



BC Coalition of  
People with Disabilities



Canada

This project was made possible with funding support from the Government of Canada's Office of Literacy and Essential Skills.  
Ce projet a été rendu possible grâce à l'appui financier du Bureau de l'alphabétisation et des compétences essentielles du gouvernement du Canada.

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# Understanding Learning Disabilities and Strategies for Tutors of Adult Learners

## Tutor Training Module

Developed by:

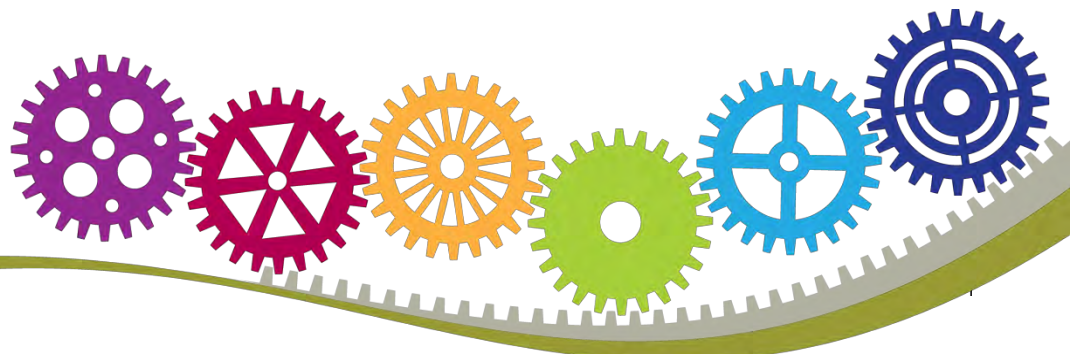
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Understanding Learning Disabilities and Strategies for Tutors of Adult learners

## **AGENDA**

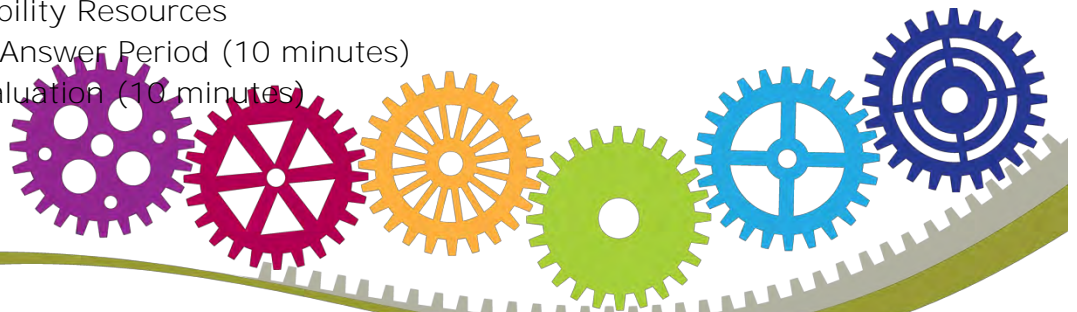
Session Length – 2 hours

Welcome and introductions (20 minutes)

- Housekeeping
- Icebreaker

### **Power Point Presentation:**

- Impact of Learning Disabilities
  - Types of Learning Disabilities
  - Strategies for Working with Learning Disabilities
  - How to Assess Learning Disabilities
  - ADHD
- 
- Nutrition Break
- 
- FASD and FASD Activity
  - Trauma and Dr. Perry Handout
  - Learning Disability Resources
  - Question and Answer Period (10 minutes)
  - Workshop Evaluation (10 minutes)





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## **Objectives:**

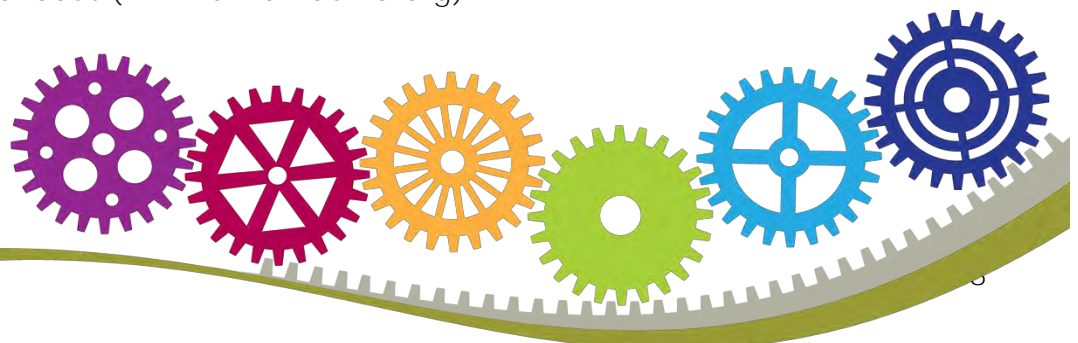
- To introduce the types of learning disabilities.
- To introduce vocabulary specific to learning disabilities.
- To help participants recognize characteristics of learning disabilities.
- To have participants reflect on their learning strengths.
- To help participants learn to notice and ask about learner strategies for learning.
- To ensure participants recognize the confidential nature of this topic and the need for confidentiality regarding the **learner's learning situation**.
- To familiarize participants with educational resources available.
- To familiarize tutors with local supports if any.

## **Materials Needed:**

- Name tags/pen/sign in sheet
- Flip chart/felts
- Power point projector, laptop and screen
- Power point and additional handouts
- Business cards/bookmarks
- Community resource list

## **Hand outs:**

- Agenda
- Power point presentation handout
- Dr. Perry handout ([www.ChildTrauma.org](http://www.ChildTrauma.org))
- Evaluation





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## Welcome & Introductions

- Facilitator welcomes the participants as they arrive and asks them to sign in on the attendance sheet and make out name tags for themselves using their first names.
- Facilitator introduces her/himself and gives a short introduction to the Learning Disability in-service.

## Housekeeping:

- Identify the location of the washrooms and emergency exits.
- Discuss phone usage, parking, refreshments and childcare procedures.
- Explain if you would like participants to interrupt you with questions or allow time for questions at the end of the presentation.

## Icebreaker:

- Ask participants to introduce themselves and relate one thing they hope to learn at the presentation. (note on Flip Chart)
- Ask if anyone knows anyone who has a learning disability? (normalize how common this is)

## Begin Power Point Presentation:

- Hand out paper copy of slides you will be using.
- Disclaimer:
  - Explain that many learners have not been assessed but may have been told that they have a learning disability.
  - After this presentation we will not be able to or be required to diagnose learning disabilities ourselves.
  - After participating in this in-service you will be able to recognize some characteristics that learning disabled learners may possess that affect learning and some strategies that may help learners be successful.





**Activity for FASD slides:**

Discuss the functioning of the left and right sides of the brain (Jill Bolton Taylor, neuroscientist)

Left hemisphere

Right Hemisphere

<p>Thinks linearly, methodically about the past and the future.          Thinks in language          Picks out details          Categorizes, organizes          Associates it with what was learned in the past and projects it into what is possible in the future          Ongoing brain chatter          Connects me and internal world to external world          "I've got to pick the cleaning, and do the laundry" etc</p>	<p>Right here          Right now          Thinks in pictures          Learns through movement          Information comes from sensory systems          Present moment what things:          Taste like, smell like, sounds like, feels like.            "We are sisters and brothers on the planet to make for a better place."</p>
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Demonstrate the position of the corpus callosum as two fists held side by side with the middle fingers extended and crossed. Note that in some brains with FASD this section is missing or reduced. Indicate based on the role of the hemispheres why this would make reasoning and memory difficult.

**Continue Power Point presentation**

**Questions and Answers**

**Evaluation**

