

PROGRESS PLUS

FACILITATOR'S HANDBOOK FOR CONTINUING EDUCATION

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In cooperation with
Progress Plus Learners & Facilitators past and present

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

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PREFACE

This manual has been created in response to a need expressed during the Progress Plus Course in the Spring of 1995. Facilitators requested a written guide. This guide will provide a reference for facilitators. It is the first manual in a set of three. A Progress Plus Instructor's Manual will be produced in 1997-98. A Coordinator's Manual will be developed the following year. It is our hope that Continuing Education Departments throughout the province and across the country will develop their own Progress Plus Program.

Progress Plus is a course designed 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 attend Continuing Education Courses.

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

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.

A FACILITATED CONTINUING EDUCATION MODEL



A FACILITATED CONTINUING EDUCATION MODEL

RATIONALE

"Progress Plus" is a Continuing Education Course designed to facilitate the participation of marginalized adults in regular Continuing Education Courses in the Lord Selkirk School Division. "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. We facilitate this inclusion 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, current or past living situation.
- Facilitator: the person who assists the learner's participation in Continuing Education classes.
- Instructor: the person who is responsible for delivering the Continuing Education course to the learners.
- Coordinator: the person responsible for assisting learners, facilitators and instructors in making the Continuing Education experience successful.

STEPS TO INCLUSION

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

In order to make the participation of all individuals a successful venture, we have

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

developed a facilitation model for inclusion. You, the facilitator, are the pivotal part of this model. Your attitude, expertise and belief system will affect the success of the learner you facilitate. We have developed this manual and the orientation sessions as a guide.

The Progress Plus Program includes orientation sessions for learners and facilitators. 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 where they will explore the following:

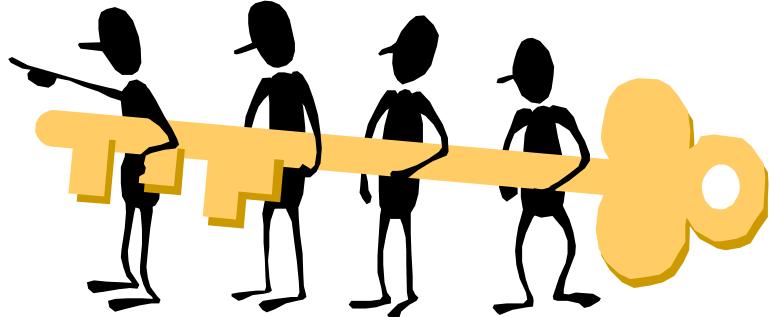
- a) the principles of inclusive education
- b) the role of the facilitator
- c) the role of the coordinator
- d) the role of the instructor
- e) individual concerns and creative problem solving
- f) the debriefing process
- g) the learner information form

Principles of Inclusive Education

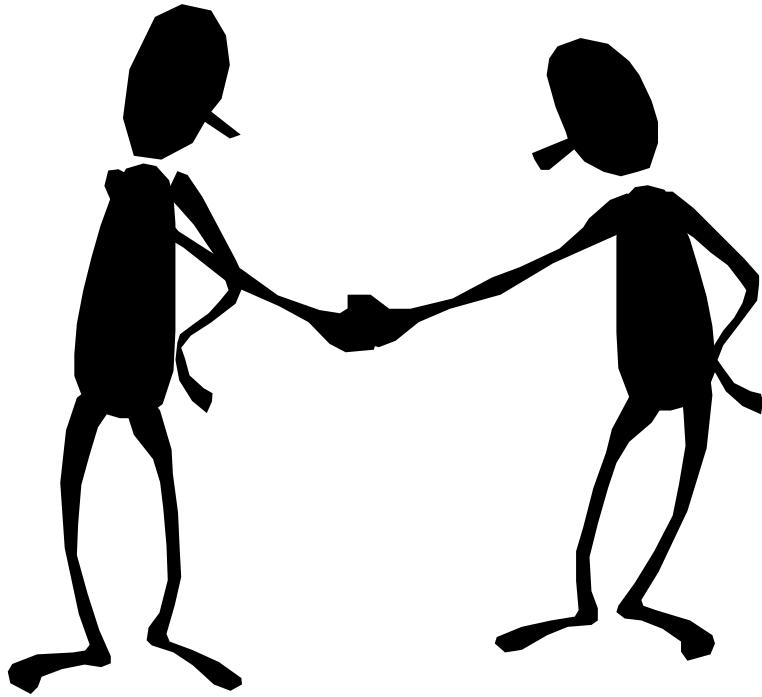
Simply stated, the philosophy supporting normalization of vulnerable persons, is that vulnerable people should have the same rights and choices in their own lives as do other people in their community. The concept of normalization began in the late 1950's through a writer, Wolf Wolfensberger. It is a 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 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.

Segregation leads to less tolerance. Inclusion leads to an improved perception of fellow human beings.



THE FACILITATOR



THE ROLE OF THE FACILITATOR

The ultimate goal of the facilitator is to empower the learner to participate in Continuing Education classes, as independently as possible. To this end, we have provided supports for the learner. We will gradually fade these supports when appropriate, until the learner is independent. 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. It is important to focus on normalization throughout the process. Each learner must be treated as an individual; with consideration for his/her strengths and weaknesses. The various roles of the facilitator can be summed up as follows:

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

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

Review the "Facilitator's Learner Information Form" (Appendix B). There is a section entitled "Be prepared for your class". When you are thoroughly prepared for your Continuing Education course, you will feel more comfortable and so, in turn, will your learner.

You set the pace of the evening when you arrive on time and prepared.

If at any time you are unable to attend a class, or will be late, please contact your learner and coordinator. You may have to make alternative arrangements for the facilitation of your learner.

Be sure that the learner knows where to meet you on the first and consecutive nights of the class. If possible, arrive early enough on the first night to tour the school with the learner. You need to spend some time finding the classroom, washrooms and coffee rooms.

Depending on the learner, you may wish to accompany him/her into the classroom each time, and walk down to the washrooms when necessary.

Be aware of concerns indicated by the learner. Avoid disruptive, loud or annoying situations as much as possible.

You will be modeling the appropriate dress code and appearance for your learner. The learner is more likely to be respected when his/her appearance is neat and appropriate.

The more comfortable the learner; the more positive the learning experience will be.

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.

Partial participation is an important step to being active in the community. If your learner is not ready to be involved in every aspect of the course, you will need to maintain the learner's status with the class. You will want to make any deviations from the class routine as inconspicuous as possible. Any changes to class routine should be kept to a minimum and as natural as possible.

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

Our 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 you give the learner. This assistance may be verbal or hands-on help or assisting with social interactions. You may find that some learners will require a great deal of assistance for the entire length of the course. If you have issues or concerns, be sure to talk to your coordinator. Avoid being overprotective of the learner. It will be obvious to other learners. It may deter another learner from interacting with the learner you are facilitating.

From the very onset of the program, we should be providing the least amount of assistance needed for the learner to succeed. Fading may be done by reducing the amount of help we offer the learner, either verbal or otherwise. Slowly lessen the amount of direct interaction with your learner. Our physical closeness should be faded as well; perhaps walking with others in a group to the coffee room etc.

You will be a role model for other learners in the class. The language and behaviour you use with your learner are what others around you will learn. Treat your learner with the same respect you would want for yourself.

TO BE A LIAISON BETWEEN LEARNER AND INSTRUCTOR WHEN NEEDED

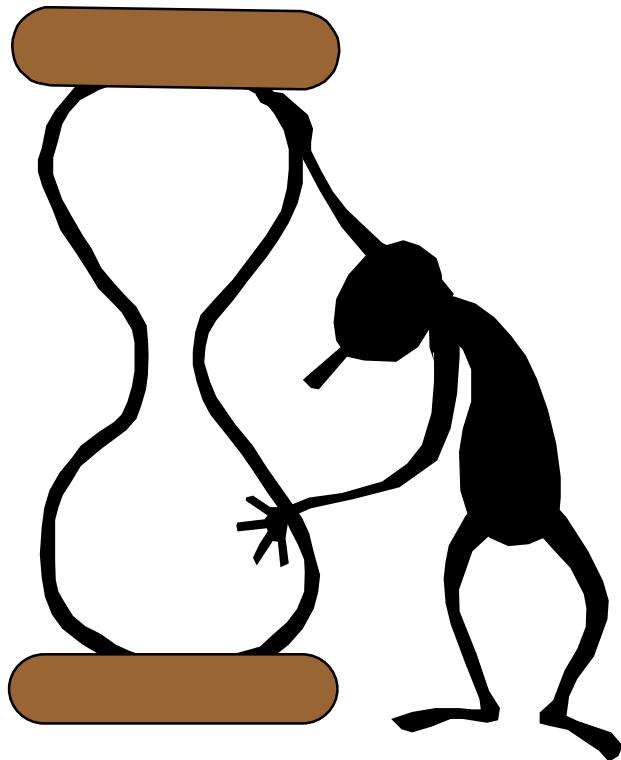
Instructing a learner with special needs may be a new experience to some instructors. All instructors in our program have been contacted by the coordinator and given a profile on their learner. They are aware that a facilitator will be accompanying the learner; they are aware of your role.

Due to time restraints, instructors often have not gone through an orientation program as you have in the Progress Plus Program. Therefore, you will have specific training that will enable you to assist the instructor when needed. Also, because of the orientation sessions, you will have had an opportunity to get to know your learner; his/her likes and dislikes, some of his/her strengths and weaknesses, needs and wants.

You are not expected to be the instructor for your learner. It is very important that the instructor interact with the learner in a natural, typical way. You need only to clarify, interpret or physically assist your learner when necessary.

Be prepared for your class:

- ⇒ Call your 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.



FACILITATOR TRAINING SESSIONS

ORIENTATION SESSIONS

Goals of the orientation sessions:

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

Orientation Sessions Outline

Facilitators Training Session (for facilitators only)

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

Overview of the Progress Plus Program

Goals and objectives of the program.

The role of the facilitator, instructor and coordinator

Duties and responsibilities of the Progress Plus team.

Principles of Inclusive Adult Education

Working with adults.

Taking a learner-centered approach.

Brainstorming for concerns

What situations might arise.

What situations might cause you concern.

Problem solving

What to do in problem situations.

How to remain positive and supportive.

The Debriefing process

What are debriefing sessions.

The facilitators role in debriefing sessions.

ORIENTATION SESSIONS FOR LEARNERS AND FACILITATORS:

Session 1

Introductions (name tags)

Overview of Progress Plus Course

What to expect from this course.

Calendars

Dates and times of classes.

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

Looking at activities and interests of the group.

Categorizing

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

The role of the facilitator:

- Be on time for the orientation session so that you can meet learners as they come in. Sit among the learners. Try to get to know the learners and begin thinking about who you might team with.
- Participate in the brainstorming. Be positive at all times.
- Participate in the categorizing. Assist learners who need assistance. All attempts are seen as correct.

STRATEGIES

During these orientation sessions, the coordinator will use the following teaching strategies. The intent is to encourage participation, to develop literacy and thinking skills and to illustrate how Continuing Education Courses relate to people's lives. Your participation in these activities is essential. The following descriptions are provided for you so that you will have a better understanding of these activities.

BRAINSTORMING

Brainstorming is a low risk, interactive way to get people's ideas. This can be done as a group effort, or on a one to one basis. If the facilitator is unable to participate in group orientation sessions with his/her learner, then this activity can be done one on one.

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)ⁱⁱ

*Have the words "Things I (would) like to do" at the top of the board that you will be recording on. 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.

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

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

*An assistant records the words/phrases on chart paper that will be cut up and used later in the categorizing.

*This activity will form a bank of ideas to draw on. We will be referring to the categories in determining how continuing education courses are put together and in how to choose a continuing education course.

CATEGORIZING

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

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

Ask, "Does anyone have a word that goes with this one?" (example "bowling"). When someone volunteers, ask them 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 activity. The benefit of working in 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 cards 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 kinds of activities that people in the room like to do or would like to do. Make the connection with taking continuing education courses. They too are designed for all members of the community and cover a variety of interests. For instance, the person who likes bowling may enjoy other physical activities such as "Fitness at the Comp".

Session 2

Examine Continuing Education Brochures

We will look at the current brochures.

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

Developing Criteria for Choosing a Course

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

Introduction to an Instructor

We will bring in a current instructor. The instructor will talk about the course they are instructing. The participants will be encouraged to ask questions about the course.

Role of the facilitator:

- Sit with the learners. Try to get to know the learners.
- Share your opinions of the courses with the learner next to you. If one of the learners shares a common interest of yours, share that information with him or her.
- Help the learners read the brochure if necessary.

We will be looking at one of the courses offered by Continuing Education. We will ask which of the participants would or would not be interested in taking the course.

Our goal is for the learners to gain a better understanding of the things that you have to take into consideration when deciding on what course to take.

Participate in the brainstorming for why you would choose the sample course or why you would not. We want to cover the following ideas; time factor (time of day, day of the week, number of hours, number of weeks), physical factors, skill level, and affordability.

Participate in the categorizing. Assist learners to read their word strips if necessary.

DEVELOPING CRITERIA

As part of the orientation sessions for Progress Plus, we develop a list of criteria. This is an interactive process. This is an important part of developing critical thinking with the learners.

1. Go through the Continuing Education brochure together. HIGHLIGHT the courses that each person is interested in. Encourage learners to make their selections based on interest only at this point in order to give us a starting point for developing criteria for course selection.
2. Focus on one course. Brainstorm for why or why not each of us would take this particular course. Record ideas. This will provide us with criteria for course selection.
3. Categorize these why and why nots. Name the categories; giving titles for the criteria.
4. The instructor should take the criteria and form questions.
5. The learners would judge the course they are looking at by answering the questions based on the criteria that they have formulated. If the course does not pass the test, then the learner should look at a different course.

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. We will be using the criteria we developed in Session 2.

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

Completing course choice form

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

Reviewing all criteria and making revisions to choices if needed

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

Matching facilitators to learners

Facilitators will be matched with the learners. The coordinator will assist in this process.

Role of the facilitator:

- Sit with the learner that you think you might team up with. Make a list, together, of the courses that you are both interested in. Check off the ones that are common to the two of you.
- Use the checklist provided to check out the course that the two of you are considering. If appropriate, the learner should be doing most of the talking and writing.
- If your interests do not match the learner's; consider giving the needs of the learner priority over your own.
- When you have chosen a course that fits the criteria for both of you, fill in the Course Information Sheet. Assist the learner in filling out his/her sheet as well.
- Explain to the learner that you may not get your first choice. Be sure to do a criteria check on the second choice course.

Session 4

Registration at Continuing Education Office

Facilitators will accompany their learners to register for classes.

Tour of Course Locations

We will tour the school, locating classes, washrooms and cafeteria.

Introduction to an instructor

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

Role of the facilitator:

- Meet with your learner at the orientation room.
- Go with the learner to the office to register.
- Provide assistance when needed for the registration process. Some learners may need help giving information to the registrar, with money or decision making.

We will take a tour of the school based on courses that the learners chose.

- Decide on a place to meet with your learner on the night of the first class.
- Go with your learner to that place. It may be necessary to go outside and look at the doors from there so that it will not be confusing for the learner.

- Talk about what time to meet. You will want to be a couple of minutes early.
- Talk about what supplies will be needed.
- Exchange phone numbers if appropriate and mutually agreed upon.

DEBRIEFING SESSIONS

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

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

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

THE PROGRESS PLUS TEAM

⇒COORDINATOR

⇒INSTRUCTOR

⇒CARE PROVIDER



ROLE OF THE COORDINATOR

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

Support of the learner.

- The coordinator is responsible for recruiting learners. Advertising is done in the local paper and contacts are made through various community agencies. The learner goes through the application process. The coordinator does an in-home interview if appropriate.
- The coordinator is responsible for the development of the orientation sessions. These sessions lay the groundwork for success by empowering the learner to make critical choices. These sessions also provide the opportunity for learners and facilitators to get to know each other. Instructors are invited to speak at these sessions as well.
- The coordinator monitors learner's progress with the facilitator and instructor.
- The coordinator gathers feedback from the learner about his/her experience through the debriefing process.

Support of the facilitator.

- The coordinator recruits facilitators. This is done through advertising in the local paper, letters to service groups and contacts through community agencies and programs.
- The coordinator develops the orientation sessions, providing an opportunity for facilitators to get to know the learners.
- The coordinator develops the training session, allowing time for facilitators to voice any questions or concerns and to participate in creative problem-solving.
- The coordinator monitors the role of the facilitator, to act as a resource for concerns or queries, and to intervene as necessary.

Support of the instructor.

- The coordinator arranges for instructors to come to the orientation sessions. This allows the instructor to promote his/her course and to meet some of the learners. The instructor is provided with a brief outline of what the Progress Plus process is all about. The instructor is given the facilitator's name and an explanation of the role of the facilitator. S/he is given the coordinator's phone number to facilitate communication about concerns or questions.

ROLE OF THE INSTRUCTOR

The instructor is responsible for providing a Continuing Education course that meets the needs of his/her learners as outlined in the Continuing Education brochure. It is not the role of the facilitator to assume the role of instructor. The facilitator may be called upon to clarify communication between learner and instructor. You may want to assist with hands-on activities. However, it is the responsibility of the instructor to provide the learner with a meaningful learning experience.

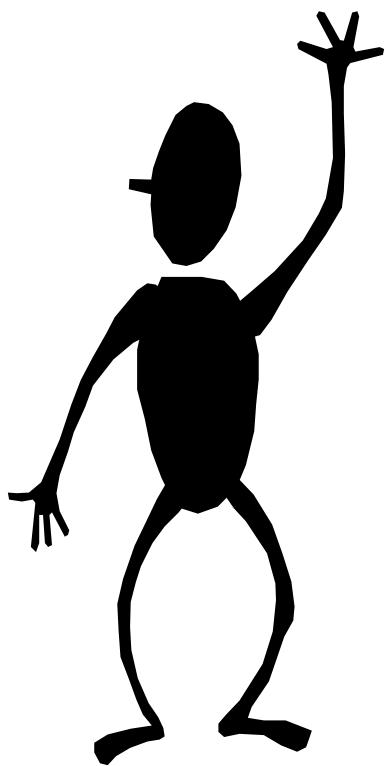
ROLE OF THE CARE PROVIDER (SUPPORT PERSON)

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 you 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 you and the care provider as the need arises.

THE LEARNER



THE LEARNER

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

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

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

Information 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.

Review this information form before your Continuing Education classes start.

There are tips for making the Continuing Education experience as positive as possible. Pay close attention to the section about being prepared for class. Try to implement the suggestions.

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

It gives significant information about the learner. With your 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 your role as the facilitator. If at anytime, there appears to be a need for clarification of your role with the 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,

you may suggest that the instructor contact the coordinator.

THE LEARNER WITH SPECIFIC NEEDS

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

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

Foster inclusion by communicating positive attitudes towards your learner through your own interactions, comments and behaviour. Take time to know your learner. Allow for making choices whenever possible. Involve other learners in the course whenever possible.

The Aboriginal Learner

"It is important to understand that Aboriginal learners are equal to other learners in their interest of all types of literature and curriculum materials. Often when Aboriginal materials have been substituted for others, the students comment that they want to learn about other people, not just Aboriginal people." ... "The concepts of a curriculum are central. However, adapting material to suit Aboriginal learners requires an understanding of cultural ways which affect the methods of presentation."

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

Autism

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

There is still a great deal to be learned about autism. It is a syndrome that affects behaviour; socialization, communication, and language.

Adaptations and Strategies:

- Be sure to arrive at the classroom early, allow the learner extra time to become familiar with the room.
- Allow extra time to complete tasks
- 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.
- Adjust class times for your learner if necessary.

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

"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."^{iv}
Be careful not to make assumptions about an adults capacity to learn because of any disability. As one learner once said to me, "People with disabilities often have invisible abilities."
There may be spasmodic movements of the head or face, difficulty speaking or swallowing, inconsistent attention span, deficiencies in reading, writing and understanding language, speech impairment, hearing loss or impaired vision. One person described her speech difficulties as being compared to a person without cerebral palsy trying to speak while yawning.

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 if necessary
- Skip the things that are not essential

Communication Disorders

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

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

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

Culturally Diverse

Adult learners come to continuing education with a varied experiences and skills. Some learners' language and experience may be different from their peers. ESL (English as a Second Language) or EAL (English as an Additional Language) learners may fall into this group. The more information you have about your learner, the more help you can be to him or her. "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."

Adaptations and Strategies:

- Learn to pronounce your learner's name correctly.
- Be sensitive to your learner's value system.
- Be aware of the body language used in your 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 your coordinator to arrange for an interpreter if necessary.
- Use a picture dictionary if necessary.
- Role-playing can be a successful strategy to use.
- Use repetition.
- Encourage, but do not pressure your learner to speak.

Deaf and Hard of Hearing

Deaf learners are not able to use their hearing to understand speech. Hard-of-

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

hearing learners have a significant hearing loss that may be improved with the use of special adaptations such as hearing aids.

People with different levels of hearing communicate in different ways. This may include a combination of using sign, lip reading, audio aides, or paper and pencil. American Sign Language uses fingerspelling and signs. Speechreading is a way of watching a speaker's lips, mouth, tongue, gestures and facial expressions.

Adaptations and Strategies:

- Have as many visual cues as possible. Notes, handouts, and audio visual material are important.
- Generally, the noise level should be kept low. Try to sit away from the walls of the classroom if there is excessive noise coming from other rooms.
- Get your learner's attention by a soft touch.
- Face your 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 your learner. Be sure your notes are clear, well-spaced and correct. If necessary, ask the instructor to check your notes after class.
- The use of a sign language interpreter may be necessary when communicating with a learner who is hard of hearing or deaf. Speak directly to the learner, not the interpreter.

Developmental Disabilities

All adult learners, bring a wealth of experience and knowledge to the educational setting. As in the general population, adults with intellectual disabilities represent a wide range of skills and abilities. The best way to make decisions regarding your facilitation of a learner is to ask the learner. If you find the learner's communication difficult to understand, speak with your coordinator for some guidance. Our goal is to meet the learner's individual needs.

Adaptations and Strategies:

- Consider sitting in an area of the classroom that has the least distractions (e.g., windows, the hallway), .
- Reduce clutter on the desk or table.
- Highlight key points in printed material.
- Prepare the learner by "rehearsing" what to expect during the class.
- Repeat and simplify instructions when necessary.

- Break information into smaller steps.
- Allow extra time to finish a task.
- Use a tape recorder (with the instructor's permission) so you can review the lesson with the learner.
- Use pictures (from magazines or drawings) for clarification.
- Use a calculator when appropriate.
- Cover parts of printed page.
- 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.

Down Syndrome

The only common feature of people with Down Syndrome is some degree of intellectual disability. This intellectual disability can be so slight as to be unnoticeable. Some people with Down Syndrome, have speech difficulties. Some people experience muscular weakness and joint instability.

Adaptations and Strategies:

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

Epilepsy

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

of these may be expected during an epileptic seizure."^{vi} Epilepsy is often controlled by medication. In the event of a seizure, remain calm and let the seizure run its course. Remove any sharp, hard objects in the vicinity so that the person will not hurt themselves. Be sure to get all the information you may need to ensure the well being of the learner.

FAS/FAE

Fetal Alcohol Syndrome/Effects is a disorder caused by prenatal exposure to alcohol. There are effects on physical development and learning that depend on the amount of alcohol consumed, the timing and other factors. The effects range from minimal to severe. This is a lifelong disability. Some learners with FAS/FAE may have difficulty understanding abstract ideas. They may need to have things explained in concrete terms.

Adaptations and Strategies:

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

Gifted and Talented

This category will cover each and every learner you work with. All of our 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 your 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 he is taking. Try to make use of the talent.

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

Learning Disabilities

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

Adaptations and strategies:

- It may be 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 help your learner. He may be a visual, auditory (hearing) or tactile (touch) learner. You may be able to provide him with the kind of support that would match his style of learning.
- For auditory learners: If the course demands are heavy, a tape can be made of reading material. Lectures can be put on tape for future reference.
- Reading is often difficult for these learners. Assist the learner in reading material or read it for him.
- Highlight important words or phrases in written handouts.

Spina Bifida

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

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

Tourette Syndrome

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

Adaptations and Strategies:

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

Visual Impairments

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

Adaptations and Strategies:

- Handouts may need to be enlarged or written in braille (contact your 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 your coordinator
- eliminate unnecessary obstacles in the room

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APPENDIX A

APPLICATION FORMS

Facilitator's Application Form

PROGRESS PLUS CONTINUING EDUCATION FACILITATOR APPLICATION (VOLUNTEER POSITION)

Date of application _____

Name of applicant: _____
surname first second

Mailing address: _____

Telephone: Residence _____ **Business** _____

In case of emergency contact _____

Are you available for orientation sessions on the following dates?

What evenings will you be available (consistently) during this Continuing Education

Semester starting on _____ **through to** _____ ?

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 a 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 _____. Is this good for you?
(time)

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 your 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. This is the third year of this program. 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

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

The course takes place at _____.

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? _____

5. How did your Continuing Education course go? Please tell us if you feel you made a good choice.

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

Comments _____

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

Comments _____

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

Please tell us why or why not.

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

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

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

12. 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. Please write what 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 interaction between the

learner and the other participants in your class?

1 2 3 4 5

Comments: _____

6. How helpful was the facilitator?

1 2 3 4 5

Comments:

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

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

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

Other Questions and Comments:

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

APPENDIX E

TIPS

TIPS ON HELPING PEOPLE WITH PHYSICAL DISABILITIES

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

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

WATCH YOUR LANGUAGE

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

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

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

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

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

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

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

Use person with Cerebral Palsy rather than spastic.

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

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

^{vii}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

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**

**Enhancing the Lives of Adults With Disabilities: An Orientation Manual
Training Resource Network RR#2 Bix 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

APPENDIX G

EVALUATION

Manual Evaluation

In order to make improvements on this manual, we would appreciate your completing the following questionnaire. Please forward it to Bill Gamble, Continuing Education, 221 Mercy St., Selkirk, Manitoba R1A 2C8.

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

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

not useful fairly useful useful very useful extremely useful

3) How often did you consult this manual?

4) Have you read this entire manual?

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

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

7) What should be added to this manual?

8) What should be deleted from this manual?

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