

PROGRESS PLUS

INSTRUCTOR'S HANDBOOK FOR CONTINUING EDUCATION

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In cooperation with
Progress Plus Learners & Facilitators past and present

Continuing Education Department
The Lord Selkirk School Division
Selkirk, Manitoba, Canada

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PREFACE

This instructor's manual has been created in response to a need expressed during the Progress Plus Courses that have taken place at the Lord Selkirk School Division Continuing Education Department. Instructors asked for more written information about the program. They also wanted more information about specific disabilities. A guide for facilitators was produced in 1996-97. This instructor's handbook is the second handbook in a set of three. A Progress Plus Coordinator's Manual will be produced in 1998-99. These manuals were designed to facilitate the development of Progress Plus Programs in Continuing Education Departments throughout the province and across the country.

Progress Plus is a course initiated by a steering committee consisting of community members under the auspices of the Continuing Education Department, Lord Selkirk School Division under a grant from the Department of Education of Manitoba. Progress Plus was developed to encourage all members of our community to participate in Continuing Education Courses.

The development of the manuals was made possible through funding from the National Literacy Secretariat.

A FACILITATED CONTINUING EDUCATION MODEL



**LORD SELKIRK SCHOOL DIVISION CONTINUING EDUCATION MISSION
STATEMENT:**

Lord Selkirk Continuing Education Department believes that all learners be given every opportunity to take courses allowing them to pursue interests in academic, trade improvement, crafts or physical well being.

That these courses meet learner centered needs and be offered in a non-intimidating setting.

Learners should be encouraged to take courses consistent with a "Life Long Learning Philosophy".

That Continuing Education interact with other agencies to promote the above objectives.

The Progress Plus Program reflects the beliefs stated in the Lord Selkirk School Division Continuing Education Mission statement. According to the mission statement, an instructor must strive to design his/her course to meet the individual needs of the learner and to present the course in a non-intimidating setting. This manual will provide the instructor with:

- ◆ An introduction to the Progress Plus Program and the roles of the instructional team
- ◆ An overview of the philosophy underlying the program
- ◆ A brief explanation of some of the diverse needs that learners may present and
- ◆ Some instructional tips

A FACILITATED CONTINUING EDUCATION MODEL RATIONALE

"Progress Plus" is a Continuing Education Course designed to facilitate the participation of all the community's adults in regular Continuing Education Courses in the Lord Selkirk School Division. Our particular concern was for those who have not yet been reached or those who have been marginalized. "Marginalize" is described in Webster's Dictionary as "*to cause to live on the margins of society by excluding from participation in any group effort*". The inclusion of learners from all facets of our community is our main goal. Inclusion is facilitated through education of learners, parents, care providers, facilitators, instructors and the community at large.

DEFINITIONS

For the purpose of this manual, the following definitions are used:

- ◆ Learner: a participant in a Continuing Education class. The learner may have special needs associated with a physical or mental disability, visible minority, present or past living situation.
- ◆ Facilitator: the person who assists the learner's participation in Continuing Education classes.
- ◆ Instructor: the person who is responsible for delivering the Continuing Education course to the learners.
- ◆ Coordinator: the person responsible for assisting learners, facilitators and instructors in making the Continuing Education experience successful.

STEPS TO INCLUSION

In our society, marginalized people are sometimes thought of as "different" in a negative way. In reality, all people are individuals in their own right, with varied strengths and weaknesses. A powerful way to change negative ideas regarding marginalized adults is through successful participation in community activities. Continuing Education is seen as a valued activity. The goal is to include all members of the community who wish to participate in Continuing Education. The learner, the instructor, the facilitator, the fellow-learners and the community at large benefit from this inclusion.

¹The New Lexicon Webster's Dictionary of the English Language, 1988 Edition Lexicon Publications, Inc. New York

To promote understanding of The Progress Plus Program, this manual includes explanations of the roles of the facilitator, coordinator, instructor and the care provider. The orientation sessions for learners and facilitators are detailed to give the instructor a background and understanding of the training received by learners and facilitators prior to attending the continuing education course.

The orientation sessions were designed to provide an opportunity for learners and facilitators to do the following:

- a) To interact and get to know each other
- b) To explore the courses available through Continuing Education
- c) To develop criteria by which to choose a suitable course
- d) To become familiar with the registration process in a non-threatening way
- e) To become familiar with the course location
- f) To participate in an integrated, non-threatening Adult Continuing Education situation
- g) To see the value of participation in an inclusive, community-based course.

The **facilitators** receive an additional orientation session to explore the following:

- a) The principles of inclusive education
- b) The role of the facilitator
- c) The role of the coordinator
- d) The role of the instructor
- e) Individual concerns and creative problem solving
- f) The debriefing process
- g) The learner information form

Principles of Inclusive Education

Case Study of Progress Plus

The following paper is reprinted here by permission of the writer, Lesley Eblie, a resource teacher. It gives another perspective on inclusion and the Progress Plus program.

CASE STUDY OF "PROGRESS PLUS"

By Lesley Eblie, December 4, 1998

BACKGROUND

For many years, concern for students with learning problems has focused on children. Conversely, learning difficulties in adulthood received limited attention until the last decade! In 1975, the passage of regulations accompanying United States Public Law 94-142ⁱⁱ, the Education for All Handicapped Children Act, served as a guideline to provide appropriate educational, legislative and judicial relief for children with special needs. The federal definition was based on the needs of children, not recognizing how their disability would affect them as adults (Gerber & Reiff, 1994). As a result, it became crucial, to develop a protocol for dealing with adult learners that have special needs.

As educators began to focus on dealing with learning problems in adulthood, their initial studies were oriented toward case histories. Travis (1979) cautioned that adults with learning problems should not be viewed, simply, as grown-up learning disabled children. He added, however, that "childhood follow-up studies" may be a useful way of shifting attention toward adults. In this respect, leaning difficulties of adults can be viewed on a developmental continuum. Travis also mentioned that we must view the learning problems of adults within the context of their life situations (Meyen, Schiefelbusch, Deschler, Alley, Schumaker and Clark, 1980). The study of adult learning and development has, therefore, undergone a paradigm shift, acknowledging the impact and contributions of earlier development and behavior on adult functioning (Baltes, Reese, and Lipsitt, 1980). This has become known as "lifelong learning."

RATIONALE

"With the growth of adult education and the emphasis on lifelong learning, there is a shared interest among adult education and professionals in special education to identify

ⁱⁱ United States Public Law 94-142 is the original legislation upon which Canadian (provincial) special education philosophy, policy and legislation, is based.

and remediate the learning difficulties experienced by some adult learners” (Wong, 1983, 1989). It has been estimated that fifty to eighty percent of students in adult basic education and literacy programs are affected by learning disabilities. Those who are involved in coordinating and teaching programs, are becoming increasingly aware that a large subset of the population that they serve have difficulties that can affect how skills are gained (Smith, 1991). In addition, the impacts of learning difficulties may compound with age. As persons with disabilities become aware that their skills do not meet the requirements of the workplace or daily living, many turn to adult education and training programs for support. Often, they find that these programs are either unprepared to serve persons with disabilities or are not available at all.

A significant number of persons who enter adult learning situations are unaware that they have disabilities. Many of them left the K-12 school system before the advent of special educational services or were not “identified” during their school years. There is also a large percentage of students who are now, just completing the K-12 system, have been identified as having learning problems and who may wish to continue as adult learners.

While individuals with learning problems may demonstrate individual strengths, their areas of disability may prevent them from excelling as adults in certain life situations. This will affect their self-esteem and vocational performance (both spoken and written language, mathematical and reasoning ability and organizational skills). In addition, adults with learning problems may demonstrate poor judgment of others’ moods and attitudes and appear to be less sensitive to others’ thoughts and feelings. They may have problems discriminating response requirements in social situations. These traits may result in difficulty finding and keeping a job or sustaining relationships in any life situation. Independent living, itself, presents many responsibilities. Tasks such as writing cheques, reading labels and instructions, making lists or taking phone messages can become totally frustrating for those with learning problems. To add to this burden, most adults with learning difficulties find themselves without the support systems (parents, schools, social services, etc) that they relied upon as children and have to incorporate their own accommodations when necessary and possible (Brown, 1990).

AN INTRODUCTION TO “PROGRESS PLUS”

Although there appears to be a growing understanding of the link between adult learning and disabilities, there is no clear consensus what can or should be done. As a result, adult education coordinators and instructors are searching for more relevant programs and more effective methods and techniques of service delivery for adults with learning or developmental disabilities. Reports indicate that adult education providers are struggling to determine how to address all of these needs (Hammill, 1990). “Progress Plus”, a facilitated Continuing Education model, is one example of this effort. The course itself, is designed to facilitate the participation of “marginalized adults” in regular Continuing Education courses in the Lord Selkirk School Division. The goal is to include learners from all facets of the community through education of the learners themselves,

parents, care providers, facilitators, instructors and the community at large. The program objective is based on the premise that all learners should have the opportunity to take courses, allowing them to pursue interests in academic areas, trade or workplace improvement, crafts or physical well being, in a non-intimidating, non-threatening setting. Encouragement to take courses is consistent with a lifelong learning philosophy. It is felt that a powerful way to improve the perception of marginalized adults is to include them in community activities. Continuing Education courses can be one aspect of these activities.

ESSENTIAL FEATURES

The Progress Plus idea came about as a result of the need for several participants from a basic literacy skills class to take regular Continuing Education classes. The literacy class was largely segregated at the time. In order to explore the idea of integration, further, a steering committee was formed. It consisted of the director of Continuing Education, the Adult Literacy coordinator, the director of ARC Industries, along with a parent of an adult student. The steering committee met approximately every two months in order to define goals and objective and to create an action plan. In order to ensure success in the classroom, a pivotal role was developed to assist the learner. This person became known as the facilitator. The instructor was, of course, the person responsible for delivery of the Continuing Education course while the coordinator was given the responsibility to assist all learners, facilitator an instructor in making the Continuing Education experience, successful. The program was also designed to include orientation sessions for learners and facilitators. In these sessions, the learner and facilitator were given opportunities to interact and familiarize with one another, explore Continuing Education courses and choose courses, become familiar with the registration process and course location, as well as, participate in a non-threatening adult education situation. The facilitators also received an additional orientation where they explored the principle of inclusive education, role of the facilitator, role of the instructor, problem solving strategies and process of debriefing. A manual for facilitators, outlining the various roles and procedures along with short descriptors of possible disabilities that they may encounter, was created in 1996. This manual was made possible with funding assistance from the National Literacy Secretariat. Subsequent guides are currently being produced for instructors (1998) and one for the coordinator (1999).

PROGRAM CONCERNS

Initially, it was somewhat difficult for the learners, their caregivers and families to make the transition from a totally segregated setting to a model of inclusive education. Everyone seemed to have developed a comfort level with the segregated classes and liked the fact that the students could be placed in a homogenous group. There was constant concern in the early stages (arising from parents and caregivers) whether, in face, the students with learning an developmental disabilities would be “allowed” to take regular

Continuing Education courses. There was also a general sense that “these courses (Continuing Education courses) were not for ‘them’”. As a result, a significant amount of resistance was occurring when attempting to facilitate inclusion. When asked, instructors indicated that they were quite willing to include adult students with disabilities in their courses. Therefore, the concern was unfounded.

PROGRAM ASSESSMENT AND SUMMARY

Since the inception of Progress Plus, approximately ten adult learners and ten facilitators have taken part in each session. There have been three sessions of the program. The adult learners have chosen a variety of courses including, First Aid, Line Dancing, Crafts and Computers. As a result, adult learners with disabilities have had an opportunity to participate in Continuing Education programs with their peers and have gained skills that they may not have otherwise acquired. The coordinator of Continuing Education mentioned that the former segregated setting was able to accommodate around eighteen to twenty adult learners. He added that Progress Plus numbers were fewer in number due to the limited amount of facilitators.

The coordinator of Continuing Education knew that if the Progress Plus Program was designed carefully and executed properly, that the process of inclusion would eventually occur on its own. The outcome or goal of the program would be to facilitate the inclusion of adult learners with disabilities into regular Continuing Education classes. This has occurred; adult learners are now enrolling in Continuing Education courses with their own facilitators. On occasion, the idea of segregated classes will arise again. At the current time, however, the coordinator of Continuing Education promotes the philosophy of inclusion throughout the program.

RECOMMENDATIONS

After speaking with some key players in Progress Plus, the following recommendations arose:

- 1. To develop a mechanism to promote the philosophy of inclusion, to parents and caregivers. The literacy coordinator felt that the process of empowering adults with disabilities could be very unnerving and unsettling. Families become comfortable with predictability, routines and structure. Programs such as Progress Plus, facilitate the adult learner to develop new skills and abilities which can create changes in their lives.*
- 2. To look at the concept of resistance as it pertains to the family/the learner and attempt to isolate the issues that are causing the reluctance to make changes.*
- 3. To discover as much background information as possible on the adult learner, to determine past experiences in school, as well as prior successes or set backs.*
- 4. To utilize a team approach (consisting of family members, instructor, learner and any other person significant to the adult learner’s life) to participate in a goal setting*

- process and to determine direction, given the various option in Continuing Education.
5. To keep learning as “life relevant” as possible. This will enable the learner’s family or caregivers to see the importance of Continuing Education courses and will provide maximum benefit to the learner.
 6. To use the Progress Plus Steering Committee as an internal working group to develop and maintain the ways and means of addressing the needs of persons with disabilities.
 7. To expand the program beyond the realms of the Lord Selkirk School Division; promote the philosophy, the manuals and the tasks of facilitator/instructor and coordinator.

CONCLUSION:

Progress Plus is one example of the efforts of a school division in rural Manitoba, to meet the needs of adult learners with disabilities. The Progress Plus model promotes the philosophy of inclusion and students are enrolled in course(s) of their choice. Some caregivers and family members are resistant to this philosophy as they are cautious of change and would sometimes prefer to maintain the status quo. There is sometimes an inability to see the connection between taking a course such as “line dancing” and improving one’s life. We must keep in mind, however, that ALL learners have outcomes and goals and that they achieve them on a “continuum”. The occasion to take a certain course may lead to various other opportunities or may provide the necessary confidence to proceed with other learning situations.

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conference. Parkton, MD: York Press.

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It is, as Eblie describes it, “the adult education coordinators and instructors’ search for more relevant programs and more effective methods and techniques of service delivery for adults with learning or developmental disabilities” that precipitated the development of Progress Plus. It is a matter of individual rights as well as a commitment to lifelong learning that underlines the need to provide opportunities for inclusion of all adults in community.

Simply stated, the philosophy supporting normalization of vulnerable persons, is that vulnerable people should have the same rights and choices in their own lives as do other people in their community. The concept of normalization began in the late 1950's through, Wolf Wolfensberger. It is a shift from trying to "fix the person" to trying to fix society (or programs, or attitudes).

Adult Education is the perfect place to put these principles to work. Adult education is often community – based, learner-focused and learner-driven. It empowers the learner to advocate on his own behalf. The learner defines his own goals and examines the way to achieve those goals to meet his needs.

Needless to say, the principles of effective adult education are consistent with principles of inclusive education. Consider Dorothy D. Billington, Ph. D’s *Seven Characteristics of Highly Effective Adult Learning Programs*.ⁱⁱⁱ These seven key factors would be appropriate in facilitating the learning of all members of our communities.

1. “An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.”
2. “An environment that fosters intellectual freedom and encourages experimentation and creativity.”
3. “An environment where the instructor treats adult learners as peers. Where adult learners are accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated.”
4. “Self-directed learning, where adult learners take responsibility for their own learning “They choose continuing education courses that fit their needs and

ⁱⁱⁱ Seven Characteristics of Highly Effective Adult Learning Programs by Dorothy D. Billington, Ph.D.

wants. Their uniqueness, abilities and learning style are factored into the instructor's teaching methodology.”

5. “Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability.”
6. “Active involvement in learning, as opposed to passively listening to lectures.”
7. “Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn-and faculty who hear and make changes based on student input.”

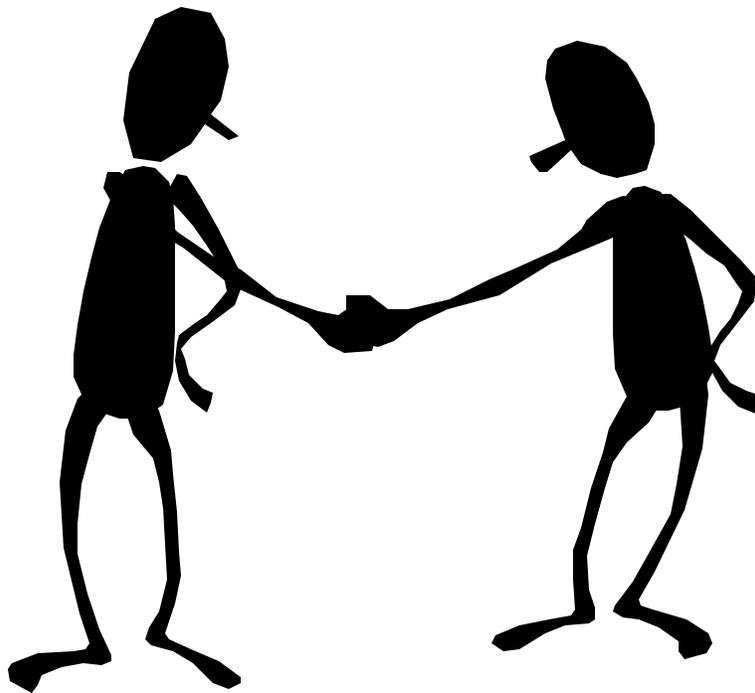
The **Progress Plus Program** facilitates the implementation of these principles through the staffing and training components of the program. The program takes a team approach with the learner, facilitator, coordinator, and instructor and care provider all playing a part.

THE PROGRESS PLUS TEAM

- ⇒ FACILITATOR**
- ⇒ INSTRUCTOR**
- ⇒ CARE PROVIDER**
- ⇒ LEARNER**
- ⇒ COORDINATOR**



THE FACILITATOR



ROLE OF THE FACILITATOR

The facilitator plays an important role in the Progress Plus Program. The facilitator assists the learner in participating in the Continuing Education class, as independently as possible. Facilitators are selected through a process that includes a written application (see Appendix A) and an interview. Selection is subject to a police security check.

The facilitator participates in the orientation sessions with the learner. Facilitators also participate in facilitator sessions. One key element of the training is to provide guidance in promoting independence. The long-term goal of the program is that the learner will continue to participate in continuing education programs. The facilitator provides supports for the learner. These supports are faded gradually, when appropriate, until the learner is ready to participate as independently as possible. The facilitator is a powerful influence in this process. The facilitator has the most contact with the learner; support and fading are done at his/her discretion. The various roles of the facilitator can be summed up as follows:

- ◆ To help ensure that the learner is comfortable in the Continuing Education setting.
- ◆ To help the learner participate to the fullest extent possible.
- ◆ To gradually fade from direct participation with the learner; encouraging respectful interaction with other learners.
- ◆ To act as a liaison between the learner and the instructor when needed.

**TO HELP ENSURE THAT THE LEARNER IS COMFORTABLE IN THE
CONTINUING EDUCATION SETTING**

The facilitator is provided with a "Facilitator's Learner Information Form" (Appendix B). It provides a review of the role of the facilitator and tips on being prepared for class. The facilitator's comfort level naturally affects the learner.

If the facilitator is unable to attend a class, the coordinator will be notified. Alternative arrangements will be made for the facilitation of the learner.

**TO HELP THE LEARNER PARTICIPATE
TO THE FULLEST EXTENT POSSIBLE**

Some learners will be able to participate fully in the course that they have chosen. Other learners may be able to participate partially in the course. The idea of "partial participation" suggests that those who cannot fully and independently participate in an activity should still be involved in the activity.

This may mean a number of things:

- ◆ the person would require assistance,
- ◆ the person would be involved for only part of the activity or
- ◆ the activity would be adapted to make it easier for the person to participate.

**TO GRADUALLY FADE FROM DIRECT PARTICIPATION
WITH THE LEARNER; ENCOURAGING RESPECTFUL
INTERACTION WITH OTHER LEARNERS**

The ultimate goal is to have learners independently participate in Continuing Education courses of their choice. The process of "fading" helps to accomplish this goal by helping the learner to be more confident. Fading may encourage natural assists in the community; other learners are more likely to interact with the learner if they see a need. Basically, fading is a matter of gradually reducing the amount of assistance the facilitator gives the learner. This assistance may be verbal or hands-on help or assisting with social interactions. Some learners will require a great deal of assistance for the entire length of the course.

From the very onset of the program, the facilitator will be providing the least amount of assistance needed for the learner to succeed. Fading may be done by reducing the amount of help offered the learner, either verbal or otherwise.

TO BE A LIAISON BETWEEN LEARNER AND INSTRUCTOR WHEN NEEDED

Instructing a learner with special needs may be a new experience to some instructors. All instructors in the program are contacted by the coordinator and given a profile on their learner.

Due to time restraints, instructors often have not gone through an orientation program as the facilitators have in the Progress Plus Program. The facilitator will have specific training that will enable him/her to assist the instructor when needed. The facilitator is not expected to be the instructor for the learner. It is very important that the instructor interact with the learner in a natural, typical way. The facilitator needs only to clarify, interpret or physically assist the learner when necessary.

FACILITATOR TRAINING SESSIONS

The following section provides an outline of the orientation sessions and facilitator training sessions. Learners and facilitators participate in the orientation sessions. Training sessions are provided for the facilitators alone. This outline is included in this manual for your information.

ORIENTATION SESSIONS

Goals of the orientation sessions:

- 1) To provide an opportunity for facilitators and learners to interact and get to know each other.
- 2) To become familiar with the courses available through Continuing Education.
- 3) to develop criteria for learners to use when choosing a course
- 4) To become familiar with the course location
- 5) To participate in an integrated, Adult Continuing Education situation in a supportive environment
- 6) To provide an opportunity for learners and facilitators to see the value of participation in an inclusive, community-based course
- 7) To familiarize facilitators with the principles of inclusive adult education
- 8) To examine the roles of facilitator, coordinator, instructor, learner and caregivers
- 9) To explore facilitators' concerns and encourage creative problem-solving and
- 10) To review the debriefing process with facilitators.

Orientation Sessions Outline

Facilitators Training Session (for facilitators only)

This session is the first session in the orientation process. Facilitators have an opportunity to get an overview of the Progress Plus Program and to explore questions and concerns.

Overview of the Progress Plus Program

Goals and objectives of the program.

The role of the facilitator, instructor and coordinator

Duties and responsibilities of the Progress Plus team.

Principles of Inclusive Adult Education

Working with adults.

Taking a learner-centered approach.

Brainstorming for concerns

What situations might arise.

What situations might cause you concern.

Problem solving

What to do in problem situations.

How to remain positive and supportive.

The Debriefing process

What are debriefing sessions.

The facilitators role in debriefing sessions.

ORIENTATION SESSIONS FOR LEARNERS AND FACILITATORS:

Session 1

Introductions (name tags)

Overview of Progress Plus Course

What to expect from this course.

Calendars

Dates and times of classes.

Brainstorming for "Things I (would) like to do"

Looking at activities and interests of the group.

Categorizing

Looking at how these activities and interests fit into the Continuing Education Program.

Session 2

Examine Continuing Education Brochures

A look at the current brochures.
(There will be some pictorial brochures developed by the Coordinator for learners who would have difficulty reading the original brochure.)

Developing Criteria for Choosing a Course

Using two courses from the Continuing Education Brochure and brainstorming for why we would or wouldn't want to take these courses.
Categorizing the brainstormed ideas. This will be the basis for our criteria.

Introduction to an Instructor

A current instructor is introduced to the class. The instructor will talk about the course they are instructing. The participants will be encouraged to ask questions about the course.

DEVELOPING CRITERIA

As part of the orientation sessions for Progress Plus, a list of criteria is developed. This is an interactive process. This is an important part of developing critical thinking and promoting choice.

STEPS

1. The facilitator and learner look through the Continuing Education brochure together. They highlight the courses that each person is interested in. Learners are encouraged to make their selections based on interest only at this point. This provides a starting point for developing criteria for course selection.
2. Focus is on one course. The entire group brainstorms for why or why not each of them would take this particular course. This is recorded. This will provide us with criteria for course selection.
3. Ideas are categorized into why and why not. The categories are named; giving

titles for the criteria.

4. The instructor formulates the criteria into questions.

5. The learners judge the course they are looking at by answering the questions based on the criteria that they have formulated. If the course does not pass the test, then the learner identifies another course they may be interested in taking.

A sample of a criteria form can be found in Appendix B. It could be used for individuals who have not been part of an orientation session.

Session 3

Individual exploration of course choices using the criteria we developed in Session 2.

Participants will use the criteria forms to check out the courses that they are interested in taking.

Completing course choice form

When a course has passed the criteria checklist, the learner fills in the important information about the course so that he can refer to it.

Reviewing all criteria and making revisions to choices if needed

Participants recheck the criteria forms to be sure the learner has chosen an appropriate course.

Matching facilitators to learners

Facilitators are matched with the learners. The coordinator assists in this process.

Session 4

Registration at Continuing Education Office

Facilitators accompany the learners to register for classes.

Tour of Course Locations

Tour of the school, locating classes, washrooms and cafeteria.

Introduction to an instructor

A course instructor speaks to the class, explaining what their course is about.

DEBRIEFING SESSIONS

The debriefing sessions take place when the learner and facilitator have completed their Continuing Education course(s).

The debriefing sessions offer an opportunity to gather information about the experience of the learner, the facilitator and the instructor. This information is used to make adjustments to the Progress Plus Program, to better serve the learner, the facilitator and instructor.

The debriefings are best done in a group setting but may be done on a one to one basis. The debriefing form is the basis for the discussion and is included in Appendix B.

ROLE OF THE COORDINATOR

The role of the coordinator is to support the learner, the facilitator and the instructor.

Learner support

- ◆ The coordinator is responsible for recruiting and selecting learners for the Progress Plus program.

Advertising is done in the local paper and contacts are made through various community agencies. The learner goes through an application process. The coordinator does an in-home interview if appropriate.

- ◆ The coordinator is responsible for the development of the orientation sessions.

These sessions lay the groundwork for success by empowering the learner to make critical choices. These sessions also provide the opportunity for learners and facilitators to get to know each other. Instructors are invited to speak at these sessions as well. This is an opportunity for learners and their potential instructors to begin to develop a comfort level with each other. It provides the learner more information on which to base his course selection.

- ◆ The coordinator monitors learner's progress with the facilitator and instructor.

The coordinator maintains contact with the instructor throughout the course. The facilitator and instructor are encouraged to communicate successes and concerns.

- ◆ The coordinator gathers feedback from the learner about his/her experience through the debriefing process.

This is valuable information in maintaining or changing the program or instruction. Samples of the debriefing forms are in Appendix D.

Facilitator support

- ◆ The coordinator recruits and selects facilitators.

This is done through advertising in the local paper, letters to service groups and contacts through community agencies and programs. Facilitators must complete an application form, interview and police check.

- ◆ The coordinator develops the orientation sessions,

These sessions provide an opportunity for facilitators to get to know the learners and some instructors. The coordinator models facilitation strategies and techniques.

- ◆ The coordinator develops the training session.

The training sessions allow opportunities for facilitators to voice any questions or concerns, to participate in creative problem-solving and to learn strategies and techniques.

- ◆ The coordinator monitors the role of the facilitator.

The coordinator is a resource for concerns or queries. The coordinator will intervene as necessary. The facilitator role is a volunteer position. It is of utmost importance that their role is acknowledged and supported.

Support of the instructor.

- ◆ The coordinator arranges for instructors to come to the orientation sessions.

This allows the instructor to promote his/her course and to meet some of the learners. Instructors are encouraged to bring along visuals to clarify course content. Explanations should be brief, clear and precise: highlighting what the learners will gain from taking the particular course and how it relates to their lives. Learners often feel more confident about taking a particular course if they have met the instructor. The learner, facilitator, coordinator and the instructor have an opportunity to interact and consider the appropriateness of participation in the course being promoted.

- ◆ The coordinator meets with the instructor prior to the start of the instructors' course.

Once the learner has chosen a course, the coordinator arranges a meeting with that instructor. This meeting provides an opportunity to express any specific learning needs of the incoming learner. The instructor may request more information regarding the learner's expectations, participation and abilities. Specific teaching strategies may be discussed at this time.

The instructor is given details regarding the facilitator. The facilitator's name and way of contacting him/her is provided to the instructor. The coordinator outlines the role of the facilitator. It is important that the instructor understand what is to be expected of the facilitator; particularly that the facilitator is not to assume the role of instructor.

The instructor is given the coordinator's phone number to facilitate communication about concerns or questions. The coordinator is available for consultations throughout the duration of the course. The successful participation of the learner may be dependent on the instructor voicing any concerns as quickly as possible. Therefore, the coordinator must be accessible.

- ◆ The instructor is provided with a Progress Plus manual.

ROLE OF THE CARE PROVIDER (SUPPORT PERSON)

In this discussion, we are referring to the care provider as the primary person responsible for the well being of the learner. This person may be a parent, relative or paid staff person, depending on the learner's present living situation. Many learners in the Progress Plus program live independently and the term "care provider" is not relevant.

However, for some learners, the support person or care provider is very significant. In some situations, the care provider has the responsibility for the safety and care of an individual. Decision-making must be done in partnership with support persons/care providers in some instances. It is the responsibility of the coordinator to inform you of any special circumstances in regards to these matters.

The learner may rely on the care provider for transportation to and from classes. It is important to maintain communication with the care provider in these circumstances. When appropriate, the coordinator will provide the instructor and/or the facilitator with the name and phone number of the care provider.

The support person can continue to encourage and facilitate the learner's participation in continuing education. S/he can help to clarify concerns and to resolve conflicts. The coordinator will be the liaison between the instructor and the care provider as the need arises.

ROLE OF THE LEARNER

The role and responsibilities of the learner from the Progress Plus program is the same as for all learners in an adult education course.

It is the learner's responsibility to honor his/her commitment to attending and participating in the course of his/her choosing. The facilitator, coordinator and instructor have made a commitment of time and effort to facilitate the learner's participation in continuing education.

Learners are expected to be prepared for class in terms of having the specified equipment and materials as outlined prior to the start of the course.

Interactions with other learners, the facilitator and instructor are to be positive and productive.

It is the learner's responsibility to respect, reciprocally, co - learners, the facilitator and instructor.

ROLE OF THE INSTRUCTOR



The instructor as stated in the Continuing Education mission statement, is responsible for providing a Continuing Education course that meets the needs of his/her learners. Effective teaching is the key to the successful participation of learners in adult education courses.

Interesting observations were made in the “Summary of the report of the Further Education Funding Council Learning Difficulties and/or Disabilities Committee chaired by Professor John Tomlinson.” It states: “*By inclusive learning therefore we mean the greatest degree of match or fit between the individual learners requirements and the provision that is made for them. Inclusive learning places a new responsibility on teachers for close individual observation and skilled assessment as a basis for devising learning environments which match learners’ requirements.*”

Rather inclusive learning means teachers focus not on the disability itself but on what it means for the way people learn or are helped to learn more effectively. Their central concern is the way individuals learn and how they can be accommodated.”

This may sound rather daunting for the continuing education instructor who is developing and delivering a short course at the local high school. The Progress Plus model was developed to provide maximum support to instructors through the coordinator, the facilitator and this manual.

STRATEGIES



STRATEGIES

It is the responsibility of the instructor to provide the learner with a meaningful learning experience. The instructor has the expertise in his or her course content. Often, instructors are searching for effective strategies to get this knowledge across to the learner. The following section has techniques that have proved to be efficient and effective ways to facilitate learning in a multi-level learning situation.

- ◆ The Basics
- ◆ Understand the Learner
- ◆ Ice-Breakers
- ◆ Brainstorming
- ◆ Categorizing

THE BASICS

Continuing Education Instructors are often instructing on a part-time basis in an unfamiliar setting. There are a few hints to optimize the instruction time.

- a) Be on time for all your classes so that you can meet learners as they come in. Try to get to know the learners and begin thinking about how the curriculum and delivery may need revisions.
- b) Be positive at all times.
- c) Be sure that all printed materials follow clear language principles.
- d) Be well-prepared, know your course content and your plan for the session.
- e) Be aware that most adults learn best by doing.

UNDERSTAND THE LEARNER

This material is adapted from several web sites including the ESL site^{iv}. It outlines major factors to take into account when teaching adult learners.

- ◆ Life Experience –adults bring a lifetime of experiences to the classroom. This experience must be validated and referenced. Course content must be connected to what the learner already knows. Adults also bring the day's experience with them. This may mean that they come to you tired and overwhelmed. A varied and enthusiastic teaching style is important to stimulate

^{iv} *Understanding the Learner* <http://humanities.byu.edu/ELC/teacher/SectionOne/UnderstandingLearner>

and maintain interest.

- ◆ Motivation – most adults are highly motivated. They are often self-directing and need to be involved in the entire learning process. Instructors are facilitators and resources. When the information given is useful in the learners social and work life, it will be easier to learn. An outline of the course content and expectations should be given at the first session.
- ◆ Immediate Goals – adult learners usually have very specific and immediate goals. Connect your lessons to an immediate use for the learner.
- ◆ Self Concept – for many adults, a return to the classroom setting requires courage
- ◆ Learning Styles – people generally learn best using one or two learning styles. Some people are visual learners and tend to learn best by seeing new things. Visuals such as graphs and illustrations are important to these learners. Some people learn through sounds. Use your voice to the best advantage by changing your tone, pitch and pacing. Some learners are kinesthetic. They learn best from “hand-on” activities.

ICEBREAKERS

Icebreakers are quick ways to get people feeling more comfortable in a new setting. They are a way for people to get to know one another. When choosing an icebreaker, take the learners’ abilities and comfort level into consideration.

1. One easily adapted icebreaker is Bingo. You can gear the cards to a specific course content. Use graphics whenever possible to add interest and readability to the bingo card.

The following icebreaker was developed for use in a cooking course. The prize for winning this bingo might be taking the evening’s dessert home!

DELECTABLE DESSERTS BINGO

Rules: First person to fill in two lines is the winner. You must have a different name in each square (no one can sign your sheet more than once).
Have fun!

I love chocolate.	I cook for myself.	I know a great cookie recipe	I hate onions.	I cook for a family.
I know the secret to cooking spaghetti.	I can cook German food.	I have had a good Greek salad.	I can make a fat-free meal.	I can name five green foods.
I can cook French food.	I am new to cooking.	I can name a Ukrainian dessert.	I bake pies.	I make my own candies.
I love going out to eat.	My favourite dessert is _____.	I have never taken a cooking class before.	I have taken other cooking classes.	I make great cakes.

2. Reading Comprehension?

This activity is adapted from *The Internet TESL Journal*^v and is easily adapted to all course content. Find an interesting text concerning your subject, or create one. Be sure that the passage is written clearly and contains little jargon. Type the passage on a page using large margins and large font. Tell the learners that you want them to read a passage. Then take out the papers and a pair of scissors. Cut along a line so that the last one or two words at the end of each line are cut off. Hand out the papers and ask the learners to read the text and try to find the missing word(s). Do this activity in groups of three so that there is support from fellow learners. Allow 5 minutes for the groups to work it out. Then listen to the answers. Treat all answers as creative and acceptable. You can then share your original missing words with the group. This is a great way to initiate interaction among the learners and to begin introducing the vocabulary and the concepts that will be part of the course content.

BRAINSTORMING

The learner and facilitator will be familiar with brainstorming and categorizing, as they were used during the orientation sessions. The intent of these strategies is to encourage participation, to develop literacy and thinking skills. These strategies are easily adapted to various course contents.

Brainstorming is a low risk, interactive way to gather people's ideas.

Why brainstorm?

- ◆ It can help clarify the ideas you want to present as part of your course curriculum.
- ◆ It can introduce the course vocabulary in a non-intimidating way.
- ◆ This activity can be done as a group effort or on a one to one basis.
- ◆ It is a great ice-breaker.
- ◆ It provides a flow into course content based on ideas and knowledge of the learners.

The following is adapted from The People Reading Series Instructor's Manual #3 written by Darlene Stevens and Terrie Moar, published by The Continuing Education Department, Lord Selkirk School Division (1995)^{vi}

^v A Fun Reading Comprehension Activity by Mehmet Ali Akgün
<http://www.aitech.ac.jp/~iteslj/Lessons/Akgun-ReadingComp.html>

^{vi}"People Reading Series" by Darlene Stevens and Terrie Moar. Published in 1993 by the Lord Selkirk School Division, Continuing Education, Selkirk, Manitoba, Canada.

*Have the key words that pertain to your course theme at the top of the board or flip chart that you will be recording on. Framing the discussion theme in a question format helps to elicit ideas.

For example, the brainstorming session from the orientation sessions was: “What are some of the things you like to do?”

Ask the learners to name different things that they like to do.

Other examples might be:

TYPE OF COURSE	BRAINSTORMING QUESTION
Basic Computer	What do you know about computers?
First Aid	What kind of emergencies have you been involved in?
Gardening	What are some of your favourite plants?

Record the variety of responses whether verbal, through picture symbols, gestures, etc. Use of picture clues beside the written word will help those learners who are not comfortable with print. These picture clues can be as simple as a stick drawing. This appeals to most learners as it provides some variety (and often some levity).

*Remember: **there are only correct answers**. Everyone's contribution is valid. Use the exact words or phrases. Repetitions should be recorded as well.

*If possible, have an assistant record the words/phrases on chart paper that will be cut up and used later in the categorizing. Categorizing is detailed in the next section.

*This activity will form a bank of ideas to draw on. You can refer to the categories throughout the duration of the course. This brings the learning back to the learner, making the connection between his experience and the course content.

CATEGORIZING

This is a way of organizing and sorting the ideas that were brainstormed.

Hold up each of the brainstormed words/phrases, one at a time and have the group and/or individuals read each word. Distribute individual word strips to each learner as you do this. It is important, at first, to distribute the cards to people who are comfortable with that specific word or phrase.

When all the word strips are distributed, ask one learner to hold up one of the cards. Read it as a group. Place the strip at the top of a tape string. (Masking tape works well for this. Just tear off a long strip of tape, roll back an inch at the top and bottom of the strip and attach to the wall or board. Now the word strips will adhere to the front [sticky side] of the tape).

Ask, "Does anyone have a word that goes with this one?"

This can be illustrated by using the brainstorming activity from the orientation sessions. The word might be "bowling". When someone volunteers, ask how the word fits with the word on the string. Again do not influence the experience with your preconceived notions of the category. Allow the learner the full learning experience. (The learner may be thinking "things that you do standing up" and suggest "skiing" to go with "bowling". You may have thought of the category as "activities you do indoors".)

Again this is a low-risk, non-intimidating activity. The benefit of working in a group at this point is that other learners can help clarify ideas; volunteer interpretations for those who communicate in a variety of ways, and provide a form of security. Continue in this manner until all word strips are used.

Either at the completion of this exercise or during the process, the group may choose to name the category. Stress that the new word added to the category must match all the words on that string.

Look at the various named categories with the group. Talk about the categories that were generated. Make the connection with the course content. This isn't a time to make "corrections". The information given by the answers to the brainstorming question and the categorizing will help you know the knowledge base of your learners. You can use this information to streamline your course curriculum and delivery.

COURSE	BRAINSTORMING QUESTION	CATEGORY From brainstorming	CONNECTION TO COURSE CONTENT
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De"lite"ful Cooking	What are some of your favourite foods?	<u>Fattening foods</u> Cheesecake Ice cream Brownies	This course will show you how you can still have your favourite foods by cooking smart.
Computer Awareness	What do you already know about computers?	<u>Things already inside the machine</u> Memory Discs Language Word perfect	There are some main parts to your computer. Different things come with your computer when you buy it. I'll give you some ideas of what to ask before you buy.

Specific strategies to facilitate the learning of people with specific needs is detailed in the next section. Many of these strategies are useful in many educational settings.

THE LEARNER



Information Forms

The Progress Plus program includes forms that provide information for the instructor and the facilitator. This is a brief description of those forms:

The facilitator's information form (Appendix A) is designed to provide information about the learner.

It gives a brief summary of the role of the facilitator. Any significant information about the learner's special needs will be entered on this information form. This is provided so that the facilitator can better meet the needs of the learner.

This information is provided with the consent of the learner and is to be considered confidential.

There are tips for making the Continuing Education experience as positive as possible.

The instructor's information form (Appendix A) is given to the instructor.

It gives significant information about the learner. With permission, the facilitator's name and phone number will be entered as well. This would be useful information for the instructor if s/he needed to cancel classes or needed to clarify a situation.

The instructor is also informed about the role of the facilitator. If at anytime, there appears to be a need for clarification of the facilitator's role instructor, please contact the coordinator. The instructor is informed of the role, name and phone number of the coordinator on this information form. If there are any concerns, contact the coordinator.

THE LEARNER WITH SPECIFIC NEEDS

A brief overview of some specific needs and some strategies for facilitating adults with special needs in an educational setting

The learner with special needs is above all, an individual. The following explanations are not meant to make generalizations. These overviews are included to raise awareness of some characteristics that may apply to some people. We have provided a brief account of some specific needs you may encounter. Be prepared to do some research on your own to learn more about your learner's needs or ask your coordinator to provide you with more information. Contact your local

associations to gain current information. The strategies are based on sound principles that would apply to many adult learners in a variety of circumstances. "Inclusive education is nothing more than good teaching."^{vii}

Foster inclusion by communicating positive attitudes towards learners through your own interactions, comments and behaviour. Allow for making choices whenever possible. Promote interaction among learners in the course whenever possible. "Making students with learning difficulties and/or disabilities different from or more special than other learners, does not work. 'The aim is not for students to simply take part in further education but to be actively included and fully engaged in their learning."^{viii}

The Aboriginal Learner

"It is important to understand that Aboriginal learners are equal to other learners in their interest of all types of literature and curriculum materials. Often when Aboriginal materials have been substituted for others, the students comment that they want to learn about other people, not just Aboriginal people."

..."The concepts of a curriculum are central. However, adapting material to suit Aboriginal learners requires an understanding of cultural ways which affect the methods of presentation."

..."A key to making a successful learning environment for the Aboriginal learner is to have the class work collectively as a whole. ..Also the visual medium is very strong, since modeling is a traditional form of acquiring new skills. ...Another important learning strategy is that Aboriginal students learn by doing."^{ix}

Autism

There is still a great deal to be learned about autism. It is a syndrome that affects behaviour; socialization, verbal and nonverbal communication. It is not a disease, but a developmental disorder of brain function. It is estimated that autism affects two to ten of every 10,000 people. It is more prevalent in males than females.

^{vii} Inclusive Education: Teaching Strategies

^{viii} Centre for Studies on Inclusive Education

^{ix}"Guidelines for an Adult Aboriginal Literacy Classroom", Developed by Julia Mandamin, Aboriginal Literacy Foundation Inc., pages 7-8

Hugh Morgan in “Adults with Autism” emphasizes the importance of continuing education for adults with autism. “For adults with autism specifically, Elliot (1990) conveyed that continuing education for people with autism can assist in the management of behaviour and in the development of communication and life skills. Often adults with autism need continuing education throughout adult life to enable them to catch up on the basic knowledge and skills that eluded them during their school years. Education in adult life can also help individuals with autism to develop leisure interests, enabling them to occupy and enjoy their “free time”, thus compensating for a lack of imagination. As Jordan and Edwards (1995) say, adults with autism, like any other adults in society, have the right to continuing education.”^x He also points out that anxiety reduces flexibility and “under conditions of high anxiety, many of the characteristics that we have called autistic thinking and learning can be seen in any individual.” (p.80). Some people with autism find it difficult to interact with others. They may need the instructor to restrict the number of “signals” they are giving all at one time. For example, when giving directions, you could do so verbally without gestures, facial expression or pictures.

According to Stephen M. Edelson, Ph. D. ^{xi} most people learn using two to three learning styles (visual, auditory, or kinesthetic). He says, “it appears that autistic individuals are more likely to rely on only one style of learning. By observing the person, one may be able to determine his/her primary style of learning. ...One a person’s learning style is determined, then relying on this modality to teach can greatly increase the likelihood that the person will learn...Teaching to the learning style of the student may make an impact on whether or not the [person] can attend to and process the information which is presented.”

The following strategies may help the learner with autism to adapt more readily to the continuing education experience.

Adaptations and Strategies:

- ◆ Allow the learner extra time to become familiar with the room.
- ◆ Allow extra time to complete tasks and to respond to spoken messages.
- ◆ Help the learner to organize with calendars, indexed notebooks and picture clues if necessary.
- ◆ Warn the learner that there will be a change in activity before it actually happens.
- ◆ Try to avoid over-stimulation. Arrange a break from the class if necessary.

^x Adults with Autism, A guide to theory and practice, Hugh Morgan, Cambridge University Press, 1996, page 145

^{xi} *Learning Styles and Autism* by Stephen M. Edelson, Ph.D. Center for the Study of Autism, Salem, Oregon <http://www.autism.org>

- ◆ Adjust class times for your learner if necessary.
- ◆ Computer-assisted learning may relieve some of the anxiety associated with the presence of other people.
- ◆ Be more predictable.
- ◆ "Regular routines, written or pictorial timetables and clear marking of activity areas will help persons with autism understand what they are to do next, where and for how long."^{xii}

Cerebral Palsy: Brain (cerebral), muscle weakness or poor coordination (palsy)

Cerebral palsy is not communicable or a disease. It is characterized by an inability to fully control motor function, particularly muscle control and coordination.

"The extent of cerebral palsy can vary from mild speech impairment or no obvious signs to no speech at all and a severe lack of muscle coordination."^{xiii}

Be careful not to make assumptions about an adult's capacity to learn because of any disability. As one learner once said, "People with disabilities often have invisible abilities."

There may be spasmodic movements of the head or face, difficulty speaking or swallowing, inconsistent attention span, deficiencies in reading, writing and understanding language, speech impairment, hearing loss or impaired vision. One person described her speech difficulties as being compared to a person without cerebral palsy trying to speak while yawning.

Many people that appear to have difficulties communicating can understand what is being said.

Adaptations and Strategies:

^{xii} Adults with Autism, A guide to theory and practice, Hugh Morgan, Cambridge University Press, 1996, page 81

^{xiii} Skills and Training, "British Columbia Ministry of Education," Special Education Branch February 16, 1997.

- ◆ Be aware of any adaptive equipment that the learner might need
- ◆ Be familiar with disability issues (see Tips on Helping People with Disabilities: Appendix B)
- ◆ Tape handouts down on the desk if necessary
- ◆ Skip the things that are not essential

Communication Disorders

If you have difficulty understanding what a learner is saying, the following strategies may be of help:

- ◆ If a learner uses a communication device, try to spend some time before or after class to learn how it works. Find out if there are instructions available for you to study.
- ◆ If a learner uses gestures, find out what they are. Determine if the learner consistently uses a specific signal to express a specific need. Determine how the learner indicates yes or no.
- ◆ If applicable, make use of computers or a typewriter.

Culturally Diverse

Adult learners come to continuing education with a varied experiences and skills. Some learners' language and experience may be different from their peers. ESL (English as a Second Language) or EAL (English as an Additional Language) learners may fall into this group. The more information you have about your learner, the more help you can be to him or her. ^{xiv}Teaching and learning styles can differ greatly between cultures, so some students may be confused and frustrated during their adaptation to the Canadian classroom if their experience with schooling has been very different."

The International Adult Literacy Survey indicated that the immigrant population in Canada raised our literacy levels.

Adaptations and Strategies:

- ◆ Learn to pronounce learners' names correctly.

^{xiv}New Brunswick Educational Services Branch of the Department of Education July 1996 "A Resource Guide for Educators of English Second Language Learners" P.2

- ◆ Be sensitive to the learner's value system.
- ◆ Be aware of the body language used in the learner's culture. The New Brunswick TESL Resource guide refers to the Canadian gesture used to beckon people. It is considered rude by the Vietnamese culture because it is used only for animals in Vietnam.
- ◆ Speak clearly and in a natural tone. You may need to speak more slowly and add gestures and facial expressions.
- ◆ Ask the coordinator to arrange for an interpreter if necessary.
- ◆ Use a picture dictionary if necessary.
- ◆ Role-playing can be a successful strategy to use.
- ◆ Use repetition.
- ◆ Encourage, but do not pressure the learner to speak.

Deaf and Hard of Hearing

A sensorineural hearing loss is a permanent hearing loss in about 99.9% of cases. The causes of a sensorineural hearing loss are numerous.^{xv}

Deaf learners are not able to use their hearing to understand speech. Hard-of-hearing learners have a significant hearing loss that may be improved with the use of special adaptations such as hearing aids.

People with different levels of hearing communicate in different ways. This may include a combination of using sign, lip reading, audio aides, or paper and pencil. American Sign Language uses fingerspelling and signs. It is recognized by linguists to be a true language having its own structure and syntax. It is not English. Speechreading is a way of watching a speaker's lips, mouth, tongue, gestures and facial expressions.

Adaptations and Strategies:

- ◆ Have as many visual cues as possible. Notes, handouts, and audiovisual material are important.
- ◆ Generally, the noise level should be kept low. The learner may find it best to sit away from the walls of the classroom if there is excessive noise coming from other rooms.
- ◆ Get the learner's attention by a soft touch.
- ◆ Face the learner when speaking, be sure that your face is clearly lit. (Do not stand in front of a bright light such as a window.)
- ◆ Speak clearly and naturally.

^{xv}

- ◆ Use "body language when communicating.
- ◆ Make notes of class discussions for the learner. Be sure your notes are clear, well spaced and correct. If necessary, ask the facilitator to take notes and check the notes after class.
- ◆ The use of a sign language interpreter may be necessary when communicating with a learner who is hard of hearing or deaf. Speak directly to the learner, not the interpreter.

Developmental Disabilities

All adult learners bring a wealth of experience and knowledge to the educational setting. As in the general population, adults with intellectual disabilities represent a wide range of skills and abilities. The Arc estimates that 2.5 to 3 percent of the general population have what they term mental retardation.^{xvi} This organization estimates 87 percent of those will be mildly affected and will be only a little slower than average in learning new information and skills.

The best way to make decisions regarding the instruction of a learner is to ask the learner. If you find the learner's communication difficult to understand, speak with the coordinator for some guidance. The goal is to meet the learner's individual needs.

Adaptations and Strategies:

- ◆ Consider sitting in an area of the classroom that has the least distractions (e.g., windows, the hallway), .
- ◆ Reduce clutter on the desk or table.
- ◆ Highlight key points in printed material.
- ◆ Prepare the learner by "rehearsing" what to expect during the class.
- ◆ Repeat and simplify instructions when necessary.
- ◆ Break information into smaller steps.
- ◆ Allow extra time to finish a task.
- ◆ Encourage the use a tape recorder so the learner can review the lesson.
- ◆ Use pictures (from magazines or drawings) for clarification.
- ◆ Use a calculator when appropriate.
- ◆ Cover parts of printed page so the learner sees only sections of the print at a time.
- ◆ Help the learner stay organized.
- ◆ Enlist the assistance of other learners in answering questions or clarifying instructions.
- ◆ Enlarge print.
- ◆ Some learners may use a communication device; a picture board or computer.

^{xvi} The Arc, 1982 National Headquarters P.O. Box 1047 Arlington, Texas 76004

Become familiar with this and use it to help clarify communication.

Down Syndrome

The common features of people with Down Syndrome is some degree of intellectual disability, recognizable physical characteristics and the presence of an extra chromosome 21. The intellectual disability can so slight as to be unnoticeable. "Sixty to 80 percent of children with Down syndrome have hearing deficits and often have more eye problems than other children".^{xvii} This could be significant when instructing an adult with Down syndrome. Some people with Down Syndrome, have speech difficulties. Some people experience muscular weakness and joint instability.

Adaptations and Strategies:

- ◆ Be aware of ice and slippery floors.
- ◆ Allow extra time to finish a task.
- ◆ Break up tasks into smaller steps.
- ◆ Ask questions in a simple format.
- ◆ Use short sentences.
- ◆ If the learner has difficulty using both hands when writing, tape the paper to the desk.
- ◆ Use a paper or bookmark to follow along when reading.

Epilepsy

Epilepsy is not a disease. It is not a mental disorder. It is a seizure disorder. "Temporary disruptions of electrical impulses in the brain result in seizures. Cells working together in the brain communicate by means of electrical signals. Abnormal discharges of electrical energy from a particular group of cells to different parts of the brain result in seizures. The brain controls motor movements, thought, sensations, and emotions. It also regulates the involuntary functions of the heart, lungs, bowels, and bladder. Some disruption of any or all of these may be expected during an epileptic seizure."^{xviii}

Epilepsy is often controlled by medication. In the event of a seizure, remain calm and let the seizure run its course. Remove any sharp, hard objects in the vicinity so

^{xvii} Down Syndrome by Siegfried M. Pueschel, M.D., Ph.D. M.P.H.
<http://thearc.org/faqs/down.html>

^{xviii} British Columbia Ministry of Education, Skills and Training Special Education Branch.

that the person will not hurt themselves.

Be sure to get all the information you may need to ensure the well being of the learner.

FAS/FAE

There are two degrees of damage that can occur to the fetus as a result of alcohol consumption by a pregnant woman. Fetal Alcohol Syndrome is a disorder characterized by evidence of abnormalities in growth, central nervous system functional and facial characteristics. Fetal Alcohol Effects include less severe birth defects in the same areas.^{xix} The effects on physical development and learning that depend on the amount of alcohol consumed, the timing and other factors. The effects range from minimal to severe. This is a lifelong disability. Some learners with FAS/FAE may have difficulty understanding abstract ideas. They may need to have things explained in concrete terms.

Adaptations and Strategies:

- ◆ A calm and quiet environment
- ◆ As stress free as possible
- ◆ Keep the same seat in the classroom if possible
- ◆ Use pictures when available
- ◆ Allow time for a physical break; take a walk, stretch etc.
- ◆ Explain material in a step by step fashion
- ◆ Allow extra time and assistance if the activity involves money
- ◆ Encourage the use of a calculator
- ◆ Use hands-on activities whenever possible

Gifted and Talented

This category will cover each and every learner you work with. All learners are gifted and talented. We need to discover what they do well and how they do it. Here, we will think of these learners as the ones that may excel in one or more areas.

Adaptations and strategies:

- ◆ Give the learner credit for what his/her talent, even if that talent is not specifically in the Continuing Education Course area.
- ◆ Try to make the connection between the learner's gift and the course s/he is taking. Try to make use of the talent.

^{xix} Facts About Alcohol Use During Pregnancy <http://thearc.org/faqs/down.html>

Learning Disabilities

Learners with learning disabilities have difficulty processing information; they may have trouble receiving information, remembering information or communicating. Attention deficit disorder (ADD) and attention deficit-hyperactivity disorder (ADHD) are two terms used to describe specific learning disabilities.

Adaptations and strategies:

- ◆ It is necessary to determine how this learner learns best. Ask the learner the following: "If you are learning something new would you rather read about it? Hear someone talk about it? See picture, film or video on it? Listen to a tape recording? Watch someone do it? Try it yourself? Or try to explain it to someone else? " The answer to this question will help you determine how to best instruct the learner. He may be a visual, auditory (hearing) or tactile (touch) learner. You may be able to provide him with the kind of support that would match his style of learning.
- ◆ For auditory learners: If the course demands are heavy, a tape can be made of reading material. Lectures can be put on tape for future reference.
- ◆ Reading is often difficult for these learners. Assist the learner in reading material or read it for him.
- ◆ Highlight important words or phrases in written handouts.

Prader- Willi Syndrome

"PWS is a complex genetic disorder that includes short stature, mental retardation or learning disabilities, incomplete sexual development, characteristic behavior problems, low muscle tone, and an involuntary urge to eat constantly, which couples with a reduced need for calories, leads to obesity."^{xx}

This syndrome may result in the person being argumentative, stubborn and prone to temper outbursts.

Adaptations and strategies:

- ◆ Structure the class to allow for choices and flexibility.
- ◆ Provide a positive, non-threatening learning environment.

^{xx} Prder-Wille Syndrome by Prader-Willie Syndrome Association (USA) Suite 220 2510 S.Brentwood Blvd. St Louis, MO 63144 <http://thearc.org/faqs/down.html>

Reye's Syndrome

(Pronounced “rye”). Reye's syndrome is a rare disorder that affects all organs of the body, but most lethally affects the liver and brain. Children who survive are often left with neurological abnormalities and developmental disabilities.^{xxi} Refer to developmental disabilities section for suggested strategies and adaptations.

Spina Bifida

Spina bifida is a defect in the spinal canal due to abnormal fetal development. A person with spina bifida may be unable to move leg muscles and may use a wheelchair. There may be a discrepancy between verbal ability and performance. Often high in verbal and social skills, this person may give the impression that she understands more than she does. This learner may read well but comprehend poorly.

Adaptations and strategies:

- ◆ Encourage the use of adaptive devices and aids such as computers, typewriters and calculators.
- ◆ If the learner has difficulty using both hands when writing, tape the paper to the desk

^{xxi} For more information contact The National Reye's Syndrome Foundation

Tourette Syndrome

This disorder is characterized by tics; involuntary muscular movements, uncontrollable vocal sound, or inappropriate words. People with Tourette Syndrome may have poor self esteem and difficulty getting along with others. Short attention span, forgetfulness and poor coordination may be present as well.

Adaptations and Strategies:

- ◆ This learner needs a great deal of support in dealing with his/her peers
- ◆ Allow for extra time to complete tasks
- ◆ If writing by hand is difficult, use a tape recorder or take notes for the learner
- ◆ Prepare the learner by letting him/her know what to expect at each class
- ◆ It may be necessary for the learner to leave the class whenever the tic becomes overwhelming

Visual Impairments

The extent of the visual impairment can vary from individual to individual.

Adaptations and Strategies:

- ◆ Handouts may need to be enlarged or written in braille (contact the coordinator)
- ◆ Tape handouts if necessary
- ◆ Facilitators may do the copying from the board or the reading of small print.
- ◆ Use hands-on material whenever possible
- ◆ Allow more time and assistance to complete tasks
- ◆ If appropriate, talk through the activity; describe messages and activities that the learner may not be able to pick up on because of the disability.
- ◆ Skip the things that are not essential
- ◆ Encourage the use of computers, word processors in lieu of handwriting
- ◆ Use bold-lined paper
- ◆ If moving closer to the computer screen is not sufficient, screen magnifiers may be available; ask the coordinator
- ◆ Eliminate unnecessary obstacles in the room

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APPENDIX A

APPLICATION FORMS

Working full time___ **Retired**___ **Other**_____

Working part time_____ **Student**_____

Unemployed _____ **Homemaker**_____

Previous or Current Work Experience
(Paid or volunteer work, and list company/organization)

1)

2)

3)

Education, Special Skills, Training, Interests, Hobbies, Languages, etc. that would be significant to this application.

For what reasons do you wish to volunteer for this position?

Are you willing to participate in the orientation sessions?

Dates and Time _____

Are you willing to participate in facilitators' training session on _____?

Are you willing to fill in 2 questionnaires during the course to provide us with feedback? _____

Are you willing to attend a debriefing session following the end of the course? _____

Are you willing to assist a learner for the entire duration of the course he/she chooses to attend?

Please note you are not responsible for the transportation of the learner you are assisting. Time commitment will depend on the course the learner chooses. Courses run from a total of 3 to 30 hours. Previous experience indicates that most of our learners choose courses from 3 to 15 hours.

Would you like me to pass on this application to other Continuing Education Departments? _____

SIGNATURE _____

**PROGRESS PLUS
CONTINUING EDUCATION LEARNER APPLICATION**

Date of application _____

Name of applicant _____

Mailing address _____

Telephone _____

Contact Person _____

We will talk about the courses you can take. We will talk about how to choose a course. On _____, we will sign up for the course you want to take.

Can you come to classes on the following dates? _____

We will be holding these classes at _____.
(time)

Is this good for you?

Do you have a way to get to classes? _____

Will you talk with us at the end of your course and tell us how it went?

**It is important that you go to your course every night.
Can you do that? ____**

What would make it hard for you to come to class?

**Do you have a friend or relative who would be willing to be a
facilitator?**

Have you taken any other Continuing Education Courses in the past?

Did you take a course in the last session? Why or why not?

SUPPORT PERSON QUESTIONNAIRE

Are you committed to facilitating the attendance of this learner to the orientation sessions as well as to each and every class in the course of the learner's choosing?

What benefits do you think this learner will receive by participating in Progress Plus?

Are you willing to facilitate this learner's participation in a Continuing Education Course in the next Session?

APPENDIX B

INFORMATION FORMS

FACILITATOR'S INFORMATION FORM

The following confidential information is provided to assist you in facilitating this learner.

The role of the facilitator is to ultimately enable the learner to independently participate in Continuing Education courses of his/her choice.

Specifically:

1. To help ensure that the learner is comfortable in this Continuing Education setting.
2. To help the learner participate to the fullest extent possible.
3. To gradually fade from direct participation with the learner as soon as possible; encouraging respectful interaction with other learners.
4. To be a liaison between learner and instructor when needed.

The Learner:

Name and special circumstances for this learner.

The Instructor:

Name, phone number and any notes of interest concerning this instructor.

Course: _____

Date: _____

Time: _____

Location: _____

Supplies: _____

Be prepared for your class:

- ⇒ Call the learner on the day of the class to remind him/her of time and place.
Note: you are not responsible for the learner's transportation to or from class.
Designate a meeting place such as the front doors of the school closest to the classroom.
- ⇒ Bring the necessary supplies if applicable.
- ⇒ Arrive early so that you can find the best seating for the learner. Consider the physical needs of the learner. Position yourselves so that you are an integral part of the class (not in the back row for instance). Be sure to sit close to other learners to encourage interaction. Being early for class will allow time for mingling among the other learners and making introductions before class starts.
- ⇒ If you are unable to attend a class, call your coordinator and the learner.
It is imperative that you make alternate arrangements.

INSTRUCTOR'S INFORMATION FORM

COURSE: _____

COURSE INSTRUCTOR: _____

Phone # _____

INTERVIEW WITH INSTRUCTOR:

TIME: _____

PLACE: _____

This learner (will, will not) be accompanied by a facilitator.

The following information is provided for you to enable a smooth transition for learners who have not previously attended inclusive Continuing Education classes. Spring Session 1995 was the pilot program for the Progress Plus Course. The participants have attended orientation sessions exploring their course options; deciding on criteria for choosing a course and orientation at the Highschool. Both learners and facilitators have successfully completed this process. They have chosen your course because of their own interests, time commitments, and abilities as well as other criteria. It is our goal to make this a very positive learning experience. If you have any questions or concerns please feel free to call the coordinator:

Name of Coordinator: _____

Phone # _____

The LEARNER:

Name, and special circumstances for this learner.

The FACILITATOR:

Name and phone number and any notes of interest concerning this facilitator.

The role of the facilitator is to assist the learner's participation in Continuing Education courses of his/her choice.

Specifically:

- 1) To help ensure that the learner is comfortable in this Continuing Education setting.
- 2) To help the learner participate to the fullest extent possible.
- 3) To gradually fade from direct participation with the learner as soon as possible; encouraging respectful interaction with other learners.
- 4) To be a liaison between learner and instructor when needed.

COORDINATOR: _____

The role of the coordinator is to support the learner, facilitator and instructor in the successful completion of this course.

The coordinator is also responsible for orientation sessions and debriefing sessions for the learner, facilitator and instructor. We would appreciate feedback re: successes and concerns. The coordinator will be supplying you with a questionnaire regarding the participation of this learner in your class. We appreciate your time and consideration in filling out this questionnaire and returning it to the coordinator. This is an essential part of this program. Your input will provide information valuable in modifying and in continuing this support program.

Do you require any other information before this learner and facilitator participate in this Continuing Education Class?

COMMENTS:

APPENDIX C

CRITERIA FORMS

**QUESTIONS TO ASK WHEN CHOOSING A CONTINUING EDUCATION
COURSE. (Developed by the Progress Course Classes 1995-97)**

Name_____ Partner's name_____

The course I am looking at is _____.

Do I want to know about this? YES...NO

Do I need to know about this? YES...NO

Will this be physically hard for me to do? YES...NO

Is this course too hard for me? YES...NO

Do I need a prerequisite course?

Is there a course that I need to take before I can take this one? YES...NO

Where is the course? _____

Is this a good place for me? YES...NO

What time is this course? _____

Is this a good time for me? YES...NO

On what day of the week is this course? _____

Am I free on this day of the week? YES...NO

How long is this course? _____Hours _____weeks

Is the number of hours each night okay for me? YES...NO

Is the number of weeks okay for me? YES...NO

Do I have time for this course? YES...NO

Is it a time that is too busy for me? YES...NO

How much does this course cost? \$ _____

Can I afford to take this course? YES...NO

How much will it cost for babysitting? _____

Transportation (gas, bus fare or taxi)? _____

Do I have enough money? YES...NO

What tools or supplies do I need for this course? _____

Do I have the tools necessary for taking this course? YES...NO

What will I have to buy? _____

Do I have enough money? YES...NO

Should I take this course? YES NO

Course Information Sheet

My name _____ Partner's name _____

I have chosen _____ course.

I can register for this course at _____
(name of school)

on _____, at _____ o'clock.
(day of the week) (time)

COST: _____

The course starts on _____, _____
day of the week *month*

time

I have to go to _____.

My second choice would be _____.

Date: _____

Time: _____

Location: _____

Cost: _____

APPENDIX D

DEBRIEFING FORMS

LEARNER'S DEBRIEFING QUESTIONNAIRE

Learner's name _____

Facilitator's name _____

Course _____ **Instructor** _____

1. Did you like the evening sessions when we talked about the courses you could take? YES NO

Did you find it helpful? YES NO

What did you learn? _____

2. How did your Continuing Education course go?

3. Did you make a good choice?

4. How did things go with you and your partner?

5. How did things go with you and the instructor?

6. Would you take another Continuing Education course in the fall?

7. Do you think you would want to come to Progress Plus again in the Spring?

8. What was the best thing that happened with this Continuing Education class?

9. What negative things happened during this Continuing Education class?

10. What would you like us to change to make this a better course?

Would you change: the day ? YES NO

the time? YES NO

the teacher? YES NO

your facilitator? YES NO

the course you took? YES NO

the instructor in the course? YES NO

FACILITATOR'S DEBRIEFING QUESTIONNAIRE

Facilitator's name _____

Learner's name _____

Course _____ Instructor _____

Using a scale of 1 to 5...1 being poor, 5 being excellent, rate the following questions.

1. How would you rate the preparation you received for being a facilitator?

1 2 3 4 5

Comments _____

2. How would you rate the first 4 evening sessions of Progress Plus?

1 2 3 4 5

Comments: _____

3. How would you rate your Continuing Education course?

Please comment as to whether you feel you made a good choice in choosing to facilitate this particular course.

1 2 3 4 5

Comments: _____

4. How do you think the learner would rate this experience?

1 2 3 4 5

Comments_____

5. Rate the interaction between you and the learner.

1 2 3 4 5

Comments_____

6. Rate the interaction between the learner and the instructor.

1 2 3 4 5

Comments_____

7. Rate the interaction between you and the instructor.

1 2 3 4 5

Comments: _____

8. Rate the interaction between the learner and the other learners.

1 2 3 4 5

Comments_____

9. Would you be a facilitator in this program again?

Please comment as to why or why not.

10. What was the best thing that happened during this experience?

11. What would you have changed about this experience?

12. How could we improve this program?

13. What do you think your role was as a continuing education
facilitator?

INSTRUCTOR'S DEBRIEFING QUESTIONNAIRE

Instructor's Name: _____

Course: _____

Learner's Name: _____

Facilitator's Name: _____

The following questions are designed to help us evaluate the Progress Plus program.

1. Were you adequately prepared for the inclusion of a special needs learner in your class?

YES NO

Comments: _____

2. What information or supports could we provide that would help you to be better prepared?

3. On a scale of 1 to 5, (1 being poor, 5 being excellent), how would you rate the participation of this learner in your course?

1 2 3 4 5

Comments: _____

4. How would you rate the interaction between you and the learner?

1 2 3 4 5

Comments: _____

5. How would you rate the interaction between the learner and the other participants in your class?

1 2 3 4 5

Comments: _____

6. How helpful was the facilitator?

1 2 3 4 5

Comments:

7. What adaptations did you have to make, if any, to your course material, teaching strategies or class environment?

8. What positive impact did inclusion of a learner with special needs have on this Continuing Education course?

9. What would you change about the Progress Plus program to make it fit your needs as a Continuing Education Instructor?

Other Questions and Comments:

Thank you for completing this questionnaire. Please return it to the Continuing Education office.

APPENDIX E

TIPS

TIPS ON HELPING PEOPLE WITH PHYSICAL DISABILITIES

You may feel awkward about offering help to people who have physical disabilities. Here are a few tips to keep in mind.

- Offer help when you think it is needed but do not insist on it. Always ask if you can help before taking any action.
- Don't hover over individuals. Be age appropriate in your interactions.
- Don't take away crutches, canes or wheelchairs from a person with a disability unless he/she has indicated that he or she would like them moved.
- Be yourself.
- If facilitating in an outdoor setting, be aware that some people with disabilities may not be aware of over exposure to the sun.
- Be patient with people whose communication you find difficult to understand.

WATCH YOUR LANGUAGE

People with disabilities should be described in words and expressions that portray them with dignity:

- describe the person, not the disability
- refer to a person's disability only when it is relevant
- avoid images designed to evoke pity or guilt

Use person's with a disability rather than disabled, handicapped, crippled.

Use person who has or person with rather than crippled by, afflicted with, suffering from.

Use person who uses a wheelchair instead of confined, bound or restricted to a wheelchair.

Use person who is Deaf or hard of hearing rather than deaf and dumb, deaf mute.

Use person with a developmental disability rather than retarded or mentally retarded.

Use person with Cerebral Palsy rather than spastic.

Use person with a learning disability rather than learning disabled or learning difficulty.

IF IN DOUBT, ASK. MOST PEOPLE WITH DISABILITIES WILL BE MORE THAN WILLING TO HELP YOU.^{xxii}

^{xxii} Adapted from Active Living Alliance, for Canadians with a Disability, 1600 James Naismith Dr. Suite 312, Gloucester, Ontario K1B 5N4

QUESTIONS AND ANSWERS

The following are questions asked by facilitators during the facilitator training sessions.

Q. What if the learner doesn't come to the first class?

A. You would have spoken to the learner a couple of days before class, as outlined in your "Learner Information Sheet." If at that time there was no indication of the learner not intending to come, phone them. It may be that the learner has forgotten or has had transportation problems. Feel free to attend the class even if your learner cannot make it. If attendance continues to be a problem, let your coordinator know.

Q. Am I responsible for getting the learner's supplies for the course?

A. No. We have found that sometimes the learner and the facilitator do get together to purchase supplies as a matter of convenience. You are responsible for getting your own supplies (talk to your coordinator to see if there is any financial assistance for this) but the learner is responsible for getting his/her own supplies.

Q. What if the learner becomes dependent on me and doesn't want "fading"?

A. Take your cues from the learner. But be sure to talk to your coordinator about the situation. There may be some extenuating circumstances that are affecting your learner.

Q. What if my learner becomes excessively loud during class?

A. Try to calm the learner with gentle suggestions. If the learner is not responding, then as quietly as possible, leave the room with him or her. The learner may just need a break, may be agitated or frustrated. You will have a name of a contact person if you need to have someone pick up the learner. Contact your coordinator. Do not leave the learner or send him/her home until you have spoken to the coordinator, a parent or caregiver.

APPENDIX F

RESOURCES

REFERENCES AND RESOURCES

Active Living Alliance, for Canadians with a Disability, 1600 James Naismith Dr. Suite 312, Gloucester, Ontario K1B 5N4

Beyond Words: The Book

**Published by the Association for Community Living Manitoba
#1-90 Market Avenue Winnipeg, Manitoba R3B 0P3**

Bringing Literacy Within Reach, Identifying and Teaching Adults with Learning Disabilities

**Learning Disabilities Association of Canada
ISBN 0-919053-25-4**

Educating the Deaf: Psychology, Principles, and Practices

David Moores

Houghton Mifflin Company Boston. 1996

Enhancing the Lives of Adults With Disabilities: An Orientation Manual

Training Resource Network RR#2 Box 257 Antrim, NH 03440

Guidelines for an Adult Aboriginal Literacy Classroom'', Developed by Julia

Mandamin, Aboriginal Literacy Foundation Inc., pages 7-8

Inter-Agency Group Disability Circle Resource Guide

compiled by Faith Jacyk

Internet: British Columbia Ministry of Education, Skills and Training, Special

Education Branch

Multiple Intelligences for Adult Literacy and Adult Education

Leslie Shelton, Project Read

People Reading Series, Instructor's Manual

Written by Darlene Stevens and Terrie Moar

Continuing Education Dept. Lord Selkirk School Division

1995

Promoting Literacy Skills in Adults with Intellectual Disabilities
Ministry of Skills, Training and Labour. British Columbia

(A) Resource Guide for Educators of English Second Language Learners. New Brunswick Educational Services Branch, Department of Education
Internet: <http://www.nald.ca/province/nb/tesl/guide.htm>

Special Education in Canadian Classrooms
K. Weber
Irwin Publishing 1994

Teaching Special Students in the Mainstream, Third Edition, Rena B. Lewis, Donald H. Doorlag, Merrill Publishing

The Literacy Book – Options for Teaching Literacy to people with Disabilities
Centre for Independent Living in Toronto (CILT), Inc

APPENDIX G

EVALUATION

Manual Evaluation

In order to make improvements on this manual we would appreciate your completing the following questionnaire.

Please forward it to Bill Gamble, Continuing Education, 221 Mercy St., Selkirk, Manitoba R1A 2C8.

1) How did you receive a copy of this manual?

2) Overall, how useful did you find this manual?

not useful fairly useful useful very useful extremely useful

3) How often did you consult this manual?

4) Have you read this entire manual?

5) What part of this manual did you find the most useful?

6) What part of this manual did you find the least useful?

7) What should be added to this manual?

8) What should be deleted from this manual?

Can you provide us with a concrete example of how you and/or the instructor made adaptations to the Continuing Education course for the learner?

Thank you for taking the time to fill out this evaluation.

