-image, a happier person, etc.

Knowledge is involved in all goals and its nature forces us to ask the following questions:

1. How much knowledge should be required?
 - a. for immediate use
 - b. for future use
 - c. for finding recorded and cataloged knowledge
2. How is knowledge best learned?
 - a. organized
 - b. related
 - c. drilled, repeated, memorized
3. Is the student able to apply the knowledge learned? (Solve problems.)

Goals fall into three groupings: Program, Student, and Teacher goals. The teacher is so involved in the other two goals that listing may seem a complete duplication, but as a teacher there are unique requirements. Teacher goals will undoubtedly also be program goals. These goals are not necessarily those you may establish and should be only a guide to be adapted to your situation.

Program Goals

1. Identify community education needs
 - a. school dropout records
 - b. advertise possible classes for those interested
 - c. welfare and employment requests
 - d. local newsletter (churches, employers, PTA, etc.)
2. Involve community agencies
 - a. senior citizens
 - b. local bureau of immigration
 - c. welfare and employment
 - d. churches
 - e. establish advisory committee
 - f. other educational programs
3. Fulfill administrative requirements
 - a. provide physical facilities, materials, and personnel
 - b. work within budget limitations and justify expenditure
 - c. maintain reports
4. Recruit students, teachers, aides, etc.
5. Schedule instruction for needs of students
 - a. classes, drop-in, individual, etc.
 - b. home, day, night, library, etc.
6. Determine curriculum
 - a. living or functional education (consumer, child care, legal, basic, etc.)

- b. high school completion or equivalent
 - c. job related
 - d. student special goal related (driver's exam, citizenship, etc.)
7. Provide in-service training
 8. Evaluate, improve, expand, or delete portions of programs
 9. Provide for followup and reduce dropout
 10. Provide informal screening for medical, financial, job, or community aid help

Student Goals: (go from where "I am" to where "I want to be")

1. Immediate or external goal
 - a. G.E.D.
 - b. pass a job application test
 - c. citizenship
 - d. ability to do a specific job
2. Learn a basic skill
 - a. reading
 - b. math
 - c. language arts
3. Gain knowledge
 - a. safety and first aid
 - b. consumer functions
 - c. homemaking and parent functions
 - d. citizenship
 - e. legal protection

4. Supplementary or internal goal
 - a. build self esteem
 - b. prestige or position
 - c. communicate with others
 - d. "get away" from home or kids
 - e. personality improvement
5. Follow "my" progress and realize success

Teacher Goals

1. Encourage the student to set realistic objectives and teach him the skills necessary to reach those goals
2. Determine skills to be incorporated into program
3. Organize teaching program (class, individual, etc.)
4. Establish atmosphere for student learning (coffee, informal seating, freedom of movement)
5. Develop rapport
6. Provide varied and complete materials for learning
7. Bring student to highest possible skill level for that individual
 - a. basic skills of reading, math, language arts
 - b. living skills of consumer, legal, first-aid, health, child care, etc.
8. Encourage idea of life-long learning
9. Encourage communication and elevation of self esteem
10. Provide individual help for each student several times during a session

11. Train them to your standards and techniques, if aides are used.
12. Maintain Records of Progress and attendance and required forms
13. Evaluate student, self, and program
 - a. tests
 - b. informal questions and observations
 - c. subjective
14. Encourage student evaluation of self, teacher, and program
15. Make changes to improve program and techniques
16. Watch for clues which indicate student difficulties and inform them where help is available including "crisis help"
 - a. health (glasses, hearing, etc.)
 - b. home conditions
 - c. mental ability
 - d. friend's comments
17. Inform students of community programs for enjoyment or aide (federal programs, employment, recreation)

Means of Evaluation and Follow-up

Evaluation is merely determining if you have met or are meeting the goals. The function of systematic and continuous program evaluation procedures should be to provide more adequate information and evidence and to improve the soundness of judgments.

The student may become discouraged if his original motivations for attending class are not recalled to his attention and reinforced.

In the approach to an evaluation plan the teacher and administrator must consider many things.

1. A minimum amount of paper work to accomplish the task
2. Frequency will be determined by necessary reports, type of evaluation, teacher's purpose and student's requirements
3. Plan should provide for feedback
4. Results should be used to make decisions and judgments. It must be relevant.
5. Standards can be established by comparisons with other programs
6. Value judgments may be good but must be identified as value judgments (changes in attitudes, personalities, etc.)
7. Types of evaluation procedures to use:
 - a. Program
 - (1) Involve other agencies (welfare, employment, labor unions, colleges, churches, etc.)
 - (2) Teacher attitude and techniques by observation and informal discussions
 - (3) Materials' effectiveness by student use, teacher opinion, cost and procurement
 - (4) Administrative practice determined by proper use of personnel (assistants, aides); by enrollment and attendance figures; age group enrollment; budget
 - (5) Orientation and follow-up by a social aide (a student), newsletter, informal questionnaire
 - b. Student
 - (1) Checklist of basic skills
 - (2) Ladder of personal goals

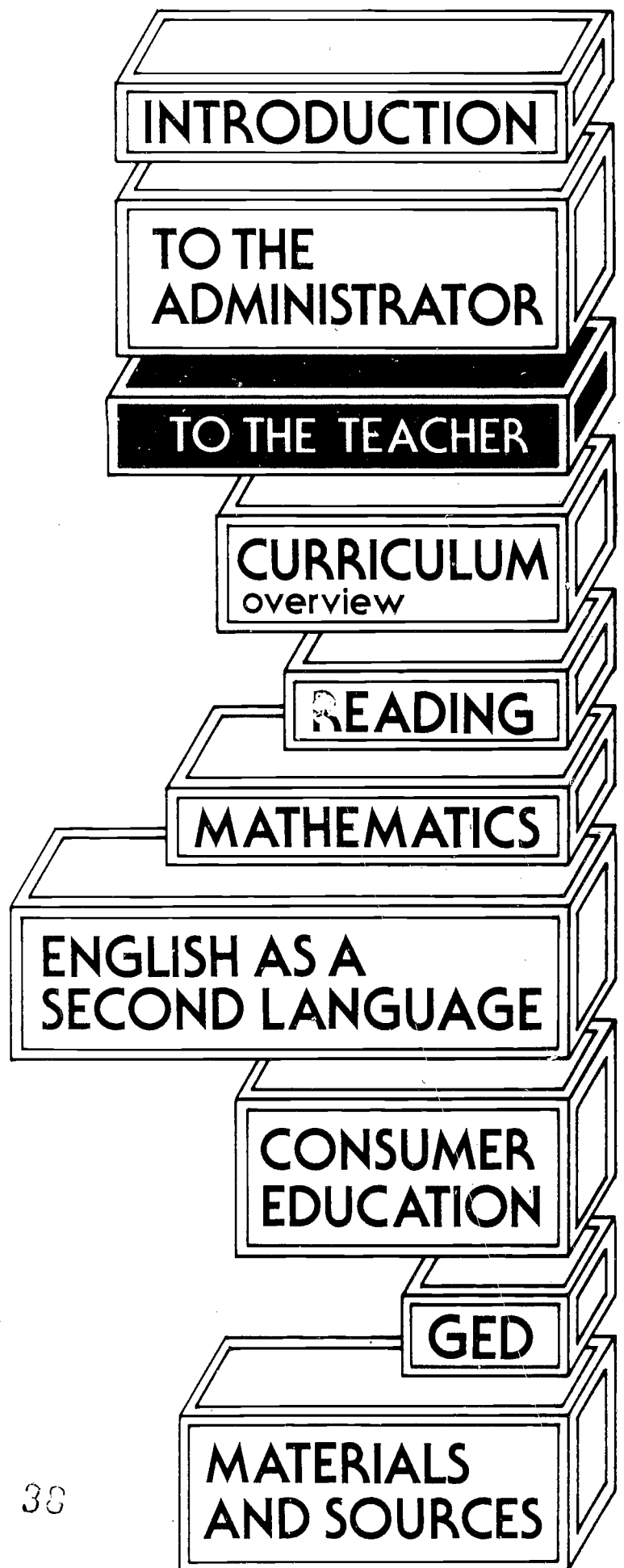
- (3) Use of tests that insure some success; the purpose should be understood by student; make it a learning experience; keep mechanics of taking tests simple; give an unhurried attitude about tests; show "test taking" hints; review results carefully; use the Placement Inventory
 - (4) Informal evaluations with student
 - (5) Observations
 - (6) Cumulative folders
 - (7) Student evaluation of self (oral and/or written)
- c. Teacher
- (1) Refer to goals and use as checklist
 - (2) Check list of student skills
 - (3) Ladder of student goals
 - (4) Series of progressively more difficult tests using cautions identified under student evaluation
 - (5) Informal student evaluation of teaching process and program
 - (6) Student questionnaire
 - (7) Follow-up procedure--phone contact, social aide, mailing short questionnaire
 - (8) Enrollment forms
 - (9) Attendance forms
 - (10) Observations (label as subjective evaluation, personality, attitudes, etc.)
 - (11) Periodic review of materials, facilities, personnel, and needs
 - (12) Cumulative student folders

A teacher must realize that evaluation must have a purposeful meaning. It should include formal and informal, standardized and individual and require a minimum amount of administration. A teacher must be sensitive to the attitudes toward evaluation from the standpoint of the student and also the administrator. The teacher must be able to take evaluation, even criticism and change the program or techniques to meet the student's needs. A teacher must be selective in types of evaluation and keep it as simple as possible.

Student Records and Reports

1. Student's checklist of ladder of goals
2. Attendance cards (varies with institutions)
3. Enrollment card (different for states)
4. Registration sheet (different for states)
5. Monthly report to school administration
 - a. number enrolled
 - b. percent attendance
 - c. number completing G.E.D.
 - d. change in personnel
 - e. possible achievement of goals (program, student, and teacher)
6. Student accumulative folder

These must be kept to a minimum and have a purpose. Forms should be simple and be completed by an aide or by the teacher and student in a learning situation.



OVERVIEW

In this section a variety of materials relating to the role of the ABE teacher is gathered together. Following an introductory discussion of the importance of the ABE teacher in his or her students' instruction, the professional responsibilities of the teacher are described. Next comes material designed to acquaint the teacher with the special needs of ABE students. Then, information meant to assist the teacher in organizing and planning course content is presented. This information may be used in conjunction with specific subject areas described in the Curriculum section. Specific material aimed at aiding the teacher in diagnosing students' needs is included, and this section concludes with a discussion of the guidance and counseling role that the ABE teacher often must play.

INTRODUCTION

by Reita Hribernick, Lane Community College

An ABE teacher is more than a teacher of academic subjects. For the ABE students, the teacher will be a "significant other" in their lives. Does this sound like an awesome responsibility? Well, it is.

The ABE teacher is the confidante, friend and helper of the students. However, this does not happen instantly. Because they expect to be rejected again, as they have been in the past, most ABE students feel insecure, inadequate and fearful. So, the first task of the teacher is to build up the self-confidence of the students. A good way to accomplish this is for teachers to treat each student as they would treat the most important person they know. Students resent a teacher who feels or acts superior.

As a teacher it is important to establish with the students a spirit of understanding which is based on mutual respect. This means that the teacher will expect the students to learn and will expect to learn from the students.

The ABE teacher must be aware that students who come to an ABE class have many outside pressures--economic, family, social and frequently psychological. Students who have other worries cannot study effectively. This may mean taking time to listen to the concerns of the students, providing support and encouragement, or even intervening with an agency. If the pressures are immediate, help must be given at once.

To keep students from becoming discouraged, the teacher should talk softly but distinctly and should sit down with the students, not stand over them. A compliment is more productive than a correction. When you must correct, do so gently with sufficient, but not overwhelming, explanation. Show the purpose for the correction; take advantage of an already developed adult mind.

In an adult learning situation, the students must be allowed to set the pace. This requires patience on the part of the teacher. Teachers must realize that their goals and values may not be the same as the students. Accept your students for what they are, but view them for what they can become. Your students will respond with a new spark, a new self-confidence. And you will have experienced one of the greatest joys of teaching.

The way the teacher acts will set the tone for the class. The teacher's manner is the most important ingredient in the classroom. Be radiant when you teach. Express joy. It is contagious. If a teacher does not like a student, the student will sense this. Communicate a liking for each student through an inner warmth or by a gentle smile.

Teach from the heart. Coax rather than scold. Be supportive of your students. Encourage them and show that you have confidence in them. Make every minute count because time is precious to the adult learner.

You, the ABE teacher, should be the model, the bridge, the best friend, the "significant other" for your students. In your class you can give them the greatest hours of their lives.

Checklist for teachers:

1. Radiate confidence
2. Never scold, embarrass or criticize
3. Show your students you care; be sensitive to their needs
4. Be courteous and thoughtful
5. Enjoy sharing your knowledge and yourself
6. Be humble, admit your mistakes
7. Be able to laugh at yourself, use humor to advantage

8. Be patient
9. Be flexible
10. Believe in what you are doing

In addition, the ABE teacher must know the subject matter. This requires study. Keep up with new curriculum and methods. Attend in-service and other workshops. Learn various ways to explain materials to the learner. If one method or material doesn't work, keep experimenting and trying new approaches. Plan your lessons in response to the needs of the students.

Lastly, meet with other ABE teachers to mutually reinforce and replenish each other.

RESOURCES

- Adult Basic Education: The State of the Art. Eds. William S. Griffith and Ann P. Hayes. Department of Education. University of Chicago. March, 1970.
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- Pearce, Frank C. "Basic Education Teachers: Seven Needed Qualities," Adult Leadership. January, 1968.
- SAGE (Skills for Adult Guidance Educators). Northwest Regional Educational Laboratory, Adult Education Program. Portland, Oregon. April, 1975.
- Tested Techniques for Teachers of Adults. National Association for Public Continuing and Adult Education. Washington, D.C. 1972.
- Ulmer, Curtis. Teaching the Disadvantaged Adult. National Association for Public School Adult Education. Washington, D.C. 1969.

PROFESSIONAL RESPONSIBILITIES

When a person assumes the title and role of teacher, he or she also assumes the burden of responsible behavior and professional judgment. Professional judgment is the product of training and experience; responsible behavior is a product of meditation and maturation--the development of attitudes and understanding which result in commitment or dedication to a cause or an ideal.

Part-time personnel (particularly in adult education programs) represent a nearly unique group. Most part-time adult education teachers regard their employment in adult education as a secondary or incidental endeavor. Because of that attitude, they find it difficult to become professionally involved or committed to teaching adults, even though the positions represent what probably is the most responsible and enjoyable job in the entire education field--teaching and working with adult students who are highly self-motivated, and openly appreciative of the opportunity to learn.

For the sake of education, it is necessary for administrators and teachers alike to recognize the unusual circumstances affecting personnel management with regard to staffing of adult education programs. As the list of rights and privileges accorded part-time teachers grows, a concerted effort must be made to define and understand the responsibilities which also accumulate.

Areas of Responsibility to the Profession

1. Work with your fellow teachers and your administrators
2. Cooperate with all personnel in the adult education program and with personnel with whom you share facilities
3. Be an informed representative of your complete adult education program
4. Keep abreast of current literature and practices in adult education
5. Join and actively support professional organizations related to adult education and areas of instructional responsibilities

Teachers of adults must assume responsibilities commensurate with their professional status, rather than viewing assignments only in terms of monetary returns.

ABOUT THE STUDENT

Before you go and meet your first class, there are some things that you should know about your students. You must have some understanding of the students and the needs that motivate them to be in your class.

The following comments are meant to give some insights into their learning characteristics, their social background and some of the factors with which you must deal just because they are adults.

Since many beginning teachers in the ABE/AE field have a background of working with children it is appropriate that you look at some of the adult learner's characteristics in comparison to children.

1. The adult is older. Though this is obvious, there are a number of implications. Vision is one of the first things that should be checked in adults. The focal accommodation power of the human eye reaches its maximum at about age five and diminishes slowly until around age sixty. After sixty there is little appreciable change in healthy individuals. Since most ABE students do little if any close work they may well not be able to learn to read without the aid of glasses which is one of the most overlooked areas of health care in the lower socio-economic group. Be careful to run some form of informal vision check on your students.

Hearing is another primary factor in the teaching-learning process. The ABE group has often worked for prolonged time in jobs that can cause occupational deafness. They often have chronic infections of the ear which may have done permanent damage. If permanent damage has not occurred, the hearing problem is still very real until the infection is cured. Hearing should also be checked immediately and informally.

Physical endurance is a factor that is ignored by most educators. The act of holding your head in a position for study or listening for a prolonged time takes physical endurance. The ABE/AE student

is often in poor physical condition. His/her muscle tone is poor from lack of exercise, poor diet, and chronic illnesses. The conscientious teacher should allow an informal atmosphere so a student may move about, take breaks, and change activities as his/her own needs dictate. Age in all persons causes a degree of poor health. This is compounded in the ABE/AE student by poor diet, poor health care, and a myriad of psychosomatic illnesses.

2. Adults have had more experience. Age and other factors may have slowed down the adult's learning somewhat but the vast background and experience upon which the adult has to draw more than make up for the difference. When teaching a child to read there are many abstractions that a child must be taught which the adult already comprehends. Experience also gives the adult a different perspective of life and its realities.
3. Adults are goal oriented. Learning must be oriented to concrete outcomes. One of the teacher's chief functions is to determine the specific goals of each student and orient the learning to achieve these goals.
4. Adults do not comprise a captive audience. If you are not filling the needs of the students, they will not stay. They have no patience with tasks that they do not see accomplishing their goals. As soon as they feel frustrated, they do not return. Many have had a hard day's work and resent having productive leisure time wasted.
5. Adults are mature persons and resent being talked down to. Elementary school teachers are sought for ABE/AE due to their expertise in reading instruction. But, according to a study done by Davis and Wright, elementary teachers have the largest student dropout rate before receiving training or experience in ABE/AE.
6. Adults form a more heterogenous group than children. The regular K-12 classroom usually has about a three year maximum age variable and a six year mental age variable. An ABE classroom of ten often has a student age span of as much as fifty years. This means an experience and mental age span even greater.

7. Adults have a far greater variety of motives for attending classes than children. The adult may be attending class to gain or upgrade employment skills. The adult may be in your class purely because he/she enjoys the social environment, or because he/she finally has the time to catch up on an opportunity missed years earlier. It behooves the teacher to become sensitive to these varying needs and mold the student's program around them.
8. At this point it might be appropriate to look at a comparison of types of students. The student who walks in voluntarily is a non-recruited person who has been internally motivated to come back to school. The recruited has been referred and brought in by a worker from a public agency or by yourself or your students and tends to be a much more delicate case to deal with.

Walk In

Resourceful
 Identified Need
 Motivated
 Adjusted

 More Affluent (employed)
 Hopeful
 Better Educated

Recruited

Dependent
 Non-directed
 Low to no motivation
 Emotional-psychological
 problems
 Destitute
 Hopeless
 Low entry level achievement

The recruited student is more often from the poverty group. The following excerpt from Curtis Ulmer's book, Teaching The Culturally Disadvantaged Adult,* may give some insight into the difficulties faced by many of your students.

What is Poverty?

You ask me what is poverty? Listen to me. Listen without pity. I cannot use your pity. Listen with understanding.

Poverty is living in a smell that never leaves. It is the smell of young children who cannot walk the long dark way in the night. It is the smell of milk which has gone sour because the refrigerator doesn't work, and it costs money to get it fixed. It is the smell of rotting garbage.

*From the book, Teaching the Culturally Disadvantaged Adult by Curtis Ulmer © 1972 by Prentice-Hall, Inc. Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Poverty is being tired. I have always been tired. They told me at the hospital when the last baby came that I had chronic anemia and that I needed a corrective operation. I listened politely. The poor are always polite. The poor always listen. They don't say that there is not money for the iron pills or better food or worm medicine. Or that an operation is frightening and costs so much. Or that there is no one to take care of the children.

Poverty is dirt. You say, "Anybody can be clean." Let me explain about housekeeping with no money. Every night I wash every stitch my school-age child has on and hope her clothes dry by morning. What dishes there are, I wash in cold water with no soap. Even the cheapest soap has to be saved for the baby's diapers. Why not hot water? Hot water is a luxury. I do not have luxuries.

Poverty is asking for help. I will tell you how it feels. You find out where the office is that you are supposed to visit. You circle the block four or five times, then you go in. Everyone is very busy. Finally someone comes out and you tell her you need help. That is never the person you need to see. You go to see another person and, after spilling the whole shame of your life all over the desk between you, you find that this isn't the right office after all.

Poverty is looking into a black future. Your children won't play with my boys. My boys will turn to other boys who steal to get what they want. And my daughter? At best there is for her a life like mine.

"But," you say to me, "there are schools." Yes, there are schools. But my children have no books, no magazines, no pencils or crayons or paper. And most important of all, they do not have health. They have worms. They have infections. They do not sleep well on the floor. They do not suffer from hunger, but they do suffer from malnutrition.

Poverty is cooking without food and cleaning without soap. Poverty is an acid that drips until all pride is worn away. Some of you say that you would do something in my situation. And maybe you would-- for the first week or the first month. But for year after year after year?

In summary, it must be remembered that the ABE/AE student usually has a long history of failure to overcome. As the teacher you must overcome these failures and insecurities. A rapport of trust between you and your students must be developed. Honest caring for each individual in the class is an essential. Allowing for and making use of the vast differences will help mold your class into a learning cooperative.

Due to family, social, and health problems many students will not attend well; particularly at first. This pattern can be gradually overcome as a student's self esteem improves and confidence in you and his/her ability to learn and grow. Another important aspect of retention and attendance is a strong group learning situation in which the adult student plays a social role and feels a sense of belonging and achievement.

Remember, do not force your values upon your students. Be the example of all you hope to teach about reliability, responsibility, care and understanding, and teaching ABE/AE will be one of the most rewarding experiences of your life.

You must remember at all times that these are generalizations and every student lies somewhere within the possible spectrum of combinations. The ideas presented above are to give you a framework within which to observe your students and make yourself aware of possible sensitivities which they may have.

Here are three lists of things you might do to help you be more effective as a teacher.

Teaching Tips

1. Treat them as they are--adults. They have a wealth of material for you, too. Learning is a two-way process. Use their experience.
2. Use their time wisely. They are in class for a reason. The sooner they can accomplish their goal, the better for both of you.
3. Use pressure sparingly and use a great deal of reinforcement. They have other responsibilities (job, family, home) which also demand their time.
4. Give them a break. An hour of learning new skills can be tiring. Take a break. Have coffee or refreshments available if possible.

5. Set a good climate. Be honest and frank with adults. Remember, they aren't grown up children.
6. Be sure the surroundings are comfortable; lighting, heating, etc.
7. Get them to participate. Their input will enrich your class.
8. Use your community resources such as police, library, YMCA, YWCA, courts, stores, businesses, etc., so that your students can relate not only to their community, but to a larger degree also.

The First Meeting

1. Greet them, introduce yourself, have your name written, either on a name tag, blackboard or bulletin board where they can see it. Give them name tags also.
2. Keep things on an informal basis, but at an adult level. Try to make them at ease as this is an embarrassing situation for most of them.
3. Review the program objectives. Discuss it with the group. If it is an individualized program then you need only to discuss it with the individual. Ask questions so the group will respond. Try to get the feel of the group and their reactions so that you can plan accordingly.
4. Make yourself understood. After all, you want them to learn to be effective in communication so be a good example. Speak slowly and distinctly. Use large writing when using blackboard. Speak to your group and not to the blackboard. Finish your sentences before you turn around again to the blackboard.
5. Fill out necessary forms, explaining clearly why they are necessary. Help each individual as needed. Be sure there is plenty of time so that the adults do not feel pushed or hurried by time.
6. Ask for questions, suggestions, or comments. You may not get any the first meeting because the group probably will be shy but if you're doing a good job, they will comment in forthcoming sessions.

7. Be relaxed. They are adult, too, and know you're not perfect. So don't try to be. If you plan your sessions and they are well organized, your class will know it.

Rapport

1. Be yourself. These are adults you are dealing with and they are usually masters at spotting inconsistencies (phonies).
2. Be honest. They will understand when you make mistakes because they have had the same feeling (probably many times).
3. Make them feel at ease. Get them to contribute to the class. They are there for a reason. Help them to see their needs.
4. Remember that they can and will learn but they also tire more rapidly than children. They can't go the same pace as they used to.
5. Homework: Be brief. Say what you are going to say. Many teachers sometimes feel that they have to expound and are notorious for this!
6. Be generous with your praise. They need sound and honest appraisal.

YOUR WORK AS AN ABE INSTRUCTOR

1. Overview

Many ABE instructors report that the discrepancy between theory and practice is nowhere greater than in the ABE classroom. It is easy, though, to see where the discrepancy comes from. Entire college curricula are devoted to preparing people to be effective teachers at the elementary or secondary levels--the ABE instructor is lucky to have a single workshop under his belt before he enters his class. His expectations for the classroom probably are those formed by his college and work experiences, and these experiences are not always pertinent to the ABE situation. As you will see below, the ABE classroom bears little resemblance to the typical elementary or secondary classroom. For one thing, the students are all adults. Also students do not attend on a regular basis because of other time commitments, and the ABE curriculum is much more flexible than the traditional, set school-oriented curriculum.

In what follows, an attempt will be made to provide you with some generalizations--and some specific procedures--that have been drawn from the work of successful ABE instructors. While not all of your problems and questions can be anticipated, let alone dealt with in this Handbook, it is hoped that useful structures and processes for guiding your inquiry can be provided.

2. The ABE Classroom

ABE classrooms can vary greatly. They may be "Drop-In Centers" where students work individually with mostly self-instructional materials. In this situation the instructor usually functions as a resource person, answering individual questions and helping students on a one-to-one basis.

On the opposite end of the scale, the ABE classroom may resemble what we normally think of when we use the term "classroom." The instructor presents material to students, perhaps prepares various kinds of learning activities engaged in by the entire class. The instructor may divide the class into groups to work on different material or subjects, but basically each person in the class works on the same material.

In your classroom, students will probably come and go at different times because they have jobs or other responsibilities. Some students may only participate for one or two days, others for longer periods of time. Consequently, your ability to be flexible and to adapt what you are doing on the spot will be a valuable skill. Many experienced ABE instructors, in fact, argue that the traditional view is inappropriate to the needs of the ABE student, who tends to have a very specific want, and who wishes to work at his or her own pace.

3. The Teacher's Responsibilities

Most ABE teachers are specialists in reading and math or in preparing students to take the General Educational Development (GED) test. The latter group has an especially difficult task, for these teachers must have command of all the areas covered by the GED exam--and they must have the flexibility to cover any part of any area in such a way as to accommodate the immediate needs of the students. You must thus be capable of presenting both a quick sketch of material for students somewhat acquainted with a subject, and more lengthy treatments for students who need substantial improvement in their abilities.

Your responsibilities may also involve you in teaching an Adult Practical Literacy (APL) curriculum. APL is essentially an alternative to a GED program, and it focuses on helping adults perform those societal tasks that a "successful" adult can do. Though many programs contain APL-like tasks, such as, for example, consumer economics, health education, job-related skills, etc., the characteristic of APL is that the various tasks are packaged into a neat, clear curriculum; they have been verified as reliable and accurate through a national research effort; and they demand an individualized, systematic approach.

No matter what your curriculum area, the sooner you develop for yourself a "bag of tricks" that is your own and that you have confidence in, the better you will be able to respond to your students' needs in effective and meaningful ways.

Acquaint yourself with the materials in your ABE center. Think of ways those materials could be adapted. Try to get your students to help you think of ways to use material more effectively. Practice how to develop your own materials. Many ABE centers depend on self-instructional materials geared to specific learning needs, and such materials are very helpful in allowing numbers of students to work at their own level on specific problems they have. As you examine current materials or develop your own, try to put yourselves in the shoes of your students. What questions might they ask? How would you answer?

As you gain experience, you will have new ideas. Try them out, and then try to get your students to respond to what you tried out, so that you can modify your ideas. In this way, you will quickly develop your range and your repertoire.

4. A Cycle of Instruction

Whether or not they carefully attend to it, all teachers follow in their work a fairly simple series of steps. These steps may be termed an "instructional cycle," and the purpose of the following discussion is to help you respond more effectively to the needs of your students by focusing your attention on these instructional steps.

a. Assess the learner's needs.

In the typical "classroom," assessment of learners' needs is done by the teacher who arbitrarily decides what it is that the students will learn. In an ABE setting, however, more careful techniques are required because the adult student will quickly lose

interest if the material being taught is perceived as not meeting his needs. Normally, especially in reading and math, assessment is accomplished by means of a diagnostic test. Such tests can be supplemented by informal discussions with the student. In informal discussions you can get a much clearer "fix" on the student's needs by understanding the context in which the need exists. Informal assessment may uncover identifications of "other" needs which might hinder "success." A shared understanding of student needs is the key to successful accomplishment of each of the remaining steps. By involving the student in assessment and having him share his purpose or reason for being in the program, more relevant learning experiences can be designed. At the end of this section, you will find a "Basic Skills Checklist," also see the following section "Diagnosis and Placement."

b. Set Goals with the Student.

Again, in the typical classroom, goals are set by the instructor: "At the end of this course, you are expected to be able to..." But with adult learners, it is likely that progress will be much easier if the student is able to agree with the teacher on a goal to work towards. The goal may be simply to read at a functional level, or to pass the GED or be a better homemaker or consumer. Whatever the goal, the student will reach it more quickly if he helps develop it. The teacher can, at this stage, exercise an important effect on the student by helping him expand his goals. In general, goals are determined by working from the assessment of the learner's needs, but by helping the student see goals that had not previously occurred to him, the teacher provides a precious service. The "Ladder of Student Goals" at the end of this section may help you accomplish this step.

c. Choose an Instructional Mode Likely to Lead to Achievement of the Student's Goals.

Most teaching can be subsumed under one of the following "modes:"

- (1) Lecture--teacher talks about something
- (2) Discussion--teacher and student(s) talk about something

- (3) Activity--students do something
- (4) Tutorial--teacher helps student do something
- (5) Demonstration--teacher does something,
hoping students will imitate

The program structure of the ABE center in which you work may limit to some extent the instructional modes you are able to use. But ask yourself whether the "mode"--the means by which content is transmitted--is appropriate to the learning the student wishes to get. If, for example, the student wants to learn to figure percentages, he should have ample opportunity to engage in the figuring of percentages. As self-evident as this seems, in many classrooms students are taught to write by having them memorize what the rules of writing are.

d. Choose Activities Likely to Result in the Achievement of the Student's Goals.

Activities may be supplied to teach content which is keyed to diagnostic tests, as is the case in self-instructional materials. The point to be remembered is that when content, instructional mode and activities complement each other, learning is likely to take place more quickly. A simple example of a case in which they do not complement each other might be the following: A student with a reading difficulty wishes to learn to perform basic math operations. He is given a series of written problems to practice basic operations. Why do content, instructional mode and activity fail to complement one another in this example?

e. Choose Appropriate Materials.

As an ABE instructor you will probably have least latitude in your choice of materials--they are expensive, they are consumable, they are fragile. You'll probably have to use what is provided in the ABE center or develop your own. Try to use them in ways that complement the other steps of this instructional cycle. You may be able to find ways to adapt and modify materials to meet more needs than you thought. You may have the opportunity to develop your own materials. One aid to doing this might be the "Learning Package Format" found at the end of this discussion (p. 95).

f. Assess Progress with the Student.

Progress can be measured formally--by means of an instrument similar to that with which this cycle began--and informally, discussing with the student his progress towards his goal. Frequent checks to mark progress can help build a positive feeling of accomplishment in the student as well, of course, as help you to modify what you are doing so that the student's need is more effectively met.

5. Building the Self-Image of the Student.

As is stressed elsewhere in this guide, adult learners are often persons whose self-image has been badly damaged. There are things you can do, however, to help repair the damage. These things will not guarantee success, of course, but they may be more effective than simply having good intentions.

- a. Learn to listen and pay attention to what is being said. Just as you can tell whether you are being listened to, your students can tell whether you are listening.
- b. Stress the successes your students are having. Show them how they were responsible for the success. In some cases you can create a climate of success by, for example, posting on a classroom wall roles of successful experiences, such as students who have passed the GED and so forth, though you may in this case also run the risk of inadvertently pointing out the students who failed. The point is, try to show students that success is possible and frequent, and try to reward success.
- c. Help your students learn to recognize and define problems they have, so that they grow away from the tendency to think of themselves as failures. To have a reading problem is not to be a failure as a person.
- d. Build the feeling that it's "cool" to learn by showing your students that you, too, are a learner. Many people feel that it's "cool" to be dumb.
- e. Help your students learn to depend on themselves, and to grow away from depending on you or others to make their decisions. Help them become self-reliant citizens.

DIAGNOSIS AND PLACEMENT

There is frequently some discussion about the issue of testing students upon entry into an Adult Basic Education program. Many feel that entry testing is threatening to the returning student and may cause him to reject the ABE course offerings. It is obvious, however, that some diagnosis of skills is necessary in order that the student be given meaningful materials which challenge rather than insult him. How can this diagnosis be carried out so that it will be meaningful to the classroom teacher and be a positive experience for the student?

In planning a testing program for ABE, the first important question to be resolved is "Why test?" Meaningful goals of the testing program should be laid out so that administrators, instructors, and students will all know why tests are being given and how test results will be used in planning classroom activities.

A decision must be made about the timing of diagnostic testing. Will it be done before a student is assigned to a class? Will there be a waiting period while the student becomes familiar with the entire program? Will it be done only at student request? Or, will testing take place only at the end of a given program or cycle? Any ABE program must resolve these questions in order that a standard policy be maintained for students, staff, and administrators.

Anything which appears threatening to the ABE student may encourage him to leave the course. Therefore, the test situation must be made comfortable for the student. The following rules should be kept in mind when setting up a testing program:

1. Establish a trusting and comfortable relationship prior to testing
2. Carefully explain the purpose of the test
3. Create a relaxed and informal testing atmosphere
4. Use tests which are appropriate for adults
5. Use test results as part of the counseling process
6. Consider cultural differences when selecting and interpreting tests

After deciding when to test, an ABE program must decide what testing program to utilize. Usually, testing is done in two critical areas: reading and mathematics. Results of a reading test will give approximate grade level; these data will be used in placing the student in appropriate materials. A mathematics test will ascertain how many skills are already held by the student and will give the instructor information on what materials are relevant to the student's current needs.

There are two general approaches to the testing of reading level. The first, the reading inventory, is an oral approach to testing. In a reading inventory, the student will be given progressively more difficult reading materials until his reading level of competency has been determined. An instructor may choose to use a standardized reading test either to supplement an informal reading inventory or in place of one. While standardized tests give acceptable grade scores, there are few really good standardized reading tests suitable for use with adults in the lower reading levels. An instructor must constantly consider whether materials he assigns to a student at a lower level will be insulting in their childish content. Too, standardized tests are all too often normed against children rather than adults, and grade scores may be considered invalid.

A mathematics diagnostic test may be used in order to ascertain the level of skills of the student. Is he proficient at whole numbers? Fractions? Decimals and percentages? All too often, standardized mathematics tests utilize almost exclusively "story problems." These problems test not only math level but also reading level. Frequently ABE students have reading and math skills that are not at all congruent. Therefore, a diagnostic math test should be largely computational with, perhaps, some story problems in addition to the computational problems. The student should be encouraged to work as far as he can, with the explanation that his instruction will begin on the areas in which he shows weakness on the diagnostic test. The instructor can quickly determine needs when looking at a well laid-out math test.

An alternative approach to diagnosing placement for an ABE student has been designed by the Extension Teaching and Field Service Bureau of the University of Texas. Feeling that a test upon entry may represent a major threat to the ABE student, they have designed an information sheet which acts as a placement instrument.

The teacher can help lessen the new student's fears of testing by suggesting that he correct his own entry placement test. The idea that he can check himself and that the

instructor is not interested in spying on him often help the student to relax and work easily on the placement device given. Too, this can help lessen the instructor's correction load.

Some examples of possible placement tools and some suggestions for further references follow.

Quick Oral Reading Placement Guide

On the basis of information gathered from the Adult Basic Education applicant-teacher interview, the student will be presented with a reading selection which he will be asked to read orally. The teacher will then determine whether or not he is competent on this particular level.

Informal Reading Inventory

Provided the student shows ability with the selected reading he will be given progressively more difficult reading matter until his reading level competency has been determined.

Once the reading level has been diagnosed, the student will be given the appropriate materials. If class sections are divided by achievement levels, he also will be assigned to that section corresponding with his apparent ability.

Ability to read Selection: would indicate grade ability.

A	1st
B	2nd
C	3rd
D	4th
E	5th

If the applicant displays proficiency at the highest reading selection in this inventory battery, he will be assigned to the corresponding class section and there will receive the reading placement test to place him in an SRA Reading Lab and determine his reading grade level upon entrance.

Reading Inventory

A.

"Bob," said Tom,
"That man took the car!
He lives in a big house.
His name is John Brown.
Let us stop him."

B.

Bob wanted to go fishing. He went
to the lake. He saw a man there.
"Are there many fish in this lake?"
asked Bob.
"Yes Sir!" said the man.
"What kind of fish are they?" asked Bob.
"We catch many bass and catfish in this
lake," said the man.

C.

John likes to keep his home looking beautiful. To do this, he has found he must paint every three or four years.

As soon as spring arrives, he will get out his tools. He needs a ladder, putty knife, scraper, wire brush, paint, and paint brushes.

John likes to scrape and brush the surface to remove dust and old paint that is scaled. He also fills in loose putty around the windows.

D.

Harry stood in line at the employment office. He was big and strong and a good worker, but he hadn't worked for a year and a half. He wanted a job very much.

Finally his turn came. The man at the desk asked if Harry could do cement work. Harry was happy. He knew he was one of the best cement workers around. "Yes, I can do cement work," said Harry. "Where do I go and when do I start?"

"Here is the address, and you start today," said the man at the desk.

E.

The men usually worked by two's standing with their feet in the icy river water. With big hats to keep off the sun, they shoveled great mounds of dirt from the spot where they believed gold to be buried. Then one man held a sieve made of loosely bound willow branches over a common cooking pan. The other man shoveled earth into the sieve. When the pan was full, the men carried it to the river and lowered it into the water.

Then with sticks they stirred the earth until most of it flowed over the top of the pan and was carried away. The pan was turned and sifted until the sand had washed away and the gold lay shining in the bottom. Sometimes the gold was found in pieces the size of a nut but more often in the form of dust or sand.

INFORMAL READING INVENTORY

Here is a sample check sheet that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to you.

Name _____ Date _____

Education _____ Institution _____

Vocabulary Difficulties

Letters transposed	_____	Context clue	_____
Pronunciation	_____	Picture clue	_____
Beginnings omitted	_____	Phonic difficulties	_____
Endings omitted	_____		_____
Reversals	_____		_____
Words confused	_____		_____
Sounds added	_____		_____
Sounds omitted	_____		_____

Comprehension Difficulties

Poor memory	_____	Word reader	_____
Directions	_____	Punctuation	_____
Detail reading	_____	Directional skills	_____
Summarization	_____	Repetitions	_____

Special Difficulties

Reading Levels

Independent ___ Instructional ___ Frustration ___ Capacity ___

Series used _____

Materials recommended _____

Suggested Standardized Tests

1. Gates - Primary, Forms 1, 2, 3 Type PWR, Type PSR, and Type PPR-Psychological Corporation
2. Gilmore Oral Reading Tests, Forms A, B-Psychological Corporation
3. Adult Basic Education Student Survey, Parts 1 & 2-- Follet Publishing Company
4. Adult Basic Learning Examination (ABLE)--Harcourt, Brace, Inc.
5. California Reading Test, Elementary Forms, W, M, Y, Z-- California Test Bureau
6. Gates Reading Survey, Forms 1, 2, 3--Psychological Corporation
7. Iowa Silent Reading Test, Elementary Forms Am, Bm, Cm, Dm--Psychological Corporation
8. Iowa Test of Basic Skills, Forms 6, 7, 8 Grades
9. Botel Reading Inventory, Pennsylvania Valley Publishers, Inc., State Col. Penn.
10. Gilmore Oral Reading Test, New York, Harcourt, Brace, Inc.
11. Gray Oral Reading Test, New York, Bobbs-Merrill
12. Wide Range Achievement Test

Bibliography of Reading Inventories

- Austin, Mary C., Clifford L. Bush and Mildred H. Huebner, Reading Evaluation: Appraisal Techniques for School and Classroom. (Sample informal inventories)
- Buros, Oscar K., Ed., Reading Tests and Reviews. Highland Park, NJ: The Gryphon Press, 1968. (Descriptions of standardized reading tests and critical evaluations).
- Johnson, Marjorie S. and Roy A. Kress, Informal Reading Inventories. Reading Aids Series, Newark, DE: International Reading Association.

Smith, Nila B., Graded Selections for Informal Reading Diagnosis. New York: New York University Press, 1959, 1963.

Vios, Ruth G., Evaluating Reading and Study Skills in the Secondary Classroom. Reading Aids Series, Newark, DE: International Reading Association, 1968. (Detailed instructions on preparation, administration, and scoring of informal tests)

Diagnostic Math Test

1. Add

$$\begin{array}{r} 863 \\ + 749 \\ \hline \end{array}$$

2. Add

$$\begin{array}{r} 9987 \\ 8769 \\ + 5867 \\ \hline \end{array}$$

3. Add

$$45 + 8 + 687 =$$

4. Subtract

$$\begin{array}{r} 503 \\ - 217 \\ \hline \end{array}$$

5. Subtract

$$\begin{array}{r} 11111 \\ - 8695 \\ \hline \end{array}$$

6. Subtract

$$243 - 136 =$$

7. Multiply

$$\begin{array}{r} 42 \\ \times 3 \\ \hline \end{array}$$

8. Multiply

$$\begin{array}{r} 83 \\ \times 29 \\ \hline \end{array}$$

9. Multiply

$$\begin{array}{r} 512 \\ \times 405 \\ \hline \end{array}$$

10. Divide

$$8 \overline{) 520}$$

11. Divide

$$60 \overline{) 4920}$$

12. Divide

$$6960 \div 12 =$$

13. Compare each pair of numbers. Mark an x in the third column if the two differ.

2242	2224	_____	2500	25000	_____
3428	3248	_____	98	89	_____
912.9	91.29	_____	62429	62429	_____
7058	750.8	_____	62409	62409	_____
6397	6379	_____	62924	62294	_____

14. Add

$$\begin{array}{r} \frac{3}{8} \\ + \frac{2}{8} \\ \hline \end{array}$$

15. Add

$$\begin{array}{r} 6 \frac{5}{8} \\ 11 \frac{1}{2} \\ + 3 \frac{5}{6} \\ \hline \end{array}$$

16. Subtract

$$\begin{array}{r} \frac{13}{15} \\ - \frac{2}{3} \\ \hline \end{array}$$

17. Subtract

$$\begin{array}{r} 7 \frac{3}{8} \\ - \frac{7}{12} \\ \hline \end{array}$$

18. Multiply

$$\frac{5}{8} \times \frac{3}{4} =$$

19. Multiply

$$1 \frac{7}{8} \times \frac{2}{3} \times \frac{3}{4} =$$

20. Divide

$$\frac{7}{8} \div \frac{2}{3} =$$

21. Divide

$$4 \frac{2}{3} \div \frac{3}{5} =$$

22. Add

$$12.967 + 67.5798 + 345.01 =$$

23. Multiply

$$.0023 \times .785 =$$

24. Divide

$$4.5 / \overline{117}$$

25. Divide

$$.008 / \overline{2.4}$$

26. Complete

$$75\% \text{ of } 32 =$$

27. Complete

$$5.5\% \text{ of } 435 =$$

28. Solve

$$n + 2n - 8 = 67 \quad n = \underline{\hspace{2cm}}$$

29. Solve

$$\frac{15}{n} = \frac{12}{16} \quad n = \underline{\hspace{2cm}}$$

Complete the following. Express each fraction in simplest form. 61

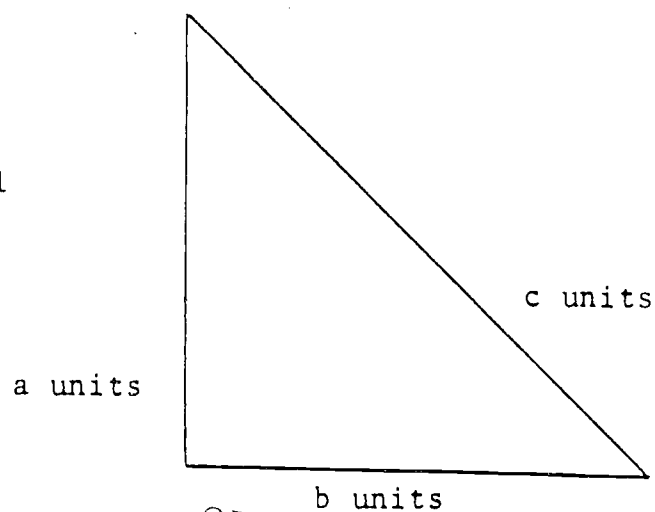
	Fraction	Decimal	Percent
1.	$\frac{1}{2}$	_____	_____
2.	$\frac{1}{4}$	_____	_____
3.	$\frac{3}{5}$	_____	_____
4.	_____	.4	_____
5.	_____	.03	_____
6.	_____	.625	_____
7.	_____	_____	7%
8.	_____	_____	37.5%
9.	_____	_____	95%

Use the triangle below to help you complete the following:

1. If $a = 6$ and $b = 8$
then $c =$ _____

$$c^2 = a^2 + b^2$$

2. If $c = 29$ and $b = 21$
then $a =$ _____



1. Mrs. Green gave a ten dollar bill in payment for a purchase amounting to \$3.98. How much change should she have received?

2. If a box contains 40 envelopes, how many envelopes will there be in a case of 24 boxes?

3. Arthur McDuffer shot these golf scores: 96, 106, 98, 101, 97, 105, and 94. Find his average score.

4. The price of a share of Silver Mine stock went from $53 \frac{3}{8}$ down to $46 \frac{3}{8}$. How many points did it drop?

5. A board $1 \frac{3}{4}$ ft long was sawed off a $6 \frac{1}{2}$ ft board. How large was the piece of board left?

6. Multiply 4.2 by 1.8 and divide the product by .018.

7. X decreased by 15 equals 37.
X =

8. Mr. Smith placed \$1,000 in a bank and left it there for two years. If the interest were compounded annually at a rate of 5%, how much would Mr. Smith have at the end of 2 years?

9. 15 is 30% of what number?

The Information Sheet

A considerable amount of information is necessary in order to complete each student's file-folder and it is felt that several things might as well be accomplished at once, so questions relating to the file-folder information are used as the basis for a placement instrument. This test is devised in such a manner that the student feels that he is filling out an application questionnaire, rather than taking an examination.

Later, the student's instructor or the teacher-aide can transfer the information from the placement instrument to the file. The placement instrument accomplishes at least three purposes simultaneously. One, it offers a gross placement for the incoming student. Two, it accumulates necessary information for the student's information file. Three, it puts the student "at ease" in the sense that the student feels that he is still in the preliminary stages of his enrollment and is not yet under stress. Also, the instrument gives the instructor a good beginning for judging the student's usable vocabulary, grammar, punctuation, spelling, and reading ability, all of which is invaluable information in setting up a program of individualized instruction for the student.

Briefly, the rationale for the placement instrument is as follows: If the student can read at all, and can write at all, then the questions coming under the "A" section can most likely be answered. If the student goes no further than the "A" section then he is a Level I student and should be placed in the appropriate worktexts. If a student forges ahead into the "B" section, but fades before he finishes, he should be placed in the terminal Level I group or into the low Level II group. If the student goes straight through the "B" section answering the questions as they stand, with accurate and clear answers, then clearly he should be placed into the top end of the Level II group with Level III material ready for him. If the student sweeps right on into the "C" level questions and answers them correctly, which means without misspellings or bad punctuation or grammar and with understandable responses which are pertinent to the questions, then the student should be placed in G.E.D. preparatory material and readied for the G.E.D. tests. Of course, if he has some degree of capability in understanding the wording of the questions in section "C", but falters in answering, the student should be placed in Level III, and psychologically, as well as academically, readied for entry into the G.E.D. preparatory level.

Developed by
 Extension Teaching & Field Service Bureau
 Division of Extension
 The University of Texas at Austin
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 to Adult Education Programs.

Information Sheet

- A. 1. Write or print your name: _____
2. What is your address? _____
3. What is the date today? _____
4. Do you have a telephone? _____ What is the number?

5. Are you married? _____ What is your husband's name
 (or wife's name)? _____
6. When is your birthday? _____
7. When were you born? _____
- B. 1. Are you a citizen of the United States? _____
2. Are you a citizen by birth or by naturalization? _____

3. Do you maintain private transportation? _____
4. If so, what type? _____
5. Do you possess a valid driver's license? _____
6. What is your ethnic origin? _____
7. Are you a registered voter in the State of Texas? _____
8. If you are presently employed, please indicate
 whether you are employed on a full-time or a part-
 time basis. _____

9. How long have you worked for your present employer on the job which you now hold? _____
10. Do you subscribe to an Austin newspaper? _____
11. Do you subscribe to other newspapers or magazines?

12. If so, please list them. _____
13. Do you own (or have ready access to) a T.V. set? _____
14. Do you own a radio or is one available to you? _____
15. Please answer with either fine, good, fair, poor or bad the following questions:
- a. How is your vision? _____
- b. How is your hearing? _____
- c. How is your general health? _____
16. Please write in words the number of times you estimate that you visit the doctor each year. _____
17. How did you learn about this program? _____
- C. 1. Please write a brief and pertinent paragraph explaining how you were made aware of this program.

2. Please write a paragraph telling the aspirations which you have that you feel can be enhanced or furthered by the program which you are now beginning.

3. Please write a paragraph about yourself, as you see see yourself. You may reiterate the information which you have already given in the above paragraph.

4. Give me that information which you feel will be most helpful in aiding an instructor who is trying to prepare a program of instruction suited to your particular needs.

COUNSELING AND GUIDANCE IN THE ADULT BASIC EDUCATION CLASSROOM

by Jerry Brown

This section of the Adult Basic Education handbook is intended to assist the teacher in understanding the need for counseling and guidance in the local Adult Basic Education program. The task of the ABE teacher has become increasingly complex due to the ever changing nature of our society. The changes in society are created, in part, by technological advancement, occupational diversity, specialization of roles, unemployment, fragmented family life and extreme mobility. These are just a few examples of the pressures that people are forced to cope with every day. Because of these pressures the local ABE setting is no longer an educational agency that only offers the opportunity for students to improve their skills in reading, writing and arithmetic. The local program is quickly evolving into a center that the students are recognizing as a source of help. This is evidenced by the expanding curriculum being offered by Adult Basic Education. ESL classes and Consumer Education are two examples. Because society is in a constant state of change it requires its members also change. This change, in turn, causes stress because change seldom occurs unless it is accompanied by a loss of old established and comfortable behaviors. In many instances the students are forced to change from comfortable and secure patterns of behaving into behaviors that are uncertain and frightening. For example, a woman may have to re-enter the job market after a divorce. Being unmarried, the head of the household, and with children solely dependent on her creates additional anxieties she did not have to cope with before. A young person who earlier dropped out of school now finds himself in a highly competitive job market in which he is not able to successfully compete. The decision to re-enter a classroom could be extremely frightening.

A man forced out of work due to technological advances and faced with the problem of supporting his family finds himself making a career change in mid life. These are only a few examples of people who are forced to give up old established patterns of being in order to cope with change.

Stress, worry, anxiety, helplessness, anger and depression are disabling emotions that are experienced as people are forced to change patterns of behavior. These emotions are disabling in the sense that one cannot think clearly and make rational decisions regarding himself when there is constant stress and anxiety present in one's life. Emotional stress also keeps the student from realizing his full potential as a unique human being. So much of his energy is spent

trying to cope with the distressing emotions in his life that he has little energy left to develop his human potential. It is against his background of stress that the student comes to the Adult Basic Education classroom and asks for help. To this point in life the student may have faced several destructive and disabling experiences which resulted in failure or may have contributed in some way to a loss of self-esteem, dignity and pride. As students re-enter the classroom they will be afraid of failure, they will not want to face a personal loss again and they will want the teacher to help them.

The Role of the ABE Teacher

The teacher is in an excellent position to be a helper to the student. However, the role of the helper is a very complex role.

One of the primary functions of the helper is to provide a climate for the student that will minimize the fear of failure and restore a sense of well-being and self-esteem to the student.

In order to function as a helper, the teacher must provide for helping the entire person, physically, emotionally and intellectually.

Physically, the teacher can help by establishing a classroom that is appealing, comfortable and informal. It is important that the physical needs of the student be met to provide a sense of comfort and acceptance.

Emotionally, the teacher can help by providing a supportive climate free from external threat. An environment free from external threat will help by recognizing that the student will have potential feelings of fear or anxiety that are often associated with a traditional classroom setting. This will allow the individual the freedom to experience his full potential as a capable and dignified human being.

Intellectually, the teacher is a helper by providing the student with the opportunity to develop academic and educational skills that will assist him in developing a more functional life style.

The teacher's role, as we have described it thus far, is one of a helper to the student. The function of the helper is to provide a supportive and positive climate free from as much threat as possible. By reducing the

threat the helper also reduces the anxiety and stress. As stress reduces for the student his ability to succeed academically increases, and as the student experiences success he tends to regard himself as a successful person.

It is important to note that the teacher is not a counselor spending a great deal of time involved with students in a close interpersonal relationship that characterizes the relationship between a counselor and his client. Instead the teacher can be seen as a positive, supportive member of the student's environment and viewed by the student as providing him with continual successful experiences.

For a teacher there is always an alternative to being a helper. The other alternative to helping students realize their full potential is to hinder students in their efforts. There can be no middle ground for the teacher. He either helps or he hinders the students. The teacher can hinder others by providing threatening, destructive experiences in the classroom. The result being that the student has increased anxieties and fears. Thus he is not achieving his potential and capability. The teacher who is not a helper providing successful experiences for his students is a teacher who hinders his students by providing stress provoking experiences. Being a teacher means being committed to the helping process.

Role of the ABE Team

In order to increase his effectiveness as a helper, there are resources available to the teacher that could be utilized. One resource is other staff members, the other resource is the teacher himself.

Most teachers have experienced those frustrating times when a student is observed undergoing a great deal of emotional stress and would benefit from the opportunity to be able to sit down with a qualified professional and discuss the conflicts in his life. Because of the number of students, time, curriculum and many other variables, the teacher is unable to spend the necessary time with individuals as they cope with their emotional stress. Plus, teachers may not be trained to perform the role of counselor.

ABE teachers can utilize the skills of other staff such as a counselor by using their resources in a team effort. It is frustrating for the teacher to know emotional conflicts are disabling the student to the point where there are no benefits to time spent in the classroom. As a part of the

educational team, the teacher has observed the student and then can turn to another team member, the counselor, for assistance. The counselor and teacher work together to provide a complete helping climate designed to improve the coping skills of the student. The teacher can't do it alone and the counselor can't do it alone. As a team they can coordinate their services to the student more effectively. Teamwork in the ABE setting is essential because there are so many demands on educators that it is practically impossible for one person to attempt to satisfy all the educational needs of the students.

Nature of Counseling Services

Counseling is an activity that is an integral part of the educational setting which can improve the quality of education in the local ABE setting. Counseling can help the students resolve emotional conflicts that stand as an obstacle to the learning process. Although there are times when counseling can be useful, many students and teachers will not ask for outside help. It seems that our society will not ask for help when it comes to improving emotional and mental health.

Counseling is misunderstood by many people. Many view it as a service for "abnormal" people. In actuality, counseling is a developmental process that helps to resolve potential problems and maintain a sense of well-being and security. By avoiding a counseling situation, potential problems are allowed to develop into disabling and immobilizing conflicts which could have been avoided.

If we could see these potential problems the way we see medical problems, perhaps counseling could be better understood. We do not hesitate to seek medical attention from a qualified doctor when we become physically tired or ill. At the onset of a symptom that seems to threaten our physical well-being, we immediately seek advice. On the other hand, when we begin experiencing emotional symptoms of distress that may be potentially disabling we ignore those symptoms. As a result the stress, anxiety, worry, and depression will continue to get worse until it is dealt with effectively.

The ABE teacher, in the role of the helper, is a logical person to suggest that students seek assistance in the form of counseling. In many instances, the teacher is a warm, accepting person who respects the student and can make suggestions. In fact, the teacher may be the only individual in the student's life who is totally accepting.

ABE teachers must understand the specific function of guidance and counseling in order to more effectively use these available resources. There are specific characteristics of both guidance and counseling.

Characteristics of counseling are:

- a. Recipients of counseling are "normal" individuals who are not exhibiting abnormal or extreme ways of behaving.
- b. Counseling usually deals with present thoughts and feelings in an attempt to improve one's adjustment to his personal conflicts.
- c. Counseling helps individuals remove frustrating obstacles which interfere with interpersonal adjustment and development.
- d. Counseling is assistance given individuals to help them attain a clear sense of identity, and to assist them in coping with such things as self-definition, independence, clarification of values, conflict resolution, etc.
- e. Counseling seeks to integrate individuals so that they may appropriately and effectively deal with the problems of living.

Role of the Counselor

Counseling is best accomplished by a qualified counselor. Such counselors can be found in most educational agencies that are associated with the local ABE programs. If a teacher is going to make a counseling referral, and hopefully they will, it is necessary to make sure that the counselor is highly trained, competent, and confidential. After a referral is made by the teacher he should expect some kind of information sharing. This is not to suggest that the counselor will betray any confidences entrusted to him by the student; but that the counselor can share appropriate and pertinent impressions that he has with the teacher in order to help improve the educational process in the classroom.

Another service the counselor can provide for the teacher is that of consulting. Consulting services are appropriate when the teacher has made some observations regarding the student's academic progress, behavior patterns or emotional states and would like to consult with the counselor

regarding establishing a climate for the student that would best facilitate the learning process. The counselor can suggest to the teacher appropriate classroom activities and techniques that would help the growth of the student.

A third service the counselor can provide is that of coordination. Coordinating services are those activities in which the counselor can act as the person responsible for coordinating resources, services, and activities that are difficult for the teacher to accomplish. Such services as health care, testing, employment, social services, training programs, etc. The counselor is generally aware of resources in the community that the teacher may not come in contact with. The counselor would be able to coordinate the procedure for making referrals to the appropriate agencies.

Before the counselor can be of any help to the teacher, there has to be some form of communication between teacher and counselor. Remember, that the counselor has been trained in understanding and improving the behavior patterns to help people adapt and cope more effectively in their surroundings. The teacher can actively seek out the counselor for help in improving the educational services of the ABE setting. The counselor's role in the ABE team is to help provide for the emotional needs of the student.

A fourth service that the counselor can provide to the ABE teacher is that of being a resource for classroom activities. For example, the counselor could be asked to lead a series of group discussions with students to assist them in such areas as value clarification, decision-making skills, conflict resolution, problem solving skills, maintaining interpersonal relationships, assertiveness training, etc.

The Nature of Guidance Services

In addition to the counseling services that are available to the ABE teacher, there are also guidance services that are available. Counseling is a service that is provided by one person, usually a counselor. Guidance is a broad term usually applied to a school program of activities and services. The aim of guidance is to assist persons to make and carry out plans and to achieve satisfactory adjustment in life. Guidance services are intended to:

- a. Provide opportunities for learning essential self direction

- b. Assist in developing efficient methods of learning.
- c. Provide information about occupational life, and assist in the solutions of problems of occupational adjustment and progress.
- d. Assist in orientation to new (school) situations and toward best use of (school) opportunities.
- e. Assist in the development of suitable long range educational plans.
- f. Assist in general, life decision-making processes.
- g. Provide both relevant sources for gathering current information and also the facilities for providing such information to persons so they can understand and use it. (Such as a career resource center.)

The difference between guidance and counseling is one of emphasis. Guidance is seen as a service while counseling is seen as a process. Guidance deals mainly with the collection and dissemination of current and relevant information about the society in which we live. Counseling seeks to integrate individuals so that they may appropriately and effectively utilize guidance services and in general effectively deal with the problems of living. Guidance is seen as a set of services of which counseling is but one.

Guidance services are usually provided by a team of people rather than one person. This implies the necessity of the team approach in the ABE setting. The task is to help the adult student realize his potential. The most effective way to do this is through a team approach. Generally the team will consist of administrators, teachers, counselors, teacher-aides, as well as other ABE personnel.

The success of the ABE guidance team rests upon the concept of flexibility. For instance, it may be necessary for a teacher or an aide to perform some counseling functions and to establish rapport with the students. Interaction and communication among all members of the team is essential. This improves the flow of information and the sharing of ideas that may be helpful in meeting the educational needs of the student. In effect, the team approach is cooperation, interaction and communication of Adult Basic Education staff members directed towards meeting student needs. This is what it is all about.

The Teacher's Role in Providing Guidance and Counseling Services

To this point we have discussed counseling and guidance as it affects the ABE classroom using the counselor as a resource person. In many cases that resource may not be available to the teacher. Where there is no counselor available for providing counseling and guidance services the teacher will be thrust into the position of providing the student with understanding, support and encouragement. A teacher that is seen by students as a helper will be asked to provide help. The teacher may be the only person in the student's life that is able to provide assistance in resolving emotional distress; therefore, he is a logical resource for helping students adapt to emotional distress. However, some teachers are understandably reluctant to perform that role.

Teachers are trained to be teachers; they are not trained to be counselors. Teacher training emphasizes delivering academic services to the student and does not emphasize providing emotional services to the student. However, the teacher is in the role of helping and helping implies providing encouragement and support. Being in the role of teacher there are certain characteristics that have been acquired that will facilitate the teacher in the helping process. The more these interpersonal characteristics are evident, the more effective the teacher will be as a helper.

Following is a list of characteristics that the teacher must demonstrate in order to function competently in the role of an effective helper.

1. Empathy:

Empathy is the ability to be with a person in his deepest emotional moment. The empathic teacher will attempt to view the world through the eyes of the student and will subsequently understand the nature of the feelings that are being experienced by the student without becoming entangled in those feelings.

2. Respect:

Respect is accepting the student with unconditional positive regard. Respect is demonstrated by offering pride and dignity to every person regardless of his place in society. Respect is the

ability to care without fostering dependency relationships.

3. Genuineness:

Genuineness is the ability to demonstrate sincerity to the student. It is the ability to remove pretense from human interactions and to respond authentically to the student in time of need. Genuineness does not mean that the teacher always acts immediately on his feelings; rather genuineness would mean that he is aware of his feelings and is free to choose his response to them.

The above teacher characteristics can be easily demonstrated through intently listening to the student and placing value on his input. The ability to listen is not easily mastered but one can become a more effective listener with training and practice. Listening is hearing and understanding. Active listening will result in the teacher giving accurate and meaningful feedback to the student. When the student knows he is heard and understood, he will develop feelings of acceptance. Being accepted means that he is an acceptable person who is likable and important. His positive self-esteem will develop and he will begin developing appropriate behaviors that demonstrate his ability to adapt more effectively to the demands and stress placed on him by his society.

Community Resources

The student who enters an ABE class may face difficulties in remaining in the course which are entirely unrelated to academic progress. There may be financial problems which interfere with attendance. Obtaining babysitting services may be a severe hardship.

Community resources are often available to assist the ABE student. The welfare recipient may be eligible for WIN (Work Incentive). Another may qualify for MDTA (Manpower Development Training Act) placement in ABE. The low-income parent, whether receiving welfare or not, may qualify for babysitting support at a licensed day care home while attending ABE classes. Many additional services may be found for the needy ABE student by a well-informed instructor.

The student in an ABE class is frequently confronted with personal crises. Often, the student turns to the teacher or counselor in his or her program for aid in solving the

problems. While these problems are often related to home and family rather than to the basic skills the student is studying, they interfere with learning. The teacher or counselor must, therefore, be aware of agencies or individuals in the community who can give appropriate aid as needed.

Any community will have a network of resources available to assist the ABE instructor and members of his class. The list on p. 81 will suggest some of the services usually available in any community; WE RECOMMEND THAT YOU IDENTIFY SPECIFIC INDIVIDUALS, addresses, and telephone numbers and fill in the blank spaces with appropriate local references for future use. Sample forms for doing so appear at the end of this discussion. Remember, you will get far better service for your students if you have personal, friendly contacts with individuals in each community agency.

Because the student may not discuss personal problems with the instructor, a bulletin board prominently located in the classroom listing available services is strongly recommended.

Guidelines for Community Resource Interview

1. Call and make an appointment to visit resource, giving your purpose for the interview.
2. When you arrive, introduce yourself, re-explain who you are representing.
3. Describe the philosophy and purpose of ABE--nationally and specifically as it applies to your own city. Be prepared to answer questions knowledgeably. If possible, bring written brochures of ABE programs, guidelines, and purposes to support your statements.
4. Stress the importance of community and commercial participation in ABE. Also stress how ABE programs are aimed at helping industry and business in return by providing education for potential employees, etc. (Also will look good for company, if they promote community improvement like this.)
5. State purpose of your visit: That is, to elicit help in some form from this community resource.

6. Provide suggestions as to the types of services the company, agency, or individual might be able to provide. The interviewee may not realize all the areas in which he could be of service.

For example, could they provide any of the following:

- a. Facilities--rooms, chairs, tables, etc., in their building or elsewhere around the city
- b. Financial aid
- c. Publicity--Free production of pamphlets, on TV or radio time, newspaper ads, posters, billboards, sidewalk campaigns, etc.
- d. Medical aid--Medicines, food, services
- e. Materials--Educational, recreational, otherwise, could be reading materials, magazines, poster board, pencils, pens, any consumable products, etc.
- f. Speakers--Could be in any line of work and be willing to talk to ABE groups
- g. Recruiters, educational, political, sports, entertainment, newsworthy influential types of people are very useful in promoting interest in ABE by students and in getting other agencies to aid ABE
- h. Service Volunteers --Each company has a unique collection of employees with different skills who might be most helpful in ABE work. For example, a carpenter who would be willing to volunteer time to build shelves or teach ABE students to do it, or an artist volunteer to design materials or teach an art class
- i. Entertainment -- Many companies have connected with them, tours, trips, film afternoons, etc. If possible, these could be arranged for attendance by ABE participants at little or no charge
- j. Transportation --Some companies might be able to provide free bus service or other transportation for ABE people

- k. Job Internship - Some companies might be willing to hire ABE participants as "good" risks in job situations, with job retention contingent upon ABE participation.
- l. Other ???
- 7. The person you are speaking with might not be ready to make an immediate commitment. If so, reschedule a definite time to hear his decision.
- 8. If a definite decision to help is obtained, make sure all details and procedures for carrying out the services are understood.
- 9. Thank him for his help. Then make sure you let other agencies know that this company was willing to be of service. Praise it widely so that other community resources will be encouraged to follow suit.

Referral Agencies

While most problems of an educational nature can be handled by ABE staff members, problems beyond the area of education usually require the assistance of outside persons or agencies through referral. Such situations make it necessary that adult educators be familiar with the resource agencies in the community. In the case of rural communities the survey of service agencies may have to be extended to the nearest metropolitan area where offices connected with state and federal government are located. Regional resources should not be overlooked.

The services that should be included in a community survey for purposes of referral information may vary somewhat from community to community; however, there are five basic areas of such universal concern that they should be included in any survey for purposes of referral. These areas are health services, social services, legal services, employment services, and educational programs.

The following list is not meant to be all-inclusive, but can be used as a guide for a community referral source.

HEALTH

- Medical and Dental Personnel
- Hospitals and Clinics
- Public Health Services
- Voluntary Health Organizations
- Mental Health Facilities

SOCIAL SERVICES

- Public Assistance
- Children's Services
- Handicapped
- Senior Citizens
- Voluntary Organizations
- Church Sponsored Programs

LEGAL SERVICES

- Consumer Protection Groups
- Legal Aid Societies
- Public Defender Offices
- Juvenile Court
- Law Enforcement Agencies

EMPLOYMENT SERVICES

- Employment Agencies (Public and Private)
- Job Training Programs
- Institutional Placement Offices

EDUCATIONAL PROGRAMS

- Adult Education Programs
- Higher Education--Junior Colleges, Colleges and Universities
- Trade and Technical Schools
- Business Schools
- Local Schools--Special Programs

The first consideration in the referral process for ABE educators is the determination that a student needs help beyond that which can be provided by the staff. The next step is the determination as to what type of additional services are needed and if they are available in an accessible location at a cost the student can afford. The proposed action must be discussed with the student, for without his consent, the whole process ends. The student may be apprehensive, anxious, defensive, or fearful and therefore,

must be approached with an attitude of understanding and reassurance. The ABE educator should be able to answer questions about the services of the referral agency.

Sometimes it may be necessary to provide more direct assistance by means of a telephone call or by accompanying the student to the agency.

The responsibility for referral does not end once initial contact has been established between the agency and the student. The staff member responsible for the referral should do a periodic follow-up through the agency, the student, or both.

Social Services

City Department of Social Services

Name _____ Telephone _____

Address _____

County Department of Social Services

Name _____ Telephone _____

Address _____

Aid to Families with Dependent Children (ADC)

Name _____ Telephone _____

Address _____

Social Security

Name _____ Telephone _____

Address _____

Mental Health Clinic

Name _____ Telephone _____

Address _____

Alcoholics Anonymous

Name _____ Telephone _____

Address _____

Other Social Service Agencies

Name _____ Telephone _____

Address _____

Name _____ Telephone _____

Address _____

Health and Medical Services

Veterans Administration (VA)

Name _____ Telephone _____

Address _____

Health Department

Name _____ Telephone _____

Address _____

City or County Immunization Clinic

Name _____ Telephone _____

Address _____

American National Red Cross

Name _____ Telephone _____

Address _____

Mental Health Clinic

Name _____ Telephone _____

Address _____

Suicide Prevention Center

Name _____ Telephone _____

Address _____

Alcoholic Emergency Service

Name _____ Telephone _____

Address _____

Drug Rescue

Name _____ Telephone _____

Address _____

Employment Services

Employment Service--Local Office

Name _____ Telephone _____

Address _____

Youth Opportunity Center

Name _____ Telephone _____

Address _____

Manpower Development Training Act Administrator (MDTA)

Name _____ Telephone _____

Address _____

Unemployment Office

Name _____ Telephone _____

Address _____

Vocational Rehabilitation (DVR)

Name _____ Telephone _____

Address _____

Equal Opportunities Commission

Name _____ Telephone _____

Address _____

Other Employment Services

Name _____ Telephone _____

Address _____

Legal Services

Legal Aid Society

Name _____ Telephone _____

Address _____

Lawyer's Referral Service

Name _____ Telephone _____

Address _____

Judicare

Name _____ Telephone _____

Address _____

Divorce Court

Name _____ Telephone _____

Address _____

Family Counseling

Name _____ Telephone _____

Address _____

Other Legal Services

Name _____ Telephone _____

Address _____

Name _____ Telephone _____

Address _____

Child Care

Community Action Commission

Name _____ Telephone _____

Address _____

Child Development Center

Name _____ Telephone _____

Address _____

Headstart

Name _____ Telephone _____

Address _____

Other Child Care Agencies

Name _____ Telephone _____

Address _____

Name _____ Telephone _____

Address _____

Summary

Counseling and guidance services in the ABE setting is a resource to the teacher in providing for the total educational needs of the adult student. Teachers will develop severe feelings of frustration, anxiety and guilt if they attempt to provide all of the needs of all the students. By using the resources provided by counselors the teacher will be able to meet more needs and continue to provide a high quality academic program. In terms of providing services, the counselor has three roles: counselor, consultant and coordinator. By functioning in these roles, the counselor can provide several services for the teacher.

Some of these are:

- Administering and interpreting a variety of tests
- Providing individual and group counseling
- Assisting in career planning, goal setting and decision-making
- Providing information regarding employment, labor market, and job preparation skills
- Assisting in making referrals to appropriate agencies.
- Coordinating health, social service, legal service and educational programs

In many settings there will not be a counselor available to provide counseling and guidance resources to the teacher. If that is the case, the teacher will need to be responsible for providing these most important services to the student.

BASIC SKILLS CHECKLIST

NAME _____

SKILL	COMPLETE		REVIEWED		TEST	TEST	COMMENT
	DATE	INT	DATE	INT			
MATH							
Whole Number	ADD						
	SUBT						
	MULT						
	DIV						
Fraction	ADD						
	SUBT						
	MULT						
	DIV						
Decimal	ADD						
	SUBT						
	MULT						
	DIV						
Negative Numbers							
Find Unknown							
Percentage							
Geometry							
Measurements							
Graphs							
LANGUAGE							
READING							
LITERATURE							
SCIENCE							
SOCIAL STUDIES							

LADDER OF STUDENT GOALS

Date Started _____

Date Stopped _____

Major Goal _____	Date Achieved	Int Stud	Int Teach
Intermediate Goals _____			

Major Goal _____			
Intermediate _____			

Major Goal _____			
Intermediate _____			

	Completed			Completed	
	Date	Int		Date	Int
Consumer			Family & Child Care		
Legal			Job Getting		
First Aid & Health			Citizenship		

Remarks and Follow-up

LEARNING PACKAGE FORMAT

1. Concept Statement

(A brief sentence describing the competency the package teaches)

2. Rationale

(A paragraph which illustrates how the competency can be useful to the student)

3. Objective

(A measurable statement which describes the (a) outcomes of learning, (b) criteria for measuring learning success, and (c) conditions and/or materials the student will use to learn by)

4. Pre-Assessment Instrument

(A diagnosis of the learner's ability to perform the objective)

5. Learning Activities

(A minimum of five activities which each represent an alternative cognitive style. Each activity is necessary and sufficient to teach the competency)

6. Self-Test

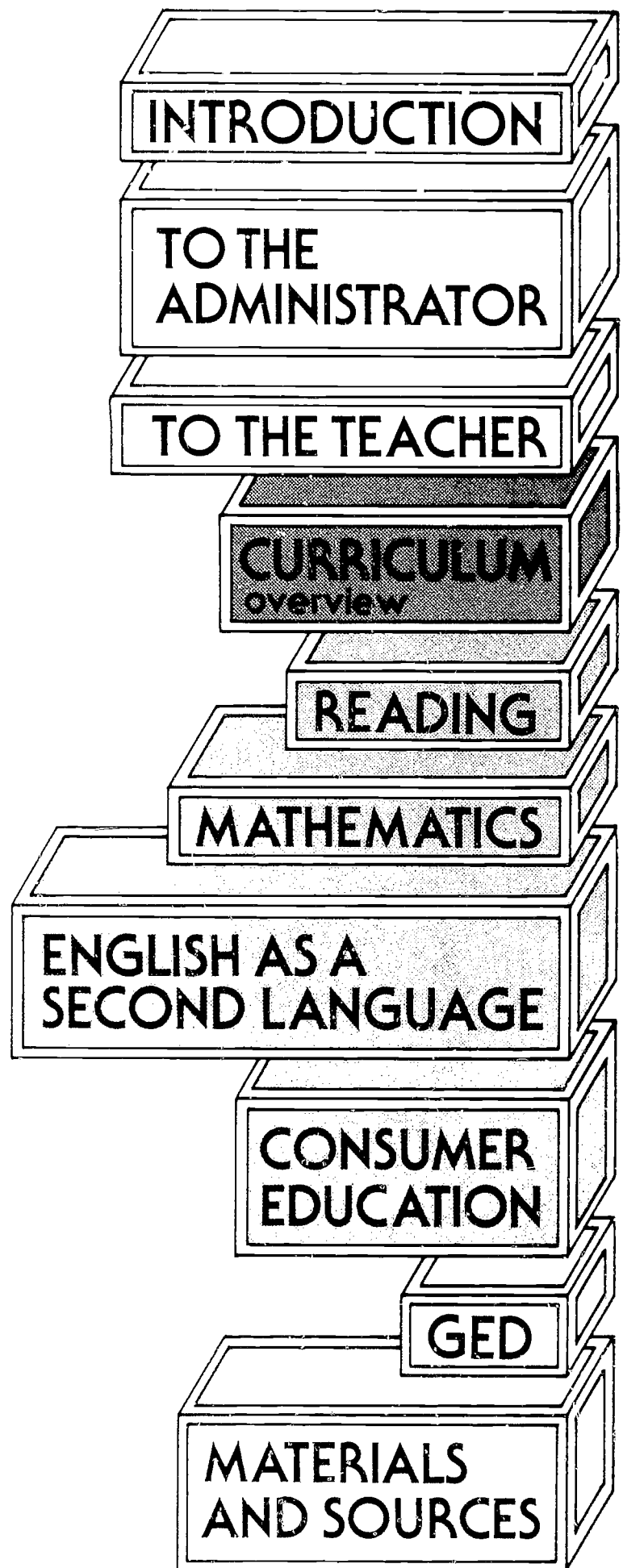
(A student Self-Test with answers which should measure the same exact competency as the Pre-Assessment)

7. Post-Assessment

(This assessment should ask the student to demonstrate the same competency as the Pre-Assessment and Self-Test)

8. Quest Activities

(Additional enrichment learning activities for the student who wants to master the competency at higher levels of skill)



OVERVIEW

The material presented in this section is designed to summarize information in the following curriculum areas: Reading, Mathematics, English as a Second Language (ESL), Consumer Education, and GED. In many cases, the information presented here is probably already known to you. But since you may well be called upon to teach in an area with which you are somewhat unfamiliar, some information that is presented here may be new.

In addition to presenting information, the section on Curriculum is also designed to supply you with sample forms and bibliographies that you might find helpful. It is hoped that you will be able to add to and to modify this material so that it will be more useful to you.

INTRODUCTION TO CURRICULUM

The curriculum of an ABE/AE program will, of necessity, be as varied as the needs of the students who enter the program. There is a core of "basic" skills which are generally assumed to be necessary for survival in our society.

The teacher must be aware of the fact, however, that each student will perceive specific needs for himself; he hopes that the ABE/AE program will help him to meet these individual needs. The teacher should help the student to identify and articulate his needs and then tailor a program to him. For example, the student who requests basic math so that he can keep the records in his small business should not be given a varied program containing a great deal of content which the student feels unnecessary. Instead, the effective teacher will help him to meet his primary need and may, during the program, encourage him to expand his interests into other areas of the basic skills.

There are three general skills areas--communications skills, computation skills, and coping skills. Communications contains reading, writing, listening, and speaking. Computations are considered to be the basic mathematics operations. Coping skills are those skills required for survival in our society--occupational knowledge, economics, citizenship responsibilities, and health care.

The ABE/AE curriculum should be designed to develop skills in all these areas, though ANY INDIVIDUAL MAY REQUEST SKILLS DEVELOPMENT ONLY IN ONE OR A FEW OF THESE AREAS.

Often the student who enters the ABE/AE program states that his need, or goal, in the class is passage of the General Education Development (GED) Examination or the High School Equivalency Certificate. The ABE/AE teacher should always remember that his primary task is providing the student with basic skills necessary for survival in our society, NOT MERELY PREPARING THE STUDENT FOR THE GED EXAMINATION.

STAGES OF SUCCESSFUL STUDYING

This summary of effective study habits might profitably be shared with your students.

The time given to studying is usually not effectively used. An orderly procedure is needed. The five stages in studying suggested here are founded on proven psychological principles. A habitual practice of these five steps should save a student time and frustration--and gain him greater benefits from his studying. The steps are based on Francis Robinson's Effective Study, an excellent book for any serious student.

Survey

1. Read all the headings of the whole chapter.
2. Note the subject of any pictures, graphs, and diagrams.
3. Read the final summary paragraph.
4. This orientation will help to organize ideas later when you read the material because it will reveal the main ideas in the chapter.

Question

1. Turn the first heading into a question. If the chapter has no headings, construct a question from the Topic Sentence that will give you a purpose for reading that section or paragraph.
2. A question can be constructed by adding: who? what? when? how? or why? to the headings.
3. This step arouses curiosity and brings to mind related information, causing you to understand the new material quicker, raising your comprehension.