

ED 404 497

CE 073 446

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 TITLE Learning Disabilities: An Overview. Adult Literacy Independent Learning Packet.  
 INSTITUTION Lehigh Univ., Bethlehem, PA. Tri-Valley Literacy Staff Development Center Region 7.  
 SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.  
 PUB DATE 93  
 NOTE 68p.  
 PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.  
 DESCRIPTORS Academic Achievement; Academic Aptitude; Adult Basic Education; \*Adult Literacy; \*Adult Students; Check Lists; Classroom Techniques; Cognitive Style; \*Educational Diagnosis; Educational Strategies; Independent Study; \*Learning Disabilities; Learning Processes; \*Literacy Education; Literature Reviews; Models; Pretests Posttests; Questionnaires; Student Evaluation; Teaching Methods; Tutoring

IDENTIFIERS 353 Project; Pennsylvania

## ABSTRACT

This independent learning packet, which is intended for adult literacy tutors, reviews the literature regarding adults with learning disabilities. The packet begins with a learning disabilities pretest. Presented next is the literature review, which includes information on the following aspects of learning disabilities: definition and historical perspective; terminology; prevalence; recommended assessment procedure; diagnostic tests; screening techniques; characteristics of and accommodations for adults with learning disabilities; and teaching strategies. Concluding the packet are a literacy awareness posttest, and answers to the awareness test. Appendixes constituting approximately 75% of the packet contain the following: aptitude-achievement discrepancy model; interview questionnaire; Harwell's Symptomology Checklist; teaching strategies; and recommended sources of information (a 22-item list of resource organizations and a list of publications offered by the HEATH Resource Center and the Learning Disabilities Association of America.) Contains 16 references. (MN)

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# ADULT LITERACY INDEPENDENT LEARNING PACKET

# LEARNING DISABILITIES

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By: Cheryl Ashcroft

## Tri-Valley Literacy

Staff Development - Region 7  
Lehigh University, Bethlehem, PA

CE 073 446



# Tri-Valley Literacy Resource Center

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This product was produced under Act 353  
Project # 99-3048  
A Plan for Staff Development for Region 7

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**Disclaimer:** The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

**LEARNING DISABILITIES: AN OVERVIEW**

by

Cheryl A. Ashcroft, M.Ed.

**ABSTRACT**

This packet is a review of the literature regarding adults with learning disabilities. It has been prepared for The Adult Literacy Educators in Region No. 7. It will provide the reader with an overview of learning disabilities, including definitions, characteristics, assessment procedures, accommodations, and teaching strategies. The appendices were derived from numerous resources obtained over the years. It is hoped that this packet will provide the reader with a better understanding of adults with learning disabilities, and provide practical information for adult literacy educators.

## Learning Disabilities Awareness

### Pre-Test

1. T F A learning disability interferes with verbal and non-verbal abilities despite average to superior intelligence.
2. T F Learning disabilities occur more often in males than in females.
3. T F The incidence of learning disabilities is estimated to range from 10% to 15%.
4. T F A well-trained teacher can diagnose a learning disability through classroom observations.
5. T F It is more difficult to remediate an adult with a learning disability than a child with a learning disability.
6. T F Hyperactivity is a common characteristic of individuals with learning disabilities.
7. T F Individuals with deficits in attention, concentration, and memory have a learning disability.
8. T F An adult will eventually grow out of his learning disability and will "catch up" with his peers.
9. T F Reversals and transposed letters are proof of dyslexia.
10. T F Students learn best by hearing information as demonstrated in a lecture format.

## Definition and Historical Perspective

In the early 1960's, the term "learning disabilities" came into use, replacing other terminology such as, brain damaged, minimal brain dysfunction, word blindness and perceptual handicapped (Herbert, 1988). A learning disability is a handicapping condition which affects an individual's ability to take in information, retain it, and express it, despite their knowledge and understanding of that information.

The most widely accepted definition of learning disabilities was formulated by the National Advisory Committee on Handicapped Children in 1968, and was subsequently incorporated into the Education for All Handicapped Children Act of 1975, Public Law 94-142. The Federal Register definition states:

*Children with specific learning disabilities are those who exhibit a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written. This disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. This disorder includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. This term does not include learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbances, or environmental, cultural, or economic disadvantages. (Federal Register, 1977)*

In 1981, the National Joint Committee for Learning Disabilities (NJCLD) stated that learning disabilities was a generic term that referred to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. This definition emphasized the need for accurate diagnosis in order to provide effective treatment.

As the children with learning disabilities diagnosed in the 1970's reached adulthood, professionals came to realize that a learning disability is a lifelong disorder. The Association for Children and Adults with Learning Disabilities (ACLD) passed a resolution in 1984, recognizing that learning disabilities extended into adulthood.

*Specific learning disabilities are a chronic condition of presumed neurological origin that selectively interferes with the development, integration, and demonstration of verbal and non-verbal abilities. Specific learning disabilities exist as a distinct handicapping condition in the presence of average to superior intelligence, adequate sensory and motor systems and adequate opportunities. The condition varies in its manifestations and in the degree of severity. It can affect self-esteem, education, vocation, socialization, and daily living activities.*

Over the past thirty years the definition of "learning disabilities" has been revised several times to reflect our increased awareness of this complex disorder. The most recent revision occurred in 1988 by the National Joint Committee on Learning Disabilities. It states:

*Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behavior, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.*

Definitions associated with learning disabilities are generally broad in scope, because impairments involving language processes usually appear in clusters of related dysfunctions. Impairments are usually reflected in more than one language modality, and impairments of any modality are often reflected in more than one process (Lesak, 1983).

The primary criterion for identifying persons with learning disabilities has become the aptitude-achievement discrepancy model (Appendix I). This model stipulates that a severe discrepancy between intellectual ability and academic achievement must exist in order to be diagnosed as learning disabled. The most recent theory challenges the aptitude-achievement discrepancy model as the imperial criterion for learning disabilities (Mather & Healey, 1990) and presents a psychoeducational model encompassing three types of discrepancies: aptitude-achievement, intracognitive, and intra-achievement (Woodcock, 1984). Even the experts disagree on a concise definition, and the criterion needed to diagnose learning disabilities.

## Terminology

The most popular, yet widely abused definition referring to learning disabilities is the term "dyslexia". "Dys" in Latin means defective, impairment or partial inability. "Lexia" refers to reading or comprehension of printed words. Using the Latin derivatives, the following terminology was defined: (1) Dyslexia, or the partial inability to read; (2) Dysgraphia, or inability to write in a satisfactory manner; (3) Dyscalculia, or the inability to perform mathematical operations successfully. (Brown, 1982).

According to Huston (1992), the term dyslexia actually came from the Greek word "lexia" referring to the use of words as a means of communication in language, as in reading, writing, speaking and listening. She classifies dyslexia in three general categories:

- (1) Visual dyslexia (not a visual defect)
  - inconsistent reversals of letters or numbers
  - faulty sequencing of letters and numbers
  - disorder of events in life experiences
  - disorientation of time or space relationship
  - problems in processing visual images
- (2) Auditory dyslexia (not a hearing defect)
  - problems of integrating and processing what is heard and recalling those sounds and applying them to printed symbols
- (3) Combination of visual and auditory dyslexia in varying degrees.

## Prevalence

What is the estimated number of individuals with learning disabilities? It is difficult to determine due to the ambiguity in definition and the different criterion used in diagnosis. There are also varying degrees of severity, ranging from persons only mildly affected to persons severely affected. Estimates range from 2 percent to over 20 percent of the population depending on the study or source. A more conservative range is probably closer to 3 percent to 5 percent. It is more prevalent among males than females by a estimated range of 5 to 1.

### Assessment Procedure

Due to the ambiguous classification guidelines and the multi-dimensional profile of the adult with learning disabilities, accurate diagnosis is often difficult. It is advisable to obtain appropriate documentation of diagnosed learning disabilities whenever possible.

A comprehensive diagnostic process should include the following:

- (1) In-depth interview including: prenatal conditions, infant maturational milestones, family members' learning patterns, medical history, academic history, and the individual's perception of his/her learning strengths and weaknesses. (Appendix II)
- (2) Measure of intellectual ability and potential.
- (3) Measure of achievement levels assessing reading, written language and math.
- (4) Assessment of memory.
- (5) Information on visual and auditory competencies.

## Diagnostic Tests

The following tests are useful in the assessment of adults with learning disabilities:

### Tests of Cognitive Ability

Wechsler Adult Intelligence Scale-R (WAIS-R)  
 Woodcock-Johnson Psychoeducational Battery-R  
 (Tests of Cognitive Ability)  
 Tests of Non-Verbal Intelligence-2  
 Slosson

### Tests of Achievement

Woodcock-Johnson Psychoeducational Battery-R  
 (Tests of Achievement)  
 Kaufman Tests of Educational Achievement  
 Test of Written Language-2 (TOWL)  
 Test of Mathematical Abilities  
 Key Math Diagnostic Test  
 Formal Reading Inventory  
 Informal Reading Inventory  
 (ABLE-II, PIAT-R, TABE)

### Intelligence Classification for WAIS-R

<u>IQ Score</u>	<u>Classification</u>
> 130	Very Superior
120-129	Superior
110-119	High Average
90-109	Average
80-89	Low Average
70-79	Borderline
< 69	Mentally Retarded

## Screening Techniques

Adults who were in school prior to 1970 may not have been diagnosed during their formal educational experience, and the cost of diagnostic assessments can be prohibitive. With this in mind, the following guidelines will provide some screening techniques to assist in identifying a student's strengths and weaknesses. Keep in mind that appropriate documentation, with test data, is required to diagnose an individual as learning disabled.

- (1) Complete in-depth interview (Appendix II)
  - (2) With a signed release of information, obtain any academic history, including previous testing, from the school district.
  - (3) If qualified, administer any testing (formal or informal) to assist in identifying a student's strengths and weaknesses.
  - (4) Review common characteristics of adults with learning disabilities.
  - (5) Review Harwell's Symptomology Checklist (Appendix III)
- (Remember, you are looking for a marked discrepancy between achievement and potential with uneven abilities within the same individual.)

## Characteristics of Adults with Learning Disabilities

1. There is a marked discrepancy between achievement and potential with uneven abilities within the same individual.
2. Processing deficits, in auditory and/or visual perception, may be evident. These deficits will present difficulty in timed tests, following oral directions, and notetaking in a lecture format.
3. Deficits in short-term auditory and visual memory may be evident. These deficits may impact vocabulary, reading comprehension, spelling, ability to learn a foreign language.
4. Deficits in long-term retrieval may be evident. This deficit may affect an individual's fund of general knowledge, word retrieval skills, and mastery of basic mathematical facts.
5. Sensitivity to sound and movement in the environment. This may affect an individual's concentration and attention.
6. Difficulty with visual-motor (eye-hand) coordination may be evident. Deficits in this area may affect tasks involving writing, copying, typing, throwing or catching.
7. Difficulty with lateral awareness or directional confusion may be present. This affects an individual's ability to discriminate left from right.

Adapted from:

Huston, A. (1992). Understanding Dyslexia: A Practical Approach For Parents and Teachers. New York: Madison Books.

## Accommodations for Adults with Learning Disabilities

### Instructional Modifications

1. Create a safe and secure environment to learn
2. Provide a syllabus a month before class begins
3. Use a multi-sensory approach to teaching  
(Hand-outs, chalkboard, overhead projector, lecture, plays, video tapes, group discussion)
4. Be organized (lecture and written format)
5. Clarify technical language or foreign words
6. Emphasize important concepts by using visual aids or visual imagery
7. Provide periodic summaries and review before presenting new material
8. Provide a sample test to demonstrate the format that will be used during testing
9. Be available for students to ask question or receive clarification of lecture, assignments or reading material.
10. Taped textbook can be available with proper documentation through Recordings for the Blind
11. Note-taking modifications can be provided via carbon-less paper (NCR), notetakers or tape recording class lectures
12. Access to computer facilities can assist a student with written assignments, note-taking and organizing information

### Test Accommodations

1. Extended time on tests
2. Providing a separate room in a distraction-free environment
3. Providing a reader or tape recorded exam
4. Providing an alternate form test (multiple choice instead of essay)
5. Permitting the student to take the exam orally
6. Alternate demonstration of mastery of subject matter
7. Permitting use of aids during exam (calculators, multiplication table, spell checker, or dictionary)

## Teaching Strategies

There are numerous strategies which can be used to assist a student with learning disabilities. Not all strategies will be effective with each student. It is essential that the student and the teacher be aware of the student's particular learning style, including strengths and weaknesses. It is also important to use several strategies to assist in learning, and to be creative in developing new strategies for a particular problem area. Be aware of the following factors when working with an adult who appears to have some difficulty learning.

1. Motivation, drive and a willingness to work hard
2. Intelligence of the student
3. The emotional or psychological state of the student
4. Severity of the learning problem
5. Age of the student and life experience
6. The duration and frequency of instruction

Review Appendix IV on Strategies and Recommended Readings. Discuss technique and teaching strategies with other professionals. Most importantly, listen to your students. They are the best source of information about their learning style.

### Recommended Readings

- Adelman, P.B., & Vogel, S.A. (1991). The Learning Disabled Adult. In B. Wong (Ed.), Learning About Learning Disabilities (pp. 563-594). New York: Academic Press.
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- Lezak, M. (1983). Neuropsychological Assessment. New York: Oxford University Press.
- Mather, N. (1991). An Instructional Guide to the WJ-R. Brandon, VT: Clinical Psychology Publishing Co.
- Mather, N. & Jaffe, L. (1992). Woodcock-Johnson Psychoeducational Battery-R: Recommendations & Reports. Brandon, VT: Clinical Psychology Publishing Co.

Mercer, C. (1987). Students with Learning Disabilities.  
Columbus, OH: Charles E. Merrill.

Vogel, S.A. (1993). College Students with Learning Disabilities: A Handbook (4th ed.). (To order write LDA Bookstore, 4156 Library Road, Pittsburgh, PA 15234).

Vogel, S.A., & Forness, S. (1992). Social Functioning in Adults with Learning Disabilities. School Psychology Review, 21(3), 374-385.

Vogel, S.A., & Konrad, D. (1988). Characteristic Written Expressive Language Deficits of the Learning Disabled: Some General and Specific Intervention Strategies. Journal of Reading, Writing, and Learning Disabilities International, 4, 88-99.

## Learning Disabilities Awareness

### Post-Test

1. T F A learning disability interferes with verbal and non-verbal abilities despite average to superior intelligence.
2. T F Learning disabilities occur more often in males than in females.
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4. T F A well-trained teacher can diagnose a learning disability through classroom observations.
5. T F It is more difficult to remediate an adult with a learning disability than a child with a learning disability.
6. T F Hyperactivity is a common characteristic of individuals with learning disabilities.
7. T F Individuals with deficits in attention, concentration, and memory have a learning disability.
8. T F An adult will eventually grow out of his learning disability and will "catch up" with his peers.
9. T F Reversals and transposed letters are proof of dyslexia.
10. T F Students learn best by hearing information as demonstrated in a lecture format.

## Learning Disabilities Awareness

### Answers

1. True By definition, as stated in the Association for Children and Adults with Learning Disabilities resolution of 1984.
2. True It is more prevalent among males than females by an estimated range of 5 to 1.
3. False Although statistics will vary depending on source of data, a more conservative range is 3% to 5%.
4. False A teacher may detect a learning disability, however, only qualified diagnosticians can diagnose a learning disability through appropriate test results.
5. True An adult will bring years of frustration and learned failure to the classroom. Increased anxiety and frustration can exacerbate the learning disability.
6. False Although hyperactivity may be present in some individuals with learning disabilities, it is not a characteristic of all learning disabled.
7. False Deficits in attention, concentration, and memory are symptoms of some type of psycho-neurological disorder, but not necessarily a learning disability.
8. False Maturation may help with the remediation process but will not eliminate a learning disability.
9. False Only appropriate test data is evidence of a learning disability. Many children transpose and reverse letters when learning to read and write. Fatigue may also contribute to reversals.
10. False In fact, the lecture format is the least effective method of teaching, yet the most common.

C. Ashcroft (1993)

**APPENDIX I**

**APTITUDE-ACHIEVEMENT DISCREPANCY MODEL**

Learning Disability Summary Sheet  
Significant Discrepancy Determination

Name: Average Learner

Examiner: Cheryl A. Ashcroft, M.Ed.

Date of Birth: 10/11/71

Testing Date: 7/11/92; 7/25/92

IQ Stanine: 5

Diagnosis:

J-R ACHIEVEMENT	STANINES										
	1	2	3	4	5	6	7	8	9		
BROAD KNOWLEDGE					X						
BROAD READING						X					
Letter-Word Identif					X						
Work Attack					X						
Passage Comprehen						X					
Reading Vocab						X					
READING COMPREHENSION						X					
BROAD MATH				X							
Calculation				X							
Applied Problems			X								
BASIC WRITING SKILLS											
BROAD WRITTEN LANGUAGE					X						
Dictation				X							
Writing Samples						X					
Proofing					X						
Writing Fluency				X							
Punctuation & Cap.					X						
Spelling				X							
Usage				X							
WRITTEN EXPRESSION					X						
PERCENTILE SCALE	1-3	4-10	11-22	23-39	40-59	60-76	77-88	89-95	> 95		
FULL SCALE IQ	65	75	85	95	100	105-	110	115	120-	125	126+

A significant discrepancy is present when achievement scores are more than 2 stanines below an individual's intellectual stanine.

**Learning Disability Summary Sheet  
Significant Discrepancy Determination**

Name: Borderline/low functioning Examiner: Cheryl A. Ashcroft, M.Ed.

Date of Birth: 11/2/63 Testing Date: 3/25/92; 3/28/92

IQ Stanine: 2 Diagnosis:

	STANINES									
IQ-R ACHIEVEMENT	1	2	3	4	5	6	7	8	9	
BROAD KNOWLEDGE		X								
BROAD READING		X								
Letter-Word Identif		X								
Work Attack										
Passage Comprehen		X								
Reading Vocab										
READING COMPREHENSION		X								
BROAD MATH			X							
Calculation			X							
Applied Problems		X								
BASIC WRITING SKILLS										
BROAD WRITTEN LANGUAGE		X								
Dictation		X								
Writing Samples	X									
Proofing										
Writing Fluency										
Punctuation & Cap.										
Spelling										
Usage										
WRITTEN EXPRESSION										
PERCENTILE SCALE	1-3	4-10	11-22	23-39	40-59	60-76	77-88	89-95	> 95	
FULL SCALE IQ	65	75	85	95	100	105-	110	115	120-	126+

A significant discrepancy is present when achievement scores are more than 2 stanines below an individual's intellectual stanine.

Learning Disability Summary Sheet  
Significant Discrepancy Determination

Name: L.D.

Examiner: Cheryl A. Ashcroft, M.Ed.

Date of Birth: 2/2/72

Testing Date: 12/5/92; 12/12/92

Q Stanine: 7

Diagnosis: Dev. Expressive Writing Disorder  
Dev. Reading Disorder

WJ-R ACHIEVEMENT	STANINES									
	1	2	3	4	5	6	7	8	9	
BROAD KNOWLEDGE					X					
BROAD READING					X					
Letter-Word Identif					X					
Work Attack				X						
Passage Comprehen				X						
Reading Vocab					X					
READING COMPREHENSION				X						
BROAD MATH					X					
Calculation					X					
Applied Problems					X					
BASIC WRITING SKILLS				X						
BROAD WRITTEN LANGUAGE			X							
Dictation			X							
Writing Samples					X					
Proofing					X					
Writing Fluency							X			
Punctuation & Cap.				X						
Spelling					X					
Usage				X						
WRITTEN EXPRESSION						X				
PERCENTILE SCALE	1-3	4-10	11-22	23-39	40-59	60-76	77-88	89-95	> 95	
FULL SCALE IQ	65	75	85	95	100	105-	110	115	120-	126+

A significant discrepancy is present when achievement scores are more than 2 stanines below an individual's intellectual stanine.

**APPENDIX II**

**INTERVIEW QUESTIONNAIRE**

## Initial Interview

Name: \_\_\_\_\_ SS#: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Occupation: \_\_\_\_\_ # yrs: \_\_\_\_\_

Place of Employment: \_\_\_\_\_ Telephone #(w): \_\_\_\_\_

Spouse: \_\_\_\_\_ Occupation: \_\_\_\_\_

Referred By: \_\_\_\_\_

Reason For Referral: \_\_\_\_\_

### Medical History:

- A. Birth (premature/breach/trauma):
- B. Significant Illnesses (seizures, high fevers, hospitalizations):
- C. Significant Injuries (head trauma):
- D. Allergies:
- E. Medications/Drug & Alcohol History:
- F. Hearing and Vision (speech therapy, etc.):
- G. Dominant Hand:
- H. Previous Testing or Counseling:

**Family History (obtain history of learning problems):**

- A. Parents (occupation, education, etc.)
- B. Siblings (occupation, education, etc.)
- C. Children (age, education, difficulties/successes)

**Educational History:**

- A. Elementary School (K-5)
  - 1. Retentions:
  - 2. Special Classes:
  - 3. Strengths/weaknesses:
- B. Middle/High School (6-12)
  - 1. Retentions:
  - 2. Failed Classes (summer school):
  - 3. Special Classes:
  - 4. Type of Curriculum (General/Business/College Prep):
  - 5. GPA:\_\_\_\_\_ Year Graduated:\_\_\_\_\_
  - 6. Year Dropped Out:\_\_\_\_\_
  - 7. GED/SAT Scores:\_\_\_\_\_
- C. College/Post Secondary Training Program/Military Training:

**Analysis of Problem:**

A. Ask student to describe their learning style:

Strengths:

Weaknesses:

B. Behavioral Observations (including speech):

C. Teacher/Tutor Impressions:

Interviewed By: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX III**

**HARWELL'S SYMPTOMOLOGY CHECKLIST**

# SYMPTOMOLOGY CHECKLIST—LEARNING DISABILITIES

(Check behaviors seen. Mark: S = sometimes; O = often)

## Visual Perceptual Deficits

- \_\_\_ reversals: *b* for *d*, *p* for *q*
- \_\_\_ inversions: *u* for *n*, *w* for *m*
- \_\_\_ yawns while reading
- \_\_\_ complains eyes hurt, itch/rubs eyes
- \_\_\_ complains print blurs while reading
- \_\_\_ turns head or paper at odd angles
- \_\_\_ closes one eye while working
- \_\_\_ cannot copy accurately
- \_\_\_ loses place frequently
- \_\_\_ rereads lines/skips lines
- \_\_\_ does not recognize an object/word if only part of it is shown
- \_\_\_ reading improves with larger print/fewer items on page/uses a marker to exclude portion of page
- \_\_\_ sequencing errors: *was/saw*, *on/no*
- \_\_\_ does not see main theme in a picture, picks up some minute detail
- \_\_\_ slow to pick up on likenesses-differences in words; changes in environment
- \_\_\_ erases excessively
- \_\_\_ distortions in depth perception

## Visual Perceptual/Visual Motor Deficits

- \_\_\_ letters collide with each other/no space between words
- \_\_\_ letters not on line
- \_\_\_ forms letters in strange way
- \_\_\_ mirror writing (hold paper up to mirror and you see it as it should look)
- \_\_\_ cannot color within lines
- \_\_\_ illegible handwriting
- \_\_\_ holds pencil too tightly; often breaks pencil point/crayons
- \_\_\_ cannot cut
- \_\_\_ cannot paste
- \_\_\_ messy papers

## Auditory Perceptual Deficits

- \_\_\_ auditory processing: cannot understand conversation or learning delivered at the normal rate/may comprehend if information is repeated very slowly
- \_\_\_ auditory discrimination: does not hear differences in sounds: short *i*, *e*; plosive sounds *b*, *p*, *d*, *t*, *c*, *g*, *j*, *n*, *m*; does not hear final consonants accurately
- \_\_\_ cannot tell direction sound is coming from
- \_\_\_ does not recognize common sounds for what they are
- \_\_\_ cannot filter out extraneous noise; cannot distinguish teacher's voice from others—hears wrong answers, steadfastly maintains "teacher said it" (Some children get very tense in noisy classroom)
- \_\_\_ does not follow directions
- \_\_\_ does not benefit from oral instruction

## Spatial Relationships and Body Awareness Deficits

- gets lost even in familiar surroundings such as school, neighborhood
- directionality problems, does not always read or write left to right
- no space between words
- cannot keep columns straight in math
- bumps into things; clumsy, accident prone
- does not understand concepts such as *over, under, around, through, first, last, front, back, up, down*

## Conceptual Deficits

- cannot read social situations, does not understand body language
- cannot see relationship between similar concepts
- cannot compare how things are alike/different; classification activities are difficult
- does not understand time relationships—*yesterday, today, tomorrow, after/before, 15 minutes versus 2 hours, "hurry"*
- does not associate an act with its logical consequence. "If I talk, I get detention" (being punished for no reason. Unfair.)
- little imagination
- no sense of humor; cannot recognize a joke/pun
- tends to be expressionless
- slow responses
- not able to create, to "think," to create poetry, original stories
- cannot make closure; cannot read less than clear ditto; cannot finish a sentence such as "I like it when. . . ."; difficulty filling in blanks
- excessively gullible
- cannot do inferential thinking: What might happen next? Why did this happen?
- great difficulty in writing
- bizarre answers/or correct answers found in bizarre ways
- cannot think in an orderly, logical way
- does not understand emotions, concepts such as *beauty, bravery*
- classroom comments are often "off track" or reasons in bizarre ways
- difficulty grasping number concepts: *more/less; > / <*; can't estimate
- mispronounces common words

## Memory Deficits

- cannot remember what was just seen (was shown)
- cannot remember what was just heard
- cannot remember sequence of 4 numbers given auditorally
- cannot copy math problems accurately
- cannot remember spelling for common/frequently encountered words
- remembers things from long ago but not recent events
- poor sight vocabulary—few words known to automatic level
- slow to memorize rhymes/poem (makes many errors)
- appears to know something one day but doesn't know it the next
- limited expressive language; does not remember names for objects—"that thing"
- limited receptive language
- makes same error again and again; does not seem to benefit from experience
- writing poor—cannot remember to capitalize, punctuate, skip a line, indent, and so on

## Motor Output Deficits

- perseveration—gives same response again and again (hangs up)
- distortions in gross motor functions—cannot skip, hop, hit ball, and so on
- difficulty cutting, pasting, coloring, writing (can point to correct way to form a letter but cannot produce it on paper)
- can point to correct spelling but cannot copy it accurately
- can dictate story or paragraph but cannot write it
- does not communicate orally to a degree appropriate for age
- mouth noises
- tics

## Behavioral Components

### *Attention Deficit Disorder*

- good days—bad days
- cannot sit still
- cannot stand still
- impulsive; does not consider consequence before acting
- low frustration tolerance: short fuse
- cannot finish assignments in allotted time
- visually distractible; looks up to all visual stimuli
- auditorally distractible; responds by looking up to all noise
- fidgety: drumming fingers, tapping toes, rolling pencil, fooling with objects; makes mouth noises; incessant talking
- short attention span
- spaces off—confused—does not sit up/head on desk/“tired”
- negativistic/oppositional behavior
- little work produced; daydreams
- reads something correctly, but mind is elsewhere as evidenced in poor comprehension
- overreacts to stimuli (cannot mind own business)
- does not follow rules; often claims didn't hear them
- may be cruel, mean to others; makes fun of them
- mood swings
- disorganized; loses books, papers, lunch box, coat

### *Failure Syndrome*

- describes self as “dumb”
- does not take reprimands well
- tends to avoid group activity
- avoids activity; does little; claims illness
- daydreams/withdrawal
- class clown—acting out behavior
- immature behavior; babyish, seems younger, dependent

Adapted from:

Harwell, J.M. (1989). The Complete Learning Disabilities Handbook. The Center for Applied Research in Education., New York, N.Y: Simon & Schuster.

**APPENDIX IV**  
**TEACHING STRATEGIES**

## DESCRIPTORS AND POSSIBLE PERFORMANCE IMPLICATIONS AND RECOMMENDATION BASED ON THE FACTORS IN *Gf-Gc* THEORY

The following provides descriptors and possible performance implications and recommendations regarding the factors in *Gf-Gc* theory represented in the WJ-R COG. The intent is to explore the associations between these factors and performance. Some of the relationships are more clearly established than others. This information is a draft of ideas that will evolve as knowledge increases.

### LONG-TERM RETRIEVAL (*Glr*)

Involves the ability to store and retrieve information through association. *Glr* is not to be confused with the amount of information available, a *Gc* function. Descriptors: Memorization, fluency, association, retrieval, paired-associate learning, transfer.

#### Possible Implications

- Learning and recalling information through association (e.g., facts, related ideas/concepts)
- Recalling information on tests through association
- Using associations provided by the teacher to facilitate storage and later retrieval
- Pairing and retaining visual with auditory information
- Retrieving specific words
- Memorizing poems, speeches, facts

#### Possible Recommendations

- Provide overlearning, review, and repetition
- Provide immediate feedback
- Provide a list of steps that will help organize behavior and facilitate recall
- Provide mnemonic aids such as verbal mediation or rehearsal
- Provide multisensory learning, use visual, kinesthetic, vocal, and auditory channels as appropriate
- Provide context and meaning-based instruction
- Limit the number of new facts, words presented at one time
- Assist with knowledge of strengths and weaknesses in memory

## SHORT-TERM MEMORY (*Gsm*)

Involves the ability to hold information and use it within a few seconds. May be influenced by attention. Descriptors: Rote, sequential, immediate, attention, auditory, concentration, limited duration, memory span, immediate awareness.

### Possible Implications

- Attending
- Following directions
- Remembering information long enough to process it for understanding
- Recalling sequences
- Memorizing factual information (e.g., math facts)
- Listening to and comprehending lengthy discourse
- Taking notes

### Possible Recommendations

- Keep oral directions short and simple
- Ensure directions are understood, have student feedback or paraphrase directions
- Provide compensatory aids (e.g., write directions/procedures/assignments on chalkboard or paper, tape record so student can replay, provide pre-recorded notes or arrange for peer-shared notes)
- Provide overlearning, review and repetition
- Teach memory strategies (e.g., chunking, verbal rehearsal, visual imagery)
- Assist with knowledge of strengths and weaknesses in memory

## PROCESSING SPEED (*Gs*)

Involves the ability to perform relatively automatic cognitive tasks quickly (clerical speed), particularly when measured under pressure to maintain focused attention. May be influenced by attention. Descriptors: Speed, visual scanning efficiency, automaticity, perceptual speed, attention, concentration

### Possible Implications

- Processing information rapidly
- Completing assignments within time limits
- Taking timed tests
- Making rapid comparisons between and among bits of information
- Copying

### Possible Recommendations

- Provide more time to complete assignments
- Reduce quantity of work in favor of quality
- Limit or structure copying activities
- Provide activities to increase rate and fluency (e.g., flash cards, tachistoscope, computer games)

## COMPREHENSION-KNOWLEDGE (*Gc*)

Involves the breadth and depth of cultural knowledge and experience. It includes the comprehension of communication and the types of reasoning based on previously learned procedures. It also includes metacognition, metamemory, and planning or executive functions. *Gc* is often called crystallized intelligence and sometimes long-term memory in the literature. Descriptors: Prior knowledge, schema, long-term memory, acquired knowledge, vocabulary, comprehension, episodic memory, declarative knowledge, procedural knowledge.

### Possible Implications

- Learning vocabulary
- Answering factual questions
- Comprehending oral and written language
- Acquiring general knowledge and knowledge in content areas
- Using prior knowledge to perform activities

### Possible Recommendations

- Relate new information to acquired knowledge
- Pre-teach relevant vocabulary or background knowledge
- Provide specific vocabulary instruction such as common prefixes, suffixes, etc.
- Incorporate interests and prior knowledge areas into instructional activities
- When presenting directions and discussing concepts, use vocabulary that is understood by the individual.

## FLUID REASONING (*Gf*)

Involves the ability to reason with qualitative information, form concepts, and solve problems in novel situations. Often called fluid intelligence. Descriptors: Creativity, abstract problem solving, transfer, analogical reasoning, qualitative reasoning, rule generation, inference.

### Possible Implications

- Drawing inferences
- Solving abstract problems
- Creating solutions to problems
- Transferring and generalizing information
- Solving unique problems
- Transforming and extending a product (rather than matching or reproducing a stimulus)
- Thinking conceptually

### Possible Recommendations

- Provide problem-solving activities
- Provide overlearning, repetition, and review of concepts
- Use manipulatives to develop concepts
- Teach strategies to increase understanding and retention of concepts (e.g., self talk, lists of procedures or steps)
- Encourage creativity with solutions

## AUDITORY PROCESSING (*Ga*)

Involves the ability to analyze and synthesize auditory stimuli (but not comprehend language, which is *Gc*). This ability is important for language development. Descriptors: Phonological awareness, blending, auditory closure, auditory discrimination, phonemic segmentation, musical ability.

### Possible Implications

- Acquiring phonics (decoding)
- Learning structural analysis
- Spelling (encoding)
- Listening (i.e., speech perception)
- Learning foreign languages
- Developing musical skill

### Possible Recommendations

- Provide specific training in sound blending and phonemic segmentation
- Provide phonological awareness activities (e.g., rhyming games, imitation, songs, etc.)
- Emphasize sound-symbol associations in teaching decoding and spelling
- Provide study guides for listening activities
- Provide assistance with note taking

## VISUAL PROCESSING (*Gv*)

Involves perceiving, analyzing, and thinking with visual patterns, spatial configurations and designs, and spatial orientation. Descriptors: Visual imagery, spatial relations, visual perception, visual closure, visual-pattern recognition.

### Possible Implications

- Assembling puzzles
- Using patterns and designs in art, geometry, geography
- Designing
- Building
- Sensing spatial orientation
- Reading maps, graphs, charts, blueprints
- Noting visual detail
- Sensing spatial boundaries (e.g., fitting, assembly, and packing)

### Possible Recommendations

- Provide activities with manipulatives
- Provide copying, tracing, drawing activities
- Provide activities involving construction and design

## QUANTITATIVE ABILITY (*Gq*)

Involves the ability to comprehend quantitative concepts and relationships and to manipulate numerical symbols. Descriptors: Quantitative reasoning, mathematics application, computation, problem solving.

### Possible Implications

- Reasoning with quantitative information
- Understanding math terminology (vocabulary)
- Using numeric concepts
- Using math symbols
- Performing math applications

### Possible Recommendations

- Provide instruction in appropriate sequence
- Use manipulatives to introduce new concepts
- Encourage automaticity with math facts
- Allow students to use fact charts, calculators when necessary
- Emphasize problem solving and higher-level skills
- Provide experience with practical math applications

Adapted from:

Mather, N. (1991). *An instructional guide to the Woodcock-Johnson Psycho-Educational Battery-Revised*. Brandon, VT: CPPC and Woodcock, R. W. (1990). Theoretical foundations of the WJ-R Measures of Cognitive Ability. *Journal of Psychoeducational Assessment*, 8, 231-258.

# LEARNING STYLES

	CLUES	LEARNING TIPS
VISUAL	<ul style="list-style-type: none"> <li>• Needs to see it to know it.</li> <li>• Strong sense of color.</li> <li>• May have artistic ability.</li> <li>• Difficulty with spoken directions.</li> <li>• Overreaction to sounds.</li> <li>• Trouble following lectures.</li> <li>• Misinterpretation of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of graphics to reinforce learning — films, slides, illustrations, diagrams, doodles.</li> <li>• Color coding to organize notes and possessions.</li> <li>• Written directions.</li> <li>• Use of flow charts and diagrams for notetaking.</li> <li>• Visualizing spelling of words or facts to be memorized.</li> </ul>
AUDITORY	<ul style="list-style-type: none"> <li>• Prefers to get information by listening — needs to hear it to know it.</li> <li>• Difficulty following written directions.</li> <li>• Difficulty with reading.</li> <li>• Problems with writing.</li> <li>• Inability to read body language and facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of tapes for reading and for class and lecture notes.</li> <li>• Learning by interviewing or by participating in discussions.</li> <li>• Having test questions or directions read aloud or put on tape.</li> </ul>
HAPTIC	<ul style="list-style-type: none"> <li>• Prefers hands-on learning.</li> <li>• Can assemble parts without reading directions.</li> <li>• Difficulty sitting still.</li> <li>• Learns better when physical activity is involved.</li> <li>• May be very well coordinated and have athletic ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential learning (making models, doing lab work, and role playing).</li> <li>• Frequent breaks in study periods.</li> <li>• Tracing letters and words to learn spelling and remember facts.</li> <li>• Use of computer to reinforce learning through sense of touch.</li> <li>• Memorizing or drilling while walking or exercising.</li> <li>• Expressing abilities through dance, drama, or gymnastics.</li> </ul>

Scheiber, B. & Talpers, J. (1985). Campus Access for Learning Disabled Students. Closer Look, Washington, D.C.

## Fernald Method for Reading Instruction

### *Purpose*

To improve recognition and memory of words and to facilitate greater fluency and comprehension in reading.

### *Rationale*

The Fernald Method provides instruction in a systematic multisensory way, in which visual, auditory, kinesthetic, and tactile channels (VAKT) are used simultaneously by the learner. The association of sensory and perceptual cues in this multisensory approach reinforces visualization, visual-auditory associations, and improves memory for words and word parts.

### *Type of Student*

The Fernald Method is appropriate for students who have failed to learn to read through other instructional methods due to possible problems in visual perception, visual-verbal association, auditory memory, attention deficits, or visual-motor skills. Individual or small group instruction is necessary.

### *Procedure*

The Fernald Method consists of four stages through which the student progresses as reading proficiency increases.

#### *Stage I*

1. *Solicit the student's interest and involvement.* Tell the student that you will be showing him/her a new way to learn words. Explain that while the method may require concentration and effort, it has been successful with other students who have problems remembering words.
2. *Select a word to learn.* Have the student select a word which s/he cannot read but would like to learn. Discuss the meaning of the word.
3. *Write the word.* Sitting beside the student, have him/her watch and listen while you: (a) say the word, (b) use a crayon to write the word in large print in manuscript or cursive (depending upon what is used by the student) on a 5" × 8" index card, and (c) say the word again as you smoothly run your finger underneath the word.

4. *Model word tracing for the student.* Ask him/her to "watch what I do and listen to what I say." Use the following steps: (a) say the word; (b) trace the word using one or two fingers, saying each part of the word as you trace it; (c) say the word again while moving the tracing fingers underneath the word in a fluent motion; and (d) have the student practice tracing and saying the word until the process is completed correctly.

5. *Trace the word until learned.* Have the student continue tracing and saying the word until the student is sure he/she can write the word from memory.

6. *Write the word from memory.* When the student feels s/he is ready, remove the model and have the student write the word from memory saying the word as s/he writes it. If at any point the student makes an error, stop him/her immediately, cover the error, model the tracing procedure again, and have the student continue tracing.

7. *File the word.* After the word has been written correctly by the student three times without the model, have the student file it in his/her word bank alphabetically.

8. *Type the word.* Within 24 hours, each word learned is typed and read by the student to help establish the link between written and typed words.

As soon as a student has discovered that he/she can write words, begin story writing. The student selects a topic. When the student encounters a word that s/he cannot spell, the tracing process is repeated. Stories are typed within 24 hours so that the student has an opportunity to read newly learned words within context.

*Important points.* During stage one instruction, observe the following cautions:

- Finger contact is important in tracing.
- After tracing, the student should always write the word without looking at the model to avoid breaking it up into meaningless units.
- The word should always be written as a unit from the beginning. In case of interruption, cover and remove the error and start over from the beginning.
- Words should always be used in context to provide meaning.
- The student must say each part of the word to him/herself as s/he traces it and writes it.

### Stage II

During Stage II the student no longer needs to trace words to learn them. The student learns a word by looking at it, saying it, and writing it. The teacher writes requested words saying each part of the word as it is written while the student listens and watches. The student looks at the word, saying it over as s/he looks at it, and then writes it without looking at the copy. As in Stage I, words to be learned are obtained from words the student requests as s/he writes stories. Learned words continue to be filed. Stories increase in length.

### Stage III

By Stage III the student learns directly from the printed word without having it written. S/he simply looks at the word and pronounces it before writing it. At this stage the student wants to read books and other more difficult material. Have the student choose books and tell the student any unknown words. After reading, have the student review and write the new words.

### Stage IV

At this stage, the student recognizes known words in print and also begins to notice similarity of unknown to known words. S/he begins to recognize many new words without being told what they are. Provide enough assistance at Stage IV so that reading proceeds smoothly.

One helpful technique at this stage is to have the student glance over a paragraph and underline any unknown words before reading. Tell the student the words and have him/her write the words. Do not have the student sound out unknown words. Phonics instruction is unnecessary with this method.

#### Sources:

Cotterell, G. C. (1973). The Fernald auditory-kinaesthetic technique. In A. W. Franklin & S. Naidoo (Eds.), *Assessment and teaching of dyslexic children* (pp. 97-100). London: Richard Madley.

Fernald, G. (1943). *Remedial techniques in basic school subjects*. New York: McGraw-Hill.

Mather, N. (1985). *The Fernald kinesthetic method revisited*. Unpublished manuscript, University of Arizona, Department of Special Education and Rehabilitation, Tucson.

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### Fernald Method for Spelling Instruction

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This spelling method is appropriate for students who have difficulty retaining spelling words. Words are selected that the student uses frequently in his/her writing.

#### Procedure

1. The word to be learned is written on the chalkboard or on paper by the teacher.
2. The word is pronounced clearly and distinctly by the teacher. The student pronounces the word with emphasis on correct pronunciation. The student looks at the word while pronouncing it.
3. Time is allowed for the student to study the word to develop an image of it. Depending upon the learning style of the student, different senses are emphasized. A student who learns visually tries to picture the word; a student who learns auditorily says the word; and the student who learns kinesthetically traces the word with his/her finger. The student studies the word until the correct form is fixed in his/her mind.
4. When the student indicates that s/he is sure of the word, the word is erased or removed and written from memory.
5. The paper is turned over and the word is written a second time from memory.

In daily writing, any misspelled words are marked out entirely and the correct form is written in its place. When a student asks how to spell a word, the teacher writes the word, while pronouncing it. Students are encouraged to make their own dictionaries from words they have learned or words that are especially difficult for them.

#### Source:

Fernald, G. (1943). *Remedial techniques in basic school subjects*. New York: McGraw-Hill.

## Instant Words\*

## First Hundred

<i>Words 1-25</i>	<i>Words 26-50</i>	<i>Words 51-75</i>	<i>Words 76-100</i>
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

Common suffixes: *-s, -ing, -ed*

\*The first 100 words make up 50% of all written material. The 300 words make up 65% of all written materials.

Note: From "The New Instant Word List" by E. B. Fry, 1980, *The Reading Teacher*, 34, pp. 286-288. Copyright 1980 by Edward B. Fry. Reprinted by permission.

## Instant Words\*

## Second Hundred

<i>Words 101-125</i>	<i>Words 126-150</i>	<i>Words 150-175</i>	<i>Words 176-200</i>
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

Common suffixes: *-s, -ing, -ed, -er, -ly, -est*

\*The first 100 words make up 50% of all written material. The 300 words make up 65% of all written materials.

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## Instant Words\*

## Third Hundred

<i>Words 201-225</i>	<i>Words 226-250</i>	<i>Words 251-275</i>	<i>Words 276-300</i>
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

Common suffixes: *-s, -ing, -ed, -er, -ly, -est*

\*The first 100 words make up 50% of all written material. The 300 words make up 65% of all written materials.

*Note:* From "The New Instant Word List" by E. B. Fry, 1980, *The Reading Teacher*, 34, pp. 286-288. Copyright 1980 by Edward B. Fry. Reprinted by permission.

# ACCESS

*Adopting Curriculum Content for  
Exceptional Secondary Students*

## Teaching Strategies "Opening the Doors That Block Learning"



TEACHING STRATEGIES

Students are individuals and display a variety of learning characteristics (strengths and weaknesses) in any typical classroom. This places a demand for versatility on teachers. With experience, teachers can develop a repertoire of strategies for teaching students with diverse learning styles.

Below are many successful strategies contributed by experienced teachers. The strategies are intended to be used to stimulate ideas as educators develop plans for individual students.

**IF THE STUDENT EXHIBITS THIS...**

**TRY THIS...**

<p><b>Difficulty in Notetaking</b></p>	<ul style="list-style-type: none"> <li>- Provide outline of lecture</li> <li>- Have student fill in blanks on structured outline</li> <li>- Have another student carbon copy notes</li> <li>- Allow notes in either manuscript or cursive</li> <li>- Allow time for student to catch up</li> <li>- Demonstrate abbreviated or speed writing techniques</li> <li>- Allow student to tape record lectures</li> <li>- Provide activities to practice getting main idea</li> </ul>
<p><b>Difficulty in Completing Assignments</b></p>	<ul style="list-style-type: none"> <li>- Assign students to work groups accountable to each other</li> <li>- Have student repeat directions to be sure they are understood</li> <li>- Help student prepare a work plan for long range assignments</li> <li>- Redesign large projects into shorter, more frequent tasks</li> <li>- Frequently check progress on long term projects--provide frequent reinforcement</li> <li>- Provide sufficient time for student to complete work</li> <li>- Consider interest level of assignment and be enthusiastic</li> <li>- Discuss purpose of assignment with student</li> <li>- Leave list of assignments on the board for several days</li> </ul>
<p><b>Difficulty in Following Directions</b></p>	<ul style="list-style-type: none"> <li>- Provide directions in writing and verbally</li> <li>- Keep directions clear and concise</li> <li>- Limit the amount of directions given at once</li> <li>- Demonstrate the task to be done for the student</li> <li>- Outline the steps of the task</li> <li>- Have student repeat directions before starting</li> <li>- Frequently check the student's work</li> <li>- Use markers to tell student where to start and stop assignment</li> </ul> <p style="text-align: right;">47</p>

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**TEACHING STRATEGIES (Continued)**

**IF THE STUDENT EXHIBITS THIS...**

**TRY THIS....**

<p><b>Low Frustration Tolerance and Short Attention Span</b></p>	<ul style="list-style-type: none"> <li>- Set up specific schedule for student</li> <li>- Give frequent reassurance and immediate feedback</li> <li>- Provide for success</li> <li>- Try a contract system</li> <li>- Set realistic goals that are clearly attainable</li> <li>- Break complicated tasks into small, carefully arranged steps</li> <li>- Sequence tasks from simplest to most complex</li> <li>- Give a variety of tasks (blend of quiet and active)</li> <li>- Use high interest activities</li> </ul>
<p><b>Difficulty with Organizational Skills</b></p>	<ul style="list-style-type: none"> <li>- Emphasize development of outlines, carefully kept notebooks, etc.</li> <li>- Provide an example of a well organized notebook</li> <li>- Provide a table of contents to be used as a checklist for notebook</li> <li>- Have student keep an assignment book</li> <li>- Give clear, explicit directions that clarify expectations</li> <li>- Have student clear desk except for materials necessary for current task</li> <li>- Define objectives of the lesson before instruction</li> <li>- Show student specific paragraph where information can be found</li> <li>- Ask for main idea or summary</li> </ul>
<p><b>Difficulty in Focusing Attention</b></p>	<ul style="list-style-type: none"> <li>- Have student put away all materials from one task before beginning another task</li> <li>- Gain student's attention before starting</li> <li>- Start by challenging the student with a question or idea that stimulates thinking</li> <li>- Present something that is mysterious, unexpected or dramatic</li> <li>- Place student close to teacher during active instruction</li> <li>- Use student's paper or book as prop</li> <li>- Set time limits for each task</li> <li>- Limit the number of items per page</li> <li>- Give only one (or a few) question(s) at a time during testing</li> </ul>

TEACHING STRATEGIES (Continued)

IF THE STUDENT  
EXHIBITS THIS...

TRY THIS...

<p>Difficulty In Taking Tests</p>	<ul style="list-style-type: none"><li>- Teach test-taking skills such as:<ul style="list-style-type: none"><li>Read each question carefully before beginning</li><li>Look for clue words for true-false tests</li></ul></li><li>Statements are usually true with clue words such as:<ul style="list-style-type: none"><li>many, most, few, sometimes</li></ul></li><li>Statements are usually false with clue words such as:<ul style="list-style-type: none"><li>all, every, none, never</li></ul></li><li>Answer easiest questions first</li><li>Review your answers</li><li>- Select testing style that matches student's abilities</li><li>- Consider merits of each type of test:<ul style="list-style-type: none"><li><u>Objective Test:</u><ul style="list-style-type: none"><li>- Students with limited verbal and written expression may demonstrate their knowledge through "fill in the blanks" or "multiple choice"</li></ul></li><li><u>Essay Test:</u><ul style="list-style-type: none"><li>- Allows for individual written expression</li><li>- Promotes higher level processing</li></ul></li><li><u>Oral Test:</u><ul style="list-style-type: none"><li>- An alternative mode of response for students who are not visual learners</li><li>- Allows for individualization by varying level of difficulty of questions</li></ul></li><li><u>Performance Test:</u><ul style="list-style-type: none"><li>- An option for students who have difficulties with verbal and written expression</li></ul></li></ul></li><li>- Consider alternative assessment techniques such as: reports, projects, etc.</li></ul>
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**TEACHING STRATEGIES (Continued)**

**IF THE STUDENT EXHIBITS THIS...**

**TRY THIS...**

<p><b>Difficulty Reading Content Matter</b></p>	<ul style="list-style-type: none"> <li>- Show students how to preview or survey each chapter or lesson before reading it</li> <li>- Help students determine a purpose for reading each section</li> <li>- Use illustrations, pictures and other visual clues</li> <li>- Rewrite material, keeping content but lowering reading level</li> <li>- Have student read a report on topic written by another student</li> <li>- Outline topic using easier vocabulary</li> <li>- Teach new vocabulary words prior to reading text</li> <li>- Have student listen while others read aloud</li> <li>- Have someone record information on tape</li> <li>- Prepare alternate assignments or projects</li> <li>- Control reading level of tests and handouts</li> </ul>
<p><b>Memory Difficulty</b></p>	<ul style="list-style-type: none"> <li>- Have student repeat directions before starting assignment</li> <li>- Combine use of visual and auditory approaches</li> <li>- Encourage writing and repetition through writing</li> <li>- Provide for repetition during initial skill acquisition</li> <li>- Provide for practice once skill is learned</li> <li>- Encourage overlearning</li> <li>- Provide opportunities to apply learned skills to new and different tasks</li> <li>- Help develop memory games and memory devices, like flash cards or mnemonics</li> <li>- Give some open book tests</li> <li>- Put reminders on board and around room</li> </ul>
<p><b>Difficulty In Verbal Expression</b></p>	<ul style="list-style-type: none"> <li>- Allow student to respond in writing by keeping a journal</li> <li>- Use tape recorder for practice</li> <li>- Stay away from oral tests</li> <li>- Have student write thoughts first and then read them</li> <li>- Have student practice in front of mirror before an oral presentation</li> <li>- Give alternative assignments</li> <li>- Have student demonstrate a familiar task orally</li> </ul>

TEACHING STRATEGIES (Continued)

IF THE STUDENT  
EXHIBITS THIS...

TRY THIS....

<p><b>Difficulty In Written Expression</b></p>	<ul style="list-style-type: none"><li>- Utilize a variety of communication avenues for reports and assignments, such as oral reports and hands-on projects</li><li>- Provide practice in written expression:<ul style="list-style-type: none"><li>Have student fill in blanks on a structured written report</li><li>Have student verbalize ideas first, then attempt to write them down</li><li>Begin with simple and gradually increase to complex expression</li></ul></li><li>- Provide opportunities to improve spelling and handwriting</li><li>- Allow student to respond verbally as often as possible</li><li>- Ask questions requiring short answers instead of essays</li><li>- Provide dictionaries or specialized spelling lists</li><li>- Display in the classroom any vocabulary words that are difficult to spell</li></ul>
<p><b>Inappropriate Behavior</b></p>	<ul style="list-style-type: none"><li>- Spell out classroom rules and limits</li><li>- Makes rules clear, specific, and fair</li><li>- Be consistent in dealing with the student</li><li>- Follow through (avoid idle threats)</li><li>- Reward appropriate behaviors:<ul style="list-style-type: none"><li>Focus attention on one or two behaviors at a time</li><li>Begin with frequent reinforcement for short periods</li><li>Gradually increase time between reinforcements</li></ul></li><li>- Develop contracts with student</li><li>- Use peer pressure</li><li>- Remove student from situation or redirect activity</li><li>- Use selective attention--ignore behaviors that are minimally disruptive (sometimes a correction can be more disruptive than the behavior being corrected)</li><li>- Use a one to one conference to reestablish expectations</li></ul>

Resource: Nerves, Barbara S. Carbon Copy Notes & Other Ideas, MCIU, 1982

**APPENDIX V**

**RECOMMENDED SOURCES OF INFORMATION**

## Appendix V

### Recommended Sources of Information

#### **The ACT Assessment "Special Testing Guide"**

Test Administration  
PO Box 168  
Iowa City, IA 52243  
(319) 337-1332

#### **ATP Services for Handicapped Students**

CN 6400  
Princeton, NJ 08541-6400  
(609) 771-7137

#### **Association on Higher Education and Disabilities (AHEAD)**

PO Box 21192  
Columbus, OH: 43221-0192  
(614) 488-4972  
(614) 488-1174 (FAX)

#### **Council for Exceptional Children (CEC)**

1920 Association Drive  
Reston, VA 22091-1589  
(803) 620-3660

#### **Council for Learning Disabilities (CLD)**

PO Box 40303  
Overland Park, KS 66204  
(913) 492-8755

#### **Disabled Students Programs and Services**

California Community Colleges Chancellor's Office  
1107 Ninth Street  
Sacramento, CA 95814  
(916) 445-0103

#### **HEATH Resource Center**

One DuPont Circle, Suite 670  
Washington, DC 20036-1193  
(202) 939-9320 or  
(800) 544-3284

**Information Center for Individuals with Disabilities (ICID)**

20 Park Plaza, Room 330  
Boston, MA 02116  
(617) 727-5540

**International Reading Association (IRA)**

800 Barksdale Road  
PO Box 8139  
Newark, DE 19714  
(302) 731-1600

**Learning Disabilities Association of America**

(Formerly Association for Children and  
Adults with Learning Disabilities)  
4156 Library Road  
Pittsburgh, PA 15234  
(412) 341-1515 or 341-8077

**Library of Congress, National Library Service for  
Blind and Physically Handicapped**

1291 Taylor Street, NW  
Washington, DC 20542  
(800) 424-8567  
(202) 707-5100

**Literacy Hotline Contact Center**

(800) 228-8813

**Marin Puzzle People**

1368 Lincoln Avenue, Suite 105  
San Rafael, CA 94901  
(415) 383-8763

**National Center for Learning Disabilities**

(Formerly Foundation for Children  
with Learning Disabilities)  
99 Park Avenue  
New York, NY 10016  
(212) 687-7211

**National Easter Seal Society (NESS)**

2023 West Ogden Avenue  
Chicago, IL 60612  
(312) 726-6200

**National Information Center for  
Children and Youth with Handicaps**

PO Box 1492  
Washington, DC 20013  
(703) 893-6061 or  
(800) 999-5599

**National Network of LD Adults (NNLDA)**

808 North 82nd Street  
Scottsdale, AZ 85257

**National Rehabilitation Information Center (NARIC)**

8455 Colesville Road  
Suite 935  
Silver Spring, MD 20910  
(301) 588-9284

**Orton Dyslexia Society (ODS)**

Chester Bldg., Suite 382  
8600 LaSalle Road  
Baltimore, MD 21204-6020  
(301) 296-0232

**Parent Information Center**

PO BOX 1422  
Concord, NH 03302  
(603) 224-7005

**President's Committee on Employment  
of People with Disabilities**

1111 20th Street, NW  
Room 600  
Washington, DC 20036  
(202) 653-5010

**Recordings for the Blind**

20 Roszel Road  
Princeton, NJ 08540  
(609) 452-0606 or  
(800) 221-4792

# HEATH PUBLICATIONS LIST

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities. Support from the United States Department of Education enables the Center, a program of the American Council on Education, to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, adult education programs, independent living centers, and other training entities after high school. The Center collects and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training if they choose.

Single copies of HEATH materials are free to those who request them.  
Duplication of HEATH materials is encouraged; no permission to duplicate is necessary.

## RESOURCE PAPERS

- (ASL) Access to the Science and Engineering Lab and Classroom
- (PSY) Adults with Psychiatric Disabilities on Campus
- (BVI) Blind and Visually Impaired Students in Postsecondary Education
- (CPP) Career Planning and Employment Strategies
- (VE) Education for Employment
- (GR) Getting Your LD Student Ready for College
- (FA) Financial Aid for Students with Disabilities
- (AHI) Head Injury Survivor on Campus: Issues and Resources
- (DHH) Students who are Deaf or Hard of Hearing in Postsecondary Education
- (LD) Learning Disabled Adults in Postsecondary Education
- (MTM) Make the Most of Your Opportunities
- (MSP) Measuring Student Progress in the Classroom
- (OSN) Young Adults with Learning Disabilities and Other Special Needs
- (PVR) Vocational Rehabilitation Services—A Postsecondary Student Consumer's Guide\*
- (SAS) Strategies for Advising Students with Disabilities

## NEWSLETTER

- (ML) Annual Subscription (fall, winter, and spring issues)
- Newsletter Article Reprints**
- (ADL) ADD and LD
- (AHS) After High School, What's Next
- (ADM) College Admissions Tests
- (CAP) Computer Access Project
- (C & T) Computers and Technology
- (CL) Current Language
- (FAC) Facts You Can Use
- (FAM) Family Issues
- (FOC) Focus on Faculty
- (HID) Hidden Handicaps
- (HSDA) High School Diploma Alternative
- (LDHA) LD High Achieving Students
- (NRLD) New Resources for Learning Disabilities
- (SAT) S for Adaptive Technology
- (RSH) Resources for Severe Handicaps on Campus
- (SCS) Student Consumer Speaks Up
- (SDP) Self Determination Projects
- (TDD) Transitions for Developmental Disabilities
- (VA) Vocational Assessment

## OTHER PUBLICATIONS

- (BRO) HEATH Brochure
- (RD) HEATH Resource Directory
- (CF) College Freshmen with Disabilities
- (CAC) How to Choose a College: Guide for a Student with a Disability
- (DIR) Resources for Adult with Learning Disabilities
- (504) Section 504, The Law & Its Impact on Postsecondary Education
- (TS) Transition Summary

Single copies of these other publications are free. Multiple copies may be ordered on a cost-recovery basis. For details, call HEATH at (800) 544-3284 or (202) 939-9320. Both numbers are voice or TT.

## ALTERNATE MEDIA

- Please send materials on audiocassette
- I have enclosed a blank 5 1/4" or 3 1/2" DD/DS diskette, so please transfer to computer media.
  - MS-DOS compatible
  - Macintosh

## CHECK THE LINE BELOW THAT BEST DESCRIBES YOU

- |   |                                    |
|---|------------------------------------|
| <input type="checkbox"/> Person with Disability | <input type="checkbox"/> Counselor |
| <input type="checkbox"/> Adult Educator         | <input type="checkbox"/> Other     |
| <input type="checkbox"/> Teacher/ Instructor    | (Specify)                          |
| <input type="checkbox"/> Administrator          | _____                              |

NAME \_\_\_\_\_

TITLE \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

Please mail back to HEATH, One Dupont Circle, Suite 800, Washington, DC 20036

QUANTITY	AUTHOR	PUBLICATION	PRICE EACH	TOTAL
<b>ADOLESCENT - YOUNG ADULT</b>				
_____	ADELMAN/WREN	<i>Learning Disabilities, Graduate School &amp; Careers: The Student's Perspective</i> (1990)	5.00	_____
_____	BARBARO, FRED	<i>A Shopper's Guide to Colleges Serving the Learning Disabled College Students</i>	3.00	_____
_____	BERHMANN, P.	<i>WHY Is It Always ME?</i> (1991)	8.00	_____
_____	CORDONI, B.	<i>Living with a Learning Disability</i> (The implications of learning disabilities on a person's life beyond school) (Revised 1990)	16.95	_____
_____	CRUICKSHANK, W.	<i>Adolescence &amp; L.D. (A Time Between)</i>	1.00	_____
_____	FRIEDMAN, M.I.	<i>Making Successful College Placements for Learning Disabled Students</i>	3.00	_____
_____	GAJAR, ANNA H.	<i>Programming for College Students with Learning Disabilities</i>	31.00	_____
_____	GARNETT, K./LaPORTA, S.	<i>Dispelling the Myths: College Students &amp; Learning Disabilities</i> (1984)	5.50	_____
_____	GARENTT, K./GERBER, P.	<i>Life Transitions of LD Adults: Perspectives from Several Countries</i> (1985)	4.50	_____
_____	GRIGGS, M.J./WIAR, C.	<i>Living with a Learning Disability - A Handbook for High School and College Students</i> (1986)	3.00	_____
_____	GUETZLOE, E.	<i>Suicide &amp; Depression, the Adolescent Epidemic: Education's Responsibility</i> (1989)	6.50	_____
_____	HOWARD, D.	<i>Swimming Upstream - A Complete Guide to the College Application Process for the Learning Disabled Student</i> (1988)	23.99	_____
_____	HUMAN RESOURCE CENTER	<i>How to Succeed in College</i> (1988)	19.00	_____
_____	JOHNSON, D./BLALOCK, J.	<i>Adults with Learning Disabilities / Clinical Studies</i> (1987)	38.00	_____
_____	KRUGER SMITH, BERT	<i>Inside Out or Outside In? (Perceptions of the Learning Disabled Young Person)</i> (1981)	2.00	_____
_____	LDA	<i>Guide Lines for Learning Disabled College Students</i>	1.00	_____
_____	LDA	<i>L.D. Adult Programs/Services/Independent Living</i>	1.25	_____
_____	LDA	<i>Specific Learning Disabilities in the Adult Years</i>	1.00	_____
_____	LDA OF CANADA	<i>Job Interview Tips for People with Learning Disabilities</i> (1990)	18.00	_____
_____	LIFE SKILLS EDUCATION	<i>Youth &amp; Suicide</i> (1988)	2.50	_____
_____	MANGRUM/STRICHART	<i>College and the L.D. Student</i> (1988)	40.95	_____
_____	ORLOW, M.	<i>A Student's Guide to Good Grades</i> (1990)	14.00	_____
_____	ROBERTS, DENNIS	<i>Job Application Language</i> (1978)	5.95	_____
_____	RYNDERS, P., Ph.D.	<i>The Hidden Problem - A Guide to Solving the Problem of Illiteracy</i> (1987)	3.00	_____
_____	SCHEIBER/TALPERS	<i>Unlocking Potential: College and Other Choices for Learning Disabled People</i>	12.95	_____
_____	SMITH, C.	<i>FOR YOU: Adults with Learning Disabilities</i> (1991)	10.00	_____
_____	TRAPANI, C., PH.D.	<i>Transition Goals for Adolescents with LD</i> (1990)	27.00	_____
_____	VOGEL, S.	<i>The College Student with a Learning Disability: A Handbook</i> (1993)	5.80	_____
_____	WARNER, C.	<i>Understanding Your Learning Disability</i> (1988)	3.50	_____
_____	WOODS, J.	<i>How to Succeed in College with Dyslexia</i> (1989)	19.95	_____
_____	WREN, ADELMAN, PIKE, WILSON	<i>College and the High School Student with LD - Student's Perspective</i> (1987)	3.50	_____
_____	WREN/SEGAL	<i>College Students with Learning Disabilities - A Student's Perspective</i> (1991)	3.00	_____
_____	NATIONAL EASTER SEAL SOCIETY	<i>YES YOU CAN! A Booklet to Help Young People with LD Understand and Help Themselves</i> (1987)	4.00	_____
<b>ADOLESCENT - L.D. DELINQUENCY</b>				
_____	BOYSTOWN	<i>Clues of L.D. for the Juvenile Justice System</i>	10/1.50	50/5.00
_____	MINNESOTA ACLD	<i>JD/LD Where Do We Go From Here?</i> (1983)	4.50	_____
_____	STUTT, H.	<i>Learning Disabilities and the Young Offender: Arrest to Disposition</i> (1986)	10.00	_____
<b>ASSESSMENT</b>				
_____	MARCH OF DIMES	<i>Research in Infant Assessment</i> (1989)	22.00	_____
_____	SILVER, L.	<i>The Assessment of Learning Disabilities</i> (1989)	30.00	_____
_____	SILVER, L.	<i>Psychological and Family Problems Associated with Learning Disabilities: Assessment and Intervention</i> (1989)	1.00	_____
_____	SWANSON, H.	<i>Handbook on the Assessment of L.D. - Theory, Research, and Practice</i> (1991)	38.00	_____
<b>AUDITORY</b>				
_____	GILLET, PAMELA, Ph.D.	<i>AUDITORY PROCESSES</i> (1974)	10.00	_____
_____	GRIDLEY, C. MARK	<i>Children Who Can Hear But Can't Listen</i> (1986)	3.00	_____
_____	SALEEY, NANCY, M.S.	<i>Treating Auditory Processing Disorders</i>	4.25	_____
<b>BEHAVIOR MODIFICATION</b>				
_____	ANDERSON, C.	<i>Symptoms, Signs &amp; Behavioral Abnormalities</i>	.25	_____
_____	WACKER, J.	<i>The Dyslogic Syndrome</i>	2.00	_____
<b>CHILDREN'S BOOKS</b>				
_____	GEHRET, J.	<i>Eagle Eyes: A Child's Guide to Paying Attention</i> (1991)	8.95	_____
_____	GEHRET, J.	<i>Learning Disabilities and the Don't-Give-Up-Kid: Helps LD kids to learn more about themselves</i> (1990)	9.00	_____
_____	MOSS, D.	<i>Shelley, The Hyperactive Turtle</i> (1989)	12.95	_____
_____	MUNSCH	<i>Love You Forever</i>	5.50	_____

QUANTITY	AUTHOR	PUBLICATION	PRICE	
			EACH	TOTAL
		<b>DIRECTORIES</b>		
_____	LDA	<i>List of Colleges/Universities That Accept Students with LD</i> (1992)	4.00	_____
_____	LDA	<i>Summer Camp Directory</i> (1992)	4.00	_____
_____	ARENA, J.	<i>Directory of Educational Facilities for LD Students</i> (1993)	4.00	_____
_____	KRAVETS, M./WAX, I.	<i>The K&amp;W Guide to Colleges for the Learning Disabled</i> (1991)	16.00	_____
_____	KRONICK, D.	<i>LD - Guide for Directors of Specialized Camps</i> (1984)	4.00	_____
_____	KRONICK, D.	<i>LD - Camp Directors Guide on Integration</i> (1984)	4.00	_____
_____	KRONICK, D.	<i>LD - Parents Guide to Camping</i> (1984)	4.00	_____
_____	MANGRUM/STRICHART	<i>Peterson's - Colleges with Programs for Learning Disabled Students</i> (1992)	25.95	_____
_____	SKYER/SKYER	<i>What Do You Do After High School?</i> (1987)	31.95	_____
		<b>DYSLEXIA</b>		
_____	JANOVER, C.	<i>Josh: A Boy with Dyslexia</i> (1988)	7.95	_____
_____	MILES/GILROY	<i>DYSLEXIA at College</i> (1986)	13.95	_____
_____	DUFFY/GESCHWIND	<i>Dyslexia - A Neuroscientific Approach to Clinical Evaluation</i> (1985)	43.00	_____
_____	GOLDBERG/SCHIFFMAN	<i>Dyslexia - Interdisciplinary Approaches to Reading Disabilities</i> (1983)	36.95	_____
_____	GRIFFITHS, A.	<i>Teaching the Dyslexic Child</i> (1978)	10.00	_____
_____	LDA OF CANADA	<i>DYSLEXIA: An Introduction for Parents, Teachers and/or Individuals</i> (1991)	5.00	_____
_____	LISTON/CROSBY	<i>Dyslexia, What You Can &amp; Can't Do About It</i>	2.50	_____
_____	MILES, T.R.	<i>Dyslexia - The Pattern of Difficulties</i> (1983)	37.00	_____
_____	SAVAGE, J.F.	<i>Dyslexia - Understanding Reading Problems</i> (1985)	12.50	_____
		<b>EARLY CHILDHOOD</b>		
_____	CORDONI, B.	<i>To Play Is To Learn</i> (1985)	3.25	_____
_____	FREIDUS, E.	<i>The Earliest Years</i> (1978)	2.00	_____
_____	LDA OF CANADA	<i>Help Build a Brighter Future - Identification of Children at Risk for Learning Disabilities in Child Care Centers</i> (1990)	8.00	_____
		<b>FINE MOTOR</b>		
_____	CASEBEER	<i>Developing Motor Skills for Early Childhood Education</i> (1978)	5.00	_____
_____	TANSLEY, A.E.	<i>Motor Education, Ages 4-11</i> (1986)	12.95	_____
		<b>HYPERACTIVITY/ATTENTION DEFICIT DISORDER</b>		
_____	BLACK, B.	<i>The Hyperactive Child</i>	.50	_____
_____	BLUETT, T.B., SR.	<i>Conquering Low Impulse Control (Program of Treatment for M.B.D. Syndrome (Hyperkinesis/ADD))</i> (1989)	8.50	_____
_____	CENTERWALL/CENTERWALL	<i>HYPERKINESIS (A.D.H.D.)</i> (1988)	2.50	_____
_____	CIMA, C.	<i>Coping with the Hyperactive Child</i>	1.00	_____
_____	COLEMAN, W.S., MD	<i>Attention Deficit Disorders and Hyperactivity</i> (1988)	7.50	_____
_____	CROOK, W., MD	<i>Can What a Child Eat Make Him Dull, Stupid/Hyperactive?</i> (1980)	2.00	_____
_____	CROOK, Wm. G.	<i>Solving the Puzzle of Your Hard-to-Raise Child</i> (1987)	17.95	_____
_____	CROOK, W.G.	<i>Dr. Crook Discusses HYPERACTIVITY and the ATTENTION DEFICIT DISORDER</i> (1991)	2.75	_____
_____	CROOK, W.G.	<i>Hyperactivity, Attention Deficits, School Failure, Juvenile Delinquency: There Are Better Ways to Help These Children</i> (1990)	5.50	_____
_____	CROOK, W.G.	<i>Help for the Hyperactive Child - A Good Sense Guide for Parents</i> (1991)	15.50	_____
_____	EISENBERG, L.	<i>The Overactive Child</i> (Reprint)	1.00	_____
_____	ENTE, G., Dr.	<i>Guidelines for Living with a Hyperactive Child</i>	.50	_____
_____	FOWLER, M.	<i>Maybe You Know My Kid - A Parent's Guide to Identifying, Understanding and Helping Your Child with Attention-Deficit Hyperactivity Disorder</i> (1990)	12.00	_____
_____	FRIEDMAN/DOYAL	<i>Management of Children and Adolescents with AD-HD</i> (3rd edition) (1992)	24.00	_____
_____	HAAD	<i>How to Own and Operate an Attention Deficit Kid</i> (1989)	6.00	_____
_____	HAFNER, C., RN	<i>Learning to Parent a Hyperactive Child</i> (1987)	8.95	_____
_____	JORDON, D.	<i>Attention Deficit Disorder - ADHD and ADD Syndromes</i> (1992)	14.00	_____
_____	KINSBOURNE/SWANSON	<i>Hyperactivity</i> (1978)	2.00	_____
_____	LANDI, P.C.	<i>Parenting Attention Deficit Disordered Teens</i> (1990)	3.95	_____
_____	LEVINE, MELVIN, M.D.	(Reprint) <i>ATTENTION DEFICITS: The Diverse Effects of Weak Control Systems in Childhood</i> (1987)	3.00	_____
_____	MOSS, R./ DUNLAP, H.	<i>Why Johnny Can't CONCENTRATE - Coping with Attention Deficit Problems</i> (1990)	9.95	_____
_____	NICHAMIN, S./WINDEL, J.	<i>A New Look at Attention Deficit Disorder</i> (1984)	3.25	_____
_____	RAPP, D., M.D.	<i>Allergies and the Hyperactive Child</i> (1985)	9.95	_____
_____	RIPLEY/CVACH	Reprint: <i>Choosing a Doctor for Your Child with LD or ADD</i> (1989)	2.00	_____
_____	SILVER, L., M.D.	<i>Attention Deficit-Hyperactivity Disorder and LD (for Parents)</i> (1989)	2.00	_____
_____	SILVER, L., M.D.	(Reprint) <i>Controversial Approaches to Treating LD and ADD</i> (1986)	3.00	_____
_____	SLOANE/ASSADI/LINN	<i>Attention Deficit Disorder in Teenagers and Young Adults</i> (1991)	3.00	_____
_____	SLOANE/ASSADI/LINN	<i>Educational Strategies for Students with ADD</i> (1989)	3.00	_____
_____	TAYLOR, J.F.	<i>Helping Your Hyperactive Child - From Effective Treatments and Developing Discipline and Self-Esteem to Helping Your Family Adjust</i> (1990)	20.00	_____
_____	WALKER, S. III	<i>Hyperkinesis &amp; Learning Disorders as Symptoms of Medical Problems</i>	1.00	_____
_____	WENDER, P.H., M.D.	<i>The HYPERACTIVE Child, Adolescent, and Adult</i> (1987)	9.50	_____
_____	WILD, C.T.	<i>How to Cure Hyperactivity</i> (1981)	11.95	_____

QUANTITY	AUTHOR	PUBLICATION	PRICE EACH	TOTAL
		<b>LANGUAGE</b>		
_____	WEISS/WEISS	<i>Basic Language Kit</i> (1992)	11.75	_____
_____	WIIG, E., Ph.D.	(Reprint) <i>Strategic Language Use in LD Adolescents: An Educational Concern</i>	1.00	_____
		<b>LEGAL</b>		
_____	BATEMAN, B.	<i>So You're Going to Hearing - Preparing for a PL 94-142 Due Process Hearing</i> (1980)	5.50	_____
_____	BALLARD/RAMIREZ/ ZANTAL-WEINER	<i>Public Law 94-142, Section 504, and Public Law 99-457: Understanding What They Are and Are Not</i> (1987)	4.50	_____
_____	BOGIN, M.D./GOODMAN, B.	<i>Representing Learning Disabled Children: A Manual for Attorneys</i> (1987)	15.00	_____
_____	LDA	<i>Advocacy Manual: A Parents' How-to Guide for Special Education Services</i> (1992)	5.00	_____
		<b>LITERACY</b>		
_____	LDA	<i>A Learning Disabilities Digest for Literacy Providers</i> (1991)	3.00	_____
_____	LDA OF CANADA	<i>Bringing Literacy Within Reach - Identifying and Teaching Adults with LD</i> (1991)	29.95	_____
_____	THE ROSA HAGIN SCHOOL CONSULTATION CENTER	<i>Another Chance: The Comprehensive Learning Program for Adults with Learning Disabilities</i> (1991) (Programs in literacy provided to adults)	13.50	_____
_____	WEISS, M./WEISS, H.	<i>Education's Castaways: Literacy Problems of Learning Disabled Adults</i> (1990)	8.00	_____
		<b>MATH</b>		
_____	GOLICK, M.	<i>Deal Me In (The use of playing cards in Teaching and Learning)</i> (1988)	11.00	_____
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_____	YOUNG & SAVAGE	<i>How to Help Students Overcome Learning Problems &amp; LD (2nd Edition) (1989)</i>	26.00	_____
<b>TECHNOLOGY</b>				
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<b>VISUAL</b>				
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_____	BILLER, F.E.	<i>Understanding Adolescents and Young Adults with Learning Disabilities: A Focus on Employability and Career Placement</i> (1988)	26.25	_____
_____	BILLER, F.E.	<i>Understanding &amp; Guiding the Career Development of Adolescents and Young Adults with L.D.</i> (1985)	26.00	_____
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_____	WASHBURN, W.	<i>1 Set Worksheets</i> (1975)	8.00	_____
		<b>WRITING</b>		
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_____	HARRIS/YOST	<i>Elements of Handwriting, A Teacher's Guide</i> (1981)	7.00	_____
		<b>NEW ADDITIONS</b>		
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_____	SILVER, L.	<i>Attention-Deficit Hyperactivity Disorder: A Clinical Guide to Diagnosis and Treatment</i> (1992)	24.00	_____
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_____	LEE/JACKSON	<i>FAKING IT: A Look into the Mind of a Creative Learner</i> (1992)	16.50	_____
_____	CUMMINGS/FISHER	<i>The School Survival Guide for Kids with LD - Ways to Make Learning Easier and More Fun</i> (1991)	12.95	_____
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_____	LDA ADVOCACY COMMITTEE	<i>Self-Advocacy Resources for Persons with Learning Disabilities</i> (1990)	1.00	_____
_____	THE LD COUNCIL	<i>Understanding Learning Disabilities: A Parent Guide and Workbook</i> (1991)	19.95	_____
_____	SILBER PSYCH. SERVICES	<i>Learning Disabilities: A Guide for Parents and Teachers</i> (1992)	3.00	_____
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_____	LDA	<i>Educational Technology &amp; Learning Disabilities: A Resource Directory of Software and Hardware Products</i> (1992)	3.00	_____
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_____	MERCER, C.	<i>Students with Learning Disabilities</i> (4th edition)	36.00	_____
_____	BONILLA, C.	<i>Parental Choice in Education: The Good, The Bad and The Ugly</i> (1992)	6.50	_____
_____	CONCERN, INC.	<i>Pesticides in Our Communities - Choices for Change</i> (1993)	4.25	_____
_____	DAWKINS/EDELMAN/FORKIOTIS	<i>The Suddenly Successful Student</i>	8.50	_____
_____	LONG, R.	<i>Self Help to Improve Reading &amp; Spelling</i>	12.95	_____
_____	LANE, K.	<i>Reversal Errors - Theories &amp; Therapy Procedures</i>	17.50	_____
_____	GEHRET, J.	<i>I'm Somebody Too</i>	12.00	_____
_____	McPEEK, D.	<i>Developing Organization and Time Management Strategies with College Students Who Have Learning Disabilities</i>	2.00	_____
_____	OSGOOD SMITH, J.	<i>Falling Through the Cracks: Rehabilitation Services for Adults with LD</i>	2.00	_____
_____	VOGEL, S.	<i>Postsecondary Decision-Making for Students with LD - Student Manual</i> (1993)	8.00	_____
_____	VOGEL, S.	<i>Postsecondary Decision-Making for Adults with LD - Teacher Manual</i> (1993)	8.00	_____
_____	VOGEL, S.	<i>Postsecondary Decision-Making for Adults with LD - Overhead Transparencies</i> (1993)	5.00	_____
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_____	DUNN, K.B./DUNN, A.B.	<i>Trouble with School - A Family Story About Learning Disabilities</i> (1993)	9.95	_____
_____	CUMMINGS/FISHER	<i>The Survival Guide for Teenagers with LD</i> (1993)	11.95	_____
_____	FAMILY RES. CTR. ON DISAB	<i>How to Organize an Effective Parent/Advocacy Group and MOVE BUREAUCRACIES</i> (1993)	12.00	_____
_____	WEST, T.	<i>In the MINDS EYE</i> (Visual Thinkers, Gifted People with Learning Difficulties, Computer Images, and the Ironies of Creativity) (1991)	27.00	_____
_____	SCHWARZ, J.	<i>Another Door to Learning: True Stories of LD Children &amp; Adults, and the Keys to Their Success</i> (1992)	18.95	_____
_____	duCHOSSOIS, G./STEIN, E.	<i>Choosing the Right College: A step-by-step system to aid the student with LD</i> (1992)	5.00	_____

**VCR TAPES**

_____	<i>I'm Not Stupid</i> - This video depicts the constant battle of the learning disabled child in school. It points out how the LD child is often misdiagnosed as slow, retarded, emotionally disturbed, or even just a lazy kid. This highly recommended documentary is for parents, teachers, administrators, students or anyone who wants to learn what it is like to live with learning disabilities. (53 minutes)	22.00	_____
_____	<i>All Children Learn Differently</i> - Narrated by Steve Allen, this video interviews 12 specialists in medicine, perception, language and education. It takes a nutritional/educational approach to the remediation of learning disabilities, calling for the "right professional team" for each child. (30 minutes)	42.00	_____
_____	<i>A Child's First Words</i> - How speech and language development in children under age 4 can affect their ability to learn. This videotape alerts parents to the milestones of good speech and language acquisition in children under age 4 and tells them how to get help if they need it. (18 minutes)	21.00	_____
_____	<i>Reach for the Stars</i> - An inspiring story for people with learning disabilities. Each year the Lab School of Washington presents awards to selected entertainers, athletes, scholars, etc. who have accomplished great success in their fields - in spite of Learning Disabilities. This presentation, from 1985, focuses on G. Chris Andersen, Cher, Tom Cruise, Bruce Jenner, Robert Rauchenberg and Richard Strauss. (22 minutes)	22.00	_____
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