

Assisting Adults with Learning Disabilities

October 17, 2013

Studying Tips for Different Types of Learners

Tips for visual learners:	Tips for auditory learners:	Tips for kinesthetic learners:
<ul style="list-style-type: none">▪ Use books, videos, computers, visual aids, and flashcards.▪ Make detailed, color-coded or highlighted notes.▪ Make outlines, diagrams, and lists.▪ Use drawings and illustrations (preferably in color).▪ Take detailed notes in class.	<ul style="list-style-type: none">▪ Read notes or study materials out loud.▪ Use word associations and verbal repetition to memorize.▪ Study with other students. Talk things through.▪ Listen to books on tape or other audio recordings.▪ Use a tape recorder to listen to lectures again later.	<ul style="list-style-type: none">▪ Get hands on. Do experiments and take field trips.▪ Use activity-based study tools, like role-playing or model building.▪ Study in small groups and take frequent breaks.▪ Use memory games and flash cards.▪ Study with music on in the background.

Learning Style

1. Assess individuals' learning styles and teach to the stronger modality or style
2. Use multisensory techniques when teaching groups
3. Create opportunities for concrete and experiential learning as well as for abstract and reflective learning
4. Make abstract concepts more concrete by having students handle materials, relating new information to everyday life, and demonstrating tasks
5. Teach new concepts concretely because it is often easier for LD students to learn the theory after learning its practical applications

Student Motivation

1. Talk to students about what techniques work best
2. Use language experience approaches and materials from their home and work environments
3. Build on students' strengths
4. Give frequent, positive, and explicit feedback
5. Help students recognize success

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Learning Strategies

1. Teach transferable strategies such as listening, paraphrasing, SQ3R (survey, question, read, recite, review), error monitoring, note-taking methods, sentence combining, and paragraph organizing
2. Teach memory techniques such as chunking and mnemonics
3. Discuss the situations in which the strategies will be useful and discuss which strategies will be useful across situations

Compensation

1. Teach techniques such as tape recording and word processing, use computer-assisted instruction, and develop aids students can carry with them (such as a list of number words they will need to write checks)
2. Encourage students to obtain note-takers, readers, tutors, and recorded texts

Organization

1. Help students identify organizational patterns
2. Make clear transitions from one topic or task to another
3. Use color coding whenever possible
4. Break lessons into manageable parts
5. Help students set realistic goals
6. Make directions specific, concrete, and understandable
7. Make changes in the schedule, assignments, or examinations orally and in writing
8. As a check for accuracy, have the student repeat verbally what has been taught

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Learning Checklist

Students needs differ and the range of challenges and strengths varies from student to student. You will need to match the focus to the need.

Narrowing It Down

Observations – collect information as you observe your learner:

What are their strengths?
What are their interests?
What are their challenges or difficulties?
How do they respond in a classroom/learning setting?
How do they respond to others?

Interviewing Your Learner

Ask them about their likes and dislikes
What kind of learner are they? (What way(s) do they learn best?)
What are they interested in?

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Talk to Others

Family members:

If possible, work colleagues:

What emerges will give you a **learner profile**. Your learner's profile can help to narrow down what might be helpful or not helpful.

Technology

Be prepared to use technology. This takes time as it is important for the student to be comfortable and proficient.

Frustration leads to abandonment. Avoid this by checking to see how they are doing with the technology and adjust until you find something that works for them.

Evaluate!

- How effective is the approach/technology?
- What is working and what isn't?
- Don't force solutions – when it is a good fit, you will see it in their face.
- Play with what you suggest – if you can't use it, chances are they won't either.
- Remember, it's not a simple process – your goal is to help them to have more success and independence.