

PROGRESS PLUS

ADMINISTRATOR/ COORDINATOR HANDBOOK FOR CONTINUING EDUCATION

**Written by
Terrie Moar and
Ellen Kubay**

In cooperation with
Progress Plus Learners & Facilitators past and present
Continuing Education Department
The Lord Selkirk School Division
Selkirk, Manitoba, Canada

Made possible through [The National Literacy Secretariat](#)
&

Adult Literacy and Continuing Education - Manitoba
Department of Education

1998-1999

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PROGRESS PLUS ADMINISTRATOR/COORDINATOR'S HANDBOOK FOR CONTINUING EDUCATION

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PREFACE

This coordinator's manual has been created to complete the set of manuals designed for the Progress Plus Courses that have taken place at the Lord Selkirk School Division Continuing Education Department. A guide for facilitators was produced in 1996-97. The instructor's handbook was produced in 1997-98. 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. Promotion and training for the Progress Plus Course was made possible through Adult Literacy and Continuing Education.

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 coordinator 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
- ◆ An overview of management and implementation strategies.

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, people with various abilities 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 all 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, the Continuing Education staff and the community at large benefit from this inclusion.

ⁱThe 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 coordinator, instructor, facilitator and the care provider. The orientation sessions for learners and facilitators are detailed to give the coordinator 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 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

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

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 leaning 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 and 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 options 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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Progress Plus Principles

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

ⁱⁱⁱ Seven Characteristics of Highly Effective Adult Learning Programs by Dorothy D. Billington, Ph.D. Internet address:
http://www.cyberspace.com/~building/article_billington1.html

learning “They choose continuing education courses that fit their needs and 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.”

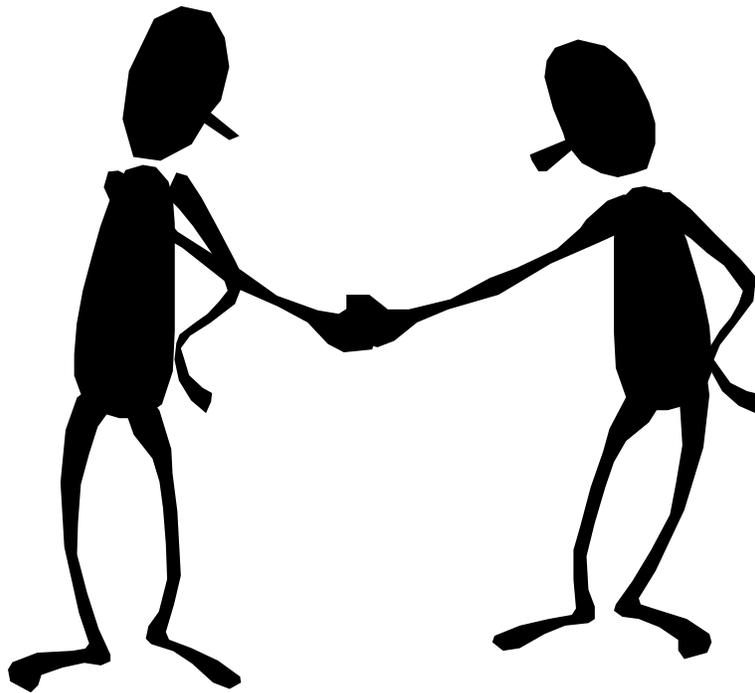
The **Progress Plus Program** facilitates the implementation of these principles through the staffing and training components of the program. The program takes a team approach with the coordinator, learner, facilitator, instructor and care provider all playing a part.

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 role play interaction between other students and the learner.
- ◆ To show through example treating people with dignity.

<p style="text-align: center;">TO HELP ENSURE THAT THE LEARNER IS COMFORTABLE IN THE CONTINUING EDUCATION SETTING</p>
--

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.

Of key importance is the following:

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 way. The facilitator needs only to clarify, interpret or physically assist the learner when necessary.

**TO PARTICIPATE IN PRE-ORIENTATION FACILITATOR TRAINING,
ORIENTATION SESSIONS AND
POST-ORIENTATION FACILITATOR TRAINING**

The facilitator must participate in all aspects of the Progress Plus Program to be effective. Orientation sessions are detailed in the Roles of the Coordinator section of this manual.

ROLE OF THE COORDINATOR

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

The general timeline for the Progress Plus Program

ACTIVITY	ROLE OF COORDINATOR	TIMEFRAME
1. Recruitment of steering committee members	<ul style="list-style-type: none"> a) Collaborate with the Continuing Education Director to determine whom to invite to the steering committee. Selection is based on the needs of the community and natural partnerships. b) Contact prospective committee members through personal contact by the Director or self. 	6 months prior to initiating program
2. Steering committee meeting	<ul style="list-style-type: none"> a) Co-chair meeting with the Continuing Education Director. b) Present the philosophy and content of the Progress Plus Program. c) Elicit support for advertising and recruitment efforts. d) Outline timeframe and activity strategies. 	3 months prior to program implementation
3. Facilitator Recruitment	<ul style="list-style-type: none"> a) Develop and initiate advertising campaign for facilitators through media and organizations. b) Send out application forms to perspective facilitators. c) Interview perspective facilitators d) Conduct police and abuse checks. 	3 months prior to program implementation
4 Recruitment of Participants (Learners)	<ul style="list-style-type: none"> a) Develop and initiate advertising campaign for learners through media and organizations. b) Organize open house information meetings c) Solicit opportunities to do presentations for agencies, organizations and learner groups. e) Distribute application forms to prospective learners. f) Interview prospective learners 	2 months prior to program start date.
5. Select learners	On the basis of the program's ability to reasonably assure a positive outcome for the learner, the coordinator selects the number of learners for the sessions Progress Plus course.	1 month prior to start date.
6. Hiring of	This should be in collaboration with the	1 month prior

Facilitators	Director of the Continuing Education Department. The number of facilitators should be slightly more than the numbers of learners.	to program start date.
7. Create a pictorial Continuing Education brochure.	To facilitate the use of course information, create a brochure highlighting courses of interest to learners. The brochure should contain a pictorial clue for each course.	Prior to orientation sessions
8. Conduct first facilitator training session (pre-orientation)	Coordinator develops the first training session with content suitable to the facilitators' knowledge base, experience and abilities.	2 weeks prior to orientation classes.
9. Conduct orientation sessions	There are 4 orientation sessions ending with the learner/facilitator teams' registering for continuing education classes. After Session 2 – develop the criteria form based on the learner/facilitator brainstorming.	1 session per week for 4 weeks. These sessions must be timed to end just before Continuing Education classes begin.
10. Work with Continuing Education office staff to ensure smooth registration procedures.	Facilitators and learners will register together.	1 week before the start of the Continuing Education classes.
11. Monitor facilitator, instructor and learner	Check in with the facilitators, learners and instructors to ensure that things are running smoothly.	Throughout the Continuing Education classes.
12. Conduct a post-orientation training for facilitators.	Facilitator only session designed to reiterate the basics to successful facilitation.	Following last orientation class.

13. Debriefing sessions	Coordinator meets with facilitators, learners and instructors to examine the successful aspects and the challenges of the program. These sessions may be small group or one-on-one.	1 week following completion of most Continuing Education classes.
14. Compile information from debriefings and make program changes. Submit reports to funders.		

Steering Committee

The Progress Plus Program is well-served through strategic alliances with family services, health practitioners, community colleges, universities, Association for Community Living, employment programs and adult literacy programs. The original Progress Plus model utilized a steering committee comprised of key players representing community, learners and policy-makers. It is important to involve the community in the initial planning stages of the project. This increases the chances of important recruitment and implementation strategies being used that are specific to each community.

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

Advertising may be accomplished through ads in the community newspaper, public television, and word of mouth. The most successful promotion has been through contacts at various agencies involved with adults seeking opportunities to be involved in community. Presentations to boards, committees, groups and classes are most effective. Promotional material might include specific information on the time and place of the orientations, the goal of the Progress Plus Program and examples of the pictorial brochures, or previous learner-generated criteria list. The keys for successful recruitment is to underline the Continuing Education’s clear desire to be inclusive and the increased chances for successful participation in lifelong learning through the Progress Plus strategies.

Providing clear, accessible opportunities to learn more about the program and to participate in registering for the Progress Plus facilitation can facilitate the

application process.

Program information is best relayed through:

- ◆ Personal contact at specific groups or programs where prospective learners may gather.
- ◆ Presentations to the caregivers/parents of prospective learners.
- ◆ Open houses, at a place where participants, parents and caregivers will feel comfortable, to relay information via printed information and one-on-one.
- ◆ 'Coffee' sessions at the homes of prospective learners.

Interested learners go through an application process. **This process determines the ability of the program to meet the needs of the prospective learner.** The printed application form may be filled out by the interested learner, the parent or caregiver or done orally by the coordinator when appropriate. It is essential to determine:

- ◆ The probability of the learner participating in the orientation sessions (does he have the time, transportation, interest?).
- ◆ The obstacles to participation and possible solutions (could we approach someone to provide transportation?)
- ◆ Previous participation in continuing education courses (may provide indicators regarding future successful participation).
- ◆ Family/caregiver level of support where applicable.
- ◆ The ability of the Progress Plus Program to provide a successful experience for the prospective learner (what additional supports need to be in place, what adaptations need to be made to course length, content, facilitation).

The coordinator recruits and selects facilitators.

Initial recruitment is conducted through advertising in the local paper, letters to service groups and contacts through community agencies, community colleges, universities and community programs.

The facilitator is a key person in the Progress Plus Program. It is volunteer position demanding a commitment of time and energy. Candidates complete a written application form to ascertain their time available, work and volunteer experience, education and motivation for applying for the facilitator position. Successful applicants are then screened through an interview process. This is an opportunity to discuss the scope of the program, challenges and concerns. The facilitators are selected primarily on the apparent capability to interact with the learner and course instructor in a manner that is conducive to the success of the program. We have found that experience is not always a clear indicator of greater chances for success.

It may be difficult for prospective facilitators to assume a different role if they

have worked with the learner in a different setting. Provide supports to the facilitator and be watchful of challenges before they occur.

**The coordinator is responsible for
the development of the facilitator training and 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 orientation sessions are detailed below. It is the coordinator role to adapt these sessions to accommodate individual communities. The number of sessions, the content and facilitation procedures may need to be modified to suit the needs of families, learners, instructors, facility and courses offered.

Goals of 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
5. To review the debriefing process with facilitators.

The coordinator develops the facilitator training sessions.

The facilitator 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 pre-orientation training session is held before the orientation sessions with learners. The session is designed to familiarize the facilitators with the orientation process; their role, orientation content and rationale. This training must be adapted to individual facilitators. Some facilitators have the big picture; others just pieces of it. This is a time to delve into the philosophy of the Progress Plus model and entertain any comments or suggestions.

A typical pre-orientation facilitator training session 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.

Icebreaker

A relaxed way to get to know each other:

Write your name on a nametag. Write down why you wanted to facilitate the Progress Plus Program. Find the person in the room who has the same size hand as you. Stand by that person. Talk about your reasons for being here. Now introduce that person to the rest of the group.

Overview of the Progress Plus Program

Review the goals and objectives of the Progress Plus Program. The emphasis must be on this program's mission to make lifelong learning accessible to all members of the community.

The role of the facilitator, instructor and coordinator

Outline the duties and responsibilities of the Progress Plus team. Detail the coordinator's role as a support to learners, facilitators and course instructors. Contact information is shared; the coordinator (or an alternate) must be available in person or via phone during all course times. The role of the course instructor is explained and the fact that the facilitator must not assume the role of the course instructor is emphasized. It is useful to brainstorm for how the facilitators see their role. The brainstorming is then discussed.

Principles of Inclusive Adult Education

Facilitators are often of various work backgrounds and may not have worked with adults in an educational setting. The fact that we are facilitating adults whom must be treated as adults needs to be underlined. Progress Plus believes in taking a learner-centered approach.

Brainstorming for concerns

This first facilitator session is an ideal opportunity to dispel myths and concerns. Establish a secure, non-threatening atmosphere in which to brainstorm regarding what situations might arise and what situations might cause concern.

Problem solving

Facilitators need to be aware of their options and to gain confidence in their own abilities to deal with challenging occurrences.

Brainstorm under the titles of:

What to do in problem situations.

How to remain positive and supportive.

The Debriefing process

Facilitators will be asked to participate in a debriefing session at the end of the continuing education course or courses that they facilitate. Explain what is involved in the debriefing session.

When developing the orientation sessions, the coordinator considers the participation of the facilitators

The orientation sessions are not only for the learners. They provide an opportunity for facilitators to get to know the learners and some course instructors. The coordinator models facilitation strategies and techniques that can be adapted to the classroom by the facilitator. Facilitators must be encouraged to fully participate in all aspects of the orientation sessions while allowing the learner to take the lead. The orientation sessions are a training ground for positive interaction between learner and facilitator.

ORIENTATION SESSIONS FOR LEARNERS AND FACILITATORS:

Session 1

Introductions (name tags)

A brief introduction of the coordinator, facilitators and learners.

Overview of Progress Plus Course

What to expect from this course.
Outline the orientation sessions and course expectations. This should be brief and to the point.

Calendars

Dates and times of classes.
The coordinator provides a calendar (preferably with graphics) indicating the dates and times of the orientation sessions. Use one page for each month if the sessions go across two months. All 4-orientation sessions should be on the same day of the week and at the same time of the day for continuity.

Brainstorming for “Things I (would) like to do”

Looking at activities and interests of the group.
The principles of brainstorming are outlined following this training outline.

Categorizing

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

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)^{iv}

The brainstorming session from the orientation sessions is: "What are some of the things you like to do?"

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

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. The assistant could be one of the facilitators.

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 it. 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. Caution – do not prolong this. If things are getting bogged down, just quickly distribute the rest of the strips and rely on the facilitator-learner team to read them as you continue with the categorizing.

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 strip that goes with this one?"

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

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 courses that are available in the Continuing Education brochure. For example, a category might be named “Things we like to do with our hands”. The connection can be made to woodworking, quilting classes or craft sessions.

Save brainstorming strips for Session 2.

Session 2

Examine Continuing Education Brochures

- ◆ A look at the current brochures

The Coordinator develops a pictorial brochure of courses that may be of particular interest to the learners. This brochure is an important tool for those who would have difficulty reading the original brochure. The brochure should contain a limited number of courses based on expressions of course interest during the learner intake interviews. The brochure must adhere to clear language principles and include a pictorial clue for each course.

Refer to the brainstorming strips from last session to make the connection between favoured activities and Continuing Education classes.

- ◆ Developing Criteria for Choosing a Course

The coordinator uses two courses from the Continuing Education Brochure. Learners and facilitators brainstorm for why we would or wouldn't want to take these courses.

The brainstormed ideas are categorized as outlined below. This will be the basis for our criteria.

Introduction to a Course Instructor

Choose an instructor that you think your learners will most likely encounter. You will have had some indication as to courses that your learners may sign up for through your intake interviews and Session 1.

Prepare the learners before the instructor comes in. Let them know a little about the instructor and why you chose him to come to speak to the class. Discuss possible questions the learners might want to ask.

The 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.

This is an opportunity for the instructor to get to know some of his potential learners. It is also a time for learners to check out the instructor.

DEVELOPING CRITERIA

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

STEPS

5. The facilitator and learner look through the Continuing Education brochure together. They highlight the courses that are of interest to each person. 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. The focus is on two courses, one at a time. The entire group brainstorms for why or why not each of them would take this particular course. The process is repeated for the second course. The coordinator chooses two differing courses so that various factors will arise. For example, an aerobics course might be looked at to bring out ideas that there are physical demands of taking the course, aerobics courses are suitable for people who like to work in groups or a high level of time commitment is required. Then a level two computer course might be looked at to illustrate the fact that some courses require pre-requisite skills, equipment is required to practice at home, or that some people are very interested in doing things with computers .
The brainstorming is recorded. This is the first step in developing criteria for course selection.

3. Ideas are categorized. Categorization is learner-led. The learners name the categories. Titles might include "I like (don't like) to do physical stuff, I like to make things, expensive stuff, need lots of time".

4. The coordinator formulates the criteria into questions. The questions reflect the ideas generated in the categorizing. Examples of the questions could be "What time is this course? Is this time good for you?" After session two, the coordinator writes up the questions into a checklist form (see appendix).

5. In session 3, the learners judge the course they are considering 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.

The coordinator distributes the criteria form based on the brainstorming in session 2 (example in appendix). Facilitators and learners work together to determine if the specific course actually suits the learner. If it doesn't, the learner looks at a different course.

Often, this is the beginning of a natural match of learner to facilitator. It is an opportunity for people to get to know each other and to see if they have common interests.

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. If this hasn't already happened, the coordinator assists in this process. Learners and facilitators exchange contact information.

Session 4

Registration at Continuing Education Office

Facilitators accompany the learners to register for classes.

The coordinator has set this up with the office staff ahead of time to ease the process. The Progress Plus Program is set up so that facilitators do not pay for their course and learners receive a 15% discount.

Tour of Course Locations

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

Developing a familiarity with the building is especially important if the school is large. It is another opportunity for learners and facilitators to interact.

Introduction to a second course instructor

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

The Coordinator develops and delivers a post-orientation training session for facilitators.

This is a brief session with facilitators to review any last minute details. The coordinator reviews the strategies and techniques she has used during the orientation sessions to foster learner participation. This post-orientation training is an opportunity to review some of the basics:

- ◆ The facilitator's job is to help ensure that the learner is comfortable in the Continuing Education setting not to take on the course instructor's role.
- ◆ The facilitator should implement the strategies demonstrated to help the learner participate to the fullest extent possible.
- ◆ The facilitator should encourage respectful interaction with other learners.
- ◆ The facilitator must be at each and every class. If this is not possible then he must contact the coordinator to make other arrangements.
- ◆ The facilitator is encouraged to contact the coordinator with any celebrations, concerns or comments.

The coordinator monitors learner, facilitator and instructor.

The coordinator maintains contact with the instructor throughout the course. The learner, facilitator and instructor are encouraged to communicate successes and concerns. The coordinator may be called upon to provide additional information concerning the abilities of the learner or the facilitator, and teaching techniques and strategies. This requires the coordinator to be knowledgeable about specific learner's strengths and to have strong communication and mediation skills. This manual contains some information and a list of contacts/resources. See appendix.

The coordinator supports 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 Continuing Education 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.

The coordinator designs and implements debriefing sessions with learners, facilitators and instructors.

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

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 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 portion of this manual is information for the coordinator to share with the instructor. It offers important and easy to access information. The information concerns understanding learning style and strategies and how to implement the strategies into instruction. It is vital to know how people learn but it is just as important to know how you learn. It is an insight into how you will teach. Good teachers teach to everyone. Yet, it is a difficult task to do. This section offers some suggestions and quick learning style quizzes, which can help you and also can be used as an icebreaker. Even more importantly, it makes connections about why we as instructors do what we do and why it is more difficult to make connections with some students than others.

- ◆ The Basics
- ◆ Understand the Learner
- ◆ Learning Styles and Strategies
- ◆ 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.
- f) Facilitate rather than direct learning

UNDERSTAND THE LEARNER

This material is adapted from several web sites including the ESL site^v. 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 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.

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

Learning Styles and Strategies

It is important for instructors to understand that people have preferred ways of learning. Some people learn when there is an opportunity to work “hands-on” with materials being learned and others are more comfortable working “in our heads” with more abstract theories and concepts. A learning style defined by MacKeracher (1996) may be thought of as the way which people:

- ◆ Take in information
- ◆ Select certain information for further processing
- ◆ Use meanings, values, skills, strategies to solve problems, make decisions, and create new meanings
- ◆ Change any or all of the processes or structures described in this list.

Learning Styles have broadly grouped into 4 categories:

1. Physical domain – visual, auditory and motor styles
2. Cognitive domain – concrete, abstract, sequential, random styles
3. Affective domain – internal and external psychological and physiological factors that affect how we feel
4. Culture and learning

Most of us have a **preferred learning domain** and within that domain, a **preferred learning style**. In each domain, there are many different learning styles and our own learning style can influence our approach to planning, implementing and evaluation instruction. It is important to be conscious of our own style and be informed of the other styles to offer students a wide, variety and broad range of styles. Most individuals have a preferred learning domain but it does not mean one cannot develop and strengthen alternative domains.

Physical Domain

A preferred learning style in the physical domain refers to their physical senses- sight, hearing, touch, smell and taste when learning.

Learners with a visual style prefer to use their eyes to learn. For example – seeing something in writing, watching a demonstration or video.

Learners with an auditory style prefer to use their hearing to learn. For example- listening to a lecture, talk about the materials or self-talk.

Learners with a motor or kinesthetic style prefer hands on experience. For example- to do an activity, practice a skill or manipulate an object.

Techniques to aid the styles:

Visual: Maximum use of visual aids to enhance learning.

Auditory: Provide maximum opportunities to hear the materials and involve discussion. This could be through group discussions, lectures, guest speakers, reading out loud, listening to cassettes, videos and films.

Motor: Use role-playing, puzzles, games and 3-D learning aids.

See Physical Learning Style Questionnaire in Appendix

Cognitive Domains

A cognitive learning style refers to how the individual approach to learning is mentally centered. Some individuals processing information is more centered in the physical or affective domains, others prefer to 'think' their way through problems. It is your style of thinking, since we all think when we learn.

Dr. Gregorc developed a questionnaire that allows adults to identify their preferred cognitive learning style. He identifies 2 major processes involved in learning:

- ◆ Perceiving information through a continuum from concrete to abstract;
- ◆ Ordering information through a continuum from sequential to random.

Gregorc identified 4 cognitive learning styles:

- ◆ Concrete sequential
- ◆ Abstract sequential
- ◆ Concrete random
- ◆ Abstract random

Instructional Planning Checklist

The table outlines points to consider when planning instruction which addresses learners' cognitive styles.

Instructional Planning Points	Concrete Sequential	Abstract Sequential	Concrete Random	Abstract Random
Do the objectives include ...	"hands-on" problem solving?	Theory and /or analysis?	Opportunities to learn via interpersonal interaction?	Use of problem solving skills?
Is the structure of the learning session ...	A very organized format with exact directions?	A general predictable structure?	Such that there is opportunity for personal input and ideas?	Such that there is opportunity for independent work?
Do the methods include ...	"Hands-on" activities and practical experimental learning?	Reading and research?	Interpersonal and/or group work?	Opportunity for discovery, inquiry and exploration?
Is the general approach ...	Structured and organized?	Logical and conceptual?	Thematic and interpretative?	Investigative and experimental?
Do the techniques used provide for ...	Practical, "hands-on" experience?	Time to plan, organize and think analytically?	Personalized experience?	Choice and alternatives?
Will learners achieve results that provide	Practical information and results?	Conceptual understanding of materials?	Personal meaning?	Unusual or innovative solutions?

Affective Domain

The affective domain refers to how we feel emotionally (psychological factors) and physically (Physiological factors). These feelings are affected by factors both internal and external and may affect our learning.

Physiological factors are determined by 2 factors that relate to those things that affect how we feel physically.

Internal factors: Involve such as hunger, thirst, fatigue and illness may decrease our learning abilities.

External Factors: Involve such things as temperature, noise and light levels. It is the environmental surroundings.

Psychological factors refer to those things that affect how we feel emotionally.

Internal Factors: personal style, motivation, and willingness to take risks, persistence and attention abilities, attitudes, beliefs and assumptions.

External Factors: personal style of others, stressful situations, support from others, etc.

Personal Style

Every instructor and learner brings into a learning situation, his own personal style. There may have been learners that you have just not 'clicked with' or a "personality conflict". Most likely, it has been a mismatch in personal styles which can cause a detract from effective learning. There are different categories of people. A tool for identifying your own personal style is the "Kiersey Temperament Sorter". It is based on Carl Jung's theory of psychological types.

TECHNIQUES

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. A great icebreaker and can be used in any of the classes. Have the class break into pairs. Ask the question relating to the class, for example if the class is line dancing, one could ask, "What is your favorite song to line dance to? Have the pairs share their answer together and then have one person introduce the other person and tell what that person's favorite line dancing song.
2. Provide to the learners one of the learning style quizzes. Ask first, prior to handing out the sheets, what learning styles do you think you are? Then ask at the end of the quiz if they were correct?
3. Have the class think of something unusual about themselves to share with the group, a hidden talent, something that no one knows about them. Expect things like "I can write words backwards, or I can pick things up with my toes". It is a fun way for everyone to get to know something about his or her other class members.
4. 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.

Reading Comprehension?

This activity is adapted from *The Internet TESL Journal*^{vi} 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 icebreaker.
- ◆ It provides a flow into course content based on ideas and knowledge of the learners.

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

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)^{vii}

*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

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

This is a way of organizing and sorting the ideas that have been 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).

This can be illustrated by using a brainstorming activity from a computer class entitled "What I want to know about computers". One strip might read "How to turn one on". Ask, "Does anyone have a strip that goes with this one?" 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.

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
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 are detailed in the next section. Many of these strategies are useful in many educational settings.

ADDRESSING SPECIFIC NEEDS



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 explanations of specific disorders, specific needs and strategies for facilitating adults in an educational setting

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."

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."^{viii}

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.'"^{ix}

Attention Deficit Disorder

Attention deficit disorder (ADD) is a nervous disorder that usually affects children. It is a neurological condition. Very high levels of physical activity, consistently impulsive and immature behaviour and extremely short attention span characterize ADD.

Many adults with ADD are visual learners. Take advantage of this and make things memorable with colour. Adults with ADD need to have a controlled and organized class. People with ADD often have difficulties in organizing tasks, sustaining attention in tasks, following through on instructions and failing to give close attention to details.

Adaptations and Strategies:

^{viii} Inclusive Education: Teaching Strategies www.uni.edu/coe/inclusion/teaching.html

^{ix} Centre for Studies on Inclusive Education

- ◆ Organizing is the key for the learners to be successful in the class.
- ◆ Offer the learners a task break down of the work involved.
- ◆ Allow the learner to complete one or two tasks rather than using the all or nothing approach.
- ◆ Use humor, offer encouragement to stay on task or just a friendly reminder to get back to work
- ◆ Realize the ADD is not a passive-aggressive personality
- ◆ Allow the learner to make lists, notes to self, colour coding, reminders and files.
- ◆ Set up the learning environment to reward rather than deflate.
- ◆ Set up deadlines. Deadlines help learner stay focus.
- ◆ Permission to tape record lectures.

Manitoba Learning Center 491 Portage Avenue, Winnipeg, Manitoba
Telephone: 786-7051

Aboriginal Learner

Approach instruction of Native learners in a manner generally preferred within the culture:

- ◆ Allow learners to privately rehearse a skill before demonstrating competency publicly
- ◆ Avoid spotlighting learners
- ◆ De-emphasize competition and emphasize co-operative and collaborative learning
- ◆ Assist learners to integrate synthesize new materials with prior knowledge and experience
- ◆ Accept silences and allow longer pauses after asking questions
- ◆ Be sensitive to non-verbal cues signaling
- ◆ The need for assistance or the desire to discuss an issue with the instructor.

"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."^x

Autism

Avoid long strings of verbal instructions, people with Autism have problems remembering sequences

Be aware of loud sounds, they are intensified through the ears of people with Autism

Be aware of visual distractions and fluorescent lights

Some autistic people can sing better than they can speak, allow for that individualism

Touch is often their most reliable sense, allow them to feel things out.

Here are some general characteristics of individuals with Autism in relation to their learning style and experiences

Strengths:

Can be strong visual learners

Usually good rote memory (Strategies and Suggestions for Teaching Children with Autism/PDD by Leslie Broun, Special Needs Teacher The Peel Board of Education

Adaptations and Strategies:

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.

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

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

continuing education.”^{xi} 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. ^{xii} 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. Once 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.”

- ◆ 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.
- ◆ Allow the learner to be flexible of class time.
- ◆ Allow the learner to be flexible with class time.
- ◆ 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.”^{xiii}

Autism Society of Manitoba 825 Sherbrook Street, Winnipeg, Manitoba
Telephone: 783-9563

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

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

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

Bipolar Disorders “Mania”

Mania refers to an abnormal elevation of mood, characterized by wild excitement, over-activity and lack of concentration. It is also marked by excessive irritability, hostility and sometimes violence.

Bipolar disorder affects about 1 percent of the total population, with its onset usually between the ages of twenty to thirty. Women seem to outnumber the men in the contraction of the disorder.

Brain Injuries

When the head is hit with sufficient force, the brain turns and twists on its axis (the brain stem) causing a loss of consciousness. If the injury is severe, the area of the brain where the impact occurred may be bruised and damaged. Damage to the brain affects the individual in a variety of ways but the common thread is information processing system and attentional capacity are impaired.

There are however characteristics that are commonly associated with head-injured patients, such as:

- Motor deficits
- Perceptual deficits
- Speech and Language Deficits
- Cognitive Deficits
- Denial
- Regulatory Disturbances
- Personality Changes

Manitoba Head Injury Association 2nd Floor 825 Sherbrook Street,
Winnipeg, Manitoba
Telephone: 772-0770

Bronchiectasis

Bronchiectasis is a lung condition in which some of the bronchi and bronchioles (the main airways connecting the windpipe and the lungs) have lost their elasticity and have expanded and filled with fluid.

Carpal Tunnel Syndrome

CTS is characterized by weakness, pain, tingling, numbness, burning in the palm, the thumb, index finger, middle finger, and ring finger. This is caused by the entrapment of the median nerve in the wrist. Symptoms are usually worst at night and in the morning.

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. CP is a general term to describe various disorders of muscle control caused by a period of lack of oxygen to the brain.

"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."^{xiv}

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:

- ◆ 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.

Manitoba Cerebral Palsy Association 825 Sherbrook Street, Winnipeg, Manitoba R3A 1M5 Telephone: 774-9427

Canadian Cerebral Palsy Association 880 Wellington Street, Suite 612, Ottawa, Ontario K1R 6K7 Telephone: (613) 235-2144 or 1-800-267-6572

^{xiv} Skills and Training, "British Columbia Ministry of Education," Special Education Branch, <http://gov.bc.ca/specialed/welcome.htm>, February 16,1997.

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.
- ◆ Be patient, allow the learner to finish his/her sentences, Try not to interpret.

Culture and Learning

Canada has a rich and diverse mix of cultures. Culture can affect learning to greater or lesser degrees, depending on such things as: the individual's unique learning style, the similarities and differences of the learner's culture to the of the facilitator, the ability of the facilitator and the learner to identify and adjust to differences. It should be noted that while culture can affect learning, instructors should not assume that every person within a certain culture would learn in the same way. It is important to recognize the individual differences.

It can be difficult to be knowledgeable about every culture. But we can strive to instruct in a sensitive, informed and inclusive manner. In her article "Culture in the Classroom," Barer-Stein (Stein & Draper, 1991) lists several simple and practical ideas for doing so:

- Be aware that many people of the world are accustomed to offering and demonstrating great respect for teachers. Offer them a choice in addressing you by first name or surname; accept with aplomb. Do the same for them.
- Make a point to learn and to pronounce the students' names correctly and as formally or informally as the students indicate. They have pride in their names and identities in them even as you do. Recognize and respect this. Your effort will be appreciated.
- Be sensitive to current political situations. Take care not to favor one culture over another.

- Be alert to cultural slurs. Be open to incorporating several views to a discussion topic by making use of the differing views and backgrounds within the classroom to give a personal slant. Take the time for clarification and examples when there seems to be evidence of prejudice, discrimination, stereotyping or just a misunderstanding.
- Encourage individual questions and contributions relating to cultural background.
- Be alert to a different structuring of daily life. For example, in manners of greeting, inviting, praising, and criticizing. "Yes", does not always mean that things are being understood; it may simply signify politeness.
- Replace mere tolerance with serious and continued efforts to understand and accept the reality of differing values and perceptions.

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. ^{xv}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.
- ◆ 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.

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

- ◆ Role-playing can be a successful strategy to use.
- ◆ Use repetition.
- ◆ Encourage, but do not pressure the learner to speak.

Cystic Fibrosis

Cystic Fibrosis is a serious hereditary disease characterized by abnormal secretions that affect many parts of the body, primarily the lungs, pancreas and the digestive tract (throat).

Manitoba Chapter of Cystic Fibrosis Foundation, 33-3900 Grant Ave, Box 21008
Winnipeg, Manitoba R3R 3R2

Canadian Cystic Fibrosis Foundation, 2221 Young Street, Suite 601 Toronto,
Ontario M4S 2B4 Telephone: (416) 485-9149 or 1-800-378-CCFF
Website: www.phd.msu.edu/cf/fam.html

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.^{xvi}

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 finger spelling and signs. It is recognized by linguists to be a true language having its own structure and syntax. It is not English. Speech reading is a way of watching a speaker's lips, mouth, tongue, gestures and facial expressions.

Adaptations and Strategies:

- ◆ Look at the learner when speaking to him.

^{xvi} [Http://home.inreach.com/torsi/parenthome.html](http://home.inreach.com/torsi/parenthome.html)

- ◆ 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.
- ◆ 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.

Manitoba Speech and Hearing Association 321-285 Pembina Highway,
Winnipeg, Manitoba R Telephone: 453-4539 or 453-8485 Fax: 477-1881

Canadian Hard of Hearing Association Manitoba Chapter Telephone: 772-6979

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 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. The facilitator will be of help here.
- ◆ 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. Become familiar with this and use it to help clarify communication.

Diabetes

Diabetes Mellitus is often called sugar diabetes. It is a condition in which the body is unable to properly process carbohydrates (sugar & starches), that are the body's major source of energy. There are two types:

Type 1 refers to diabetics who are insulin dependent and requires injections of insulin to maintain blood sugar levels. If blood sugar levels go to low the person will experience an insulin reaction. This causes dizziness, hunger, fatigue, headache, swelling, trembling and occasionally unconsciousness. The treatment is to give the person 'simple' sugar.

Type 2 refers to diabetics who are not insulin dependent. This often occurs in adults over the age of 40 and can be controlled by diet.

Diabetes Foundation of Manitoba 1114-233 Kennedy Street,
Winnipeg, Manitoba
Telephone: 943-7871

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.
- ◆ Be conscious of hallway traffic
- ◆ 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.

Down Syndrome Society of Manitoba Telephone: 992-2731

Dyslexia

See Learning Disabilities

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, follow these steps:

1. Keep calm and let the seizure run its course. It usually lasts only a few minutes and does not require medical aid. DO NOT TRY TO STOP THE

^{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.
<http://gov.bc.ca/specialed/welcome.htm>

- SEIZURE OR REVIVE THE PATIENT. Check for medical alert bracelet/necklace. Observe carefully for later report to medical personnel.
2. Protect from further injury if possible. Move hard or sharp objects away but do not interfere with the individual's movements. Place something soft and small such as a sweater under the head.
 3. Do not force anything between the person's teeth.
 4. Roll the person on to their side when the jerking has stopped, to allow saliva or other fluids to drain away, helping to clear the airway
 5. On rare occasion, if a seizure goes on longer than 10 minutes or repeats without full recovery. CALL FOR MEDICAL HELP!

After the seizure, talk gently to the person to reassure him/her. Some individuals need rest, or be accompanied home. Encourage bystanders to disperse.

The Manitoba Epilepsy Association, 825 Sherbrook Street, Winnipeg, Manitoba R3A 1M5 Telephone: 783-0466 Fax: 786-0860

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 and memory problems. They tend to have problems with solving abilities, time and space relationships and problems with generalization. They may need to have things explained in concrete terms. In an article by Diane Davis, "An adult has been diagnosed as FAS/FAE – now what?" she states "in our society, there is an expectation that adults who look "normal" will act like adults, not children. There is very little tolerance for the types of acting out that FAS/FAE adults may do."

Adaptations and Strategies:

- ◆ A calm and quiet environment with consistency and routine
- ◆ As stress free as possible
- ◆ Keep the same seat in the classroom if possible
- ◆ Use pictures when available
- ◆ Teach as many skills as possible using a left to right approach to help adults develop a sense of left to right

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

- ◆ Teach skills one step at a time. Move to the next step only after they have mastered the first.
- ◆ Allow time for a physical break; take a walk, stretch etc.
- ◆ Use cue cards to give step by step simple instructions of how to do things
- ◆ Allow extra time and assistance if the activity involves money
- ◆ Encourage the use of a calculator
- ◆ Use hands-on activities whenever possible

They need tasks that they can succeed at and teachers/instructors who are patient and understanding.

Fetal Alcohol Syndrome/Effects Working with FAS/FAE Adults, September 1997

Fetal Alcohol Syndrome/Effects Program 49-476 King Street,
Winnipeg, Manitoba
Telephone: 582-8658

Fibromyalgia

Fibromyalgia syndrome (FMS) is a chronic, often disabling medical condition characterized by widespread body pain and uncontrolled fatigue. The main symptoms are widespread pain, specific tender pressure points, fatigue and sleep disorders.

Fibromyalgia Support Group of Winnipeg, Inc., 825 Sherbrook Street,
Winnipeg, Manitoba R3A 1M5
Telephone: 772-6979

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.

Learning Disabilities

Learning Disabilities are often referred to as an “invisible disorder” A learning disability does not affect the intelligence of the individual, but rather the perception or processing of information. There are 8 categories with many subgroup areas under the categories.

The 8 are:

- 1) Auditory Perception
- 2) Visual Perception
- 3) Tactile Perception
- 4) Coordination
- 5) Hyperactivity
- 6) Sensory Integration
- 7) Soft Neurological signs
- 8) Cognitive Problems

Individuals with learning disabilities have specific trouble with perception and or taking information in through their senses. They are quite capable of learning and performing but *they tend to learn differently.*

Adaptations and Strategies:

- ◆ Give the learner a stimulus-free environment
- ◆ Specify time limitations for each activity
- ◆ Keep model of finished project near the learner
- ◆ Allow the learner more time to complete the task
- ◆ Allow for mistakes
- ◆ Learners with visual problems often “bump” into things when startled
- ◆ Give clear instructions and repeat often
- ◆ Create an open, friendly environment to encourage people to get to know one another
- ◆ Learners have good short term memories, capitalize on this
- ◆ Learners work well when given short time periods to do a specific task

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 kinesthetic (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.

Learning Disabilities Association of Canada
323 Chapel Street Suite 200 Ottawa, Ontario K1N 7Z2
Telephone: (613) 238-5721 Fax (613) 235-5391
Email: ldactaac@fox.nstn.ca

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.

PWS Association (USA) 1-800-926-4797

Reye's Syndrome

^{xx} Prader-Willie Syndrome by Prader-Willie Syndrome Association (USA) Suite 220 2510 S.Brentwood Blvd. St Louis, MO 63144 <http://The Arc.org/faqs/pwsynd.html> Telephone: 1-800-926-4797

(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.

The National Rye’s Syndrome Foundation 1-800-233-7393

Website: <http://www.bright.net/~reyessyn>

Schizophrenia

Schizophrenia is a group of mental disorders that are characterized by disturbances of thought process, emotional responses and behaviour. It is a disease of the brain and it strikes one in 100 people. It is a disease that makes it difficult for a person to tell the difference between real and unreal experiences, to think logically, to have normal emotional responses to others and to behave normally in social situations.

Manitoba Schizophrenia Society, Inc. 3-1000 Notre Dame Ave, Winnipeg, Manitoba R3E 0N3 Telephone: 786-1616 or Toll Free 1-800-263-5545

Spina Bifida

Spina bifida is a defect in the spinal canal due to abnormal fetal development. It is a birth condition. 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

Spina Bifida Association of Canada 220-388 Donald Street, Winnipeg, Manitoba R3B 2J4 Telephone: 1-800-565-9488, 957-1784 Fax: 967-1794

<http://seals.com/publish/understanding/usb.html>

<http://firebar.sasknet.sk.ca/~sbass/definitions.html>

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

Tourette Syndrome

Tourette Syndrome is a neuromuscular disorder marked by intense 'tics', involuntary muscular movements, uncontrollable vocal sound, or inappropriate words. TS is an uncommon disorder. 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

Tourette Syndrome Association 42-40 Bell Boulevard, Bayside, New York 11361
Telephone: (718) 224-2999)

Website: www.mentalhealth.com/book/p40-gtor.html#head_1

Visual Impairments

The extent of a 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
- ◆ Allow for an oral report, instead of hand written or a tape recorded assignment
- ◆ Speak clear and precise and directly to the learner.

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APPENDIX A

APPLICATION FORMS

Employment status if applicable:

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 made 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
- use the person's name
- refer to a person's disability only when it is relevant
- avoid images designed to evoke pity or guilt

Use person 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**

<http://www.educ.gov.bc.ca/specialed/welcome.htm>

Multiple Intelligences for Adult Literacy and Adult Education

Leslie Shelton, Project Read

<http://www.otan.dni.us/hubiv/diversity/howtokit.html>

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

Manual

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.