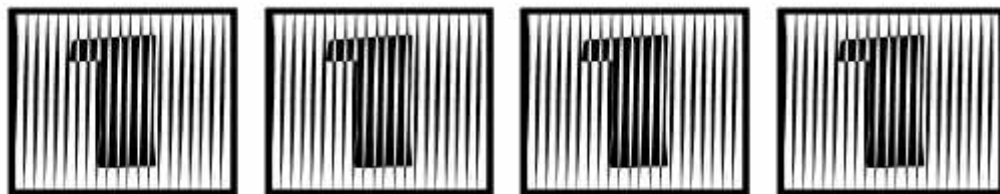


Section 1

Introduction

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Section 1

Introduction

1.1 Preface

The Saskatchewan Association of Rehabilitation Centres (SARC) developed the *SARC Literacy Activity Handbook* to be a useful resource for people working with adults with intellectual / developmental disabilities. This may be volunteer tutors working one-on-one with learners through mainstream literacy programs, or disability practitioners delivering programs in group homes, rehabilitation centres, sheltered workshops, day programs and so on.

This *Handbook* is the product of extensive research of the literature, discussion and exchange with literacy experts, practitioners, and some learners, and input from agencies delivering literacy programming.

Whenever possible, the words of learners and experienced practitioners are used in this *Handbook*.

There are eight sections in the *SARC Literacy Activities Handbook*. Each section is summarized at its beginning.

This *Handbook* is produced in a three-ring binder format so that the tabbed sections can be resorted, added to, or removed, as needed.

This Introduction section features information on:

- ➔ The overall literacy strategy of the Saskatchewan Association of Rehabilitation Centres (SARC);
- ➔ Appropriate definitions of intellectual / developmental disabilities and of literacy;
- ➔ Making the best use of the *SARC Literacy Activities Handbook*.

1.2 SARC and Literacy

In early 1998, SARC developed a three-phase strategy to attempt to address the literacy needs of people with intellectual / developmental disabilities in Saskatchewan. Three projects have been developed as part of the strategy: the SARC Literacy Needs Project, the SARC *Support Inclusion!* Literacy Project, and the SARC Literacy Training & Support Project.

Primary funding for these projects came from the National Literacy Secretariat (NLS), demonstrating its commitment to assist community organizations whose programs serve people having lower literacy skills. Supplementary funding was received from the Saskatchewan Literacy Foundation (SLF), the primary literacy fundraiser in this province.



The SARC Literacy Needs Project

This project ran from October 1998 to July 1999. SARC initiated the project to assess and begin to address literacy needs of people with intellectual / developmental (and other) disabilities, the population primarily served by its Member and Associate Member agencies.

The main project objectives were to:

- ➔ Assess literacy needs;
- ➔ Identify existing barriers to literacy;
- ➔ Research and catalogue appropriate literacy materials and resources;
- ➔ Purchase appropriate literacy materials and resources for a modest *SARC / SARCAN Literacy Resource Centre* collection;
- ➔ Promote literacy opportunities for people with disabilities in Saskatchewan; and
- ➔ Hold literacy presentations to raise awareness and to exchange information (November 1998 and June 1999).

The Needs Assessment component for Saskatchewan was primarily based on surveys distributed to SARC Member and Associate Member agencies and SARCAN depots, as well as to branches of the Saskatchewan Association for Community Living. Over two hundred surveys were also distributed nationally to disability organizations, with the intention of obtaining leads on appropriate resource materials.

In November 1998, a workshop entitled “Literacy for Persons with Intellectual Disabilities” was held at the SARC Fall Conference. The invited speaker, Lee Tavares-Jakubec, is the Coordinator / Facilitator of the Agassiz Independent Learning Centre (Beausejour, MB) and the Springfield Literacy Project (Dugald, MB). She led a very informative session.

In June 1999, another literacy presentation was held at the SARC Annual General Meeting and Conference. The program called “Painting with All the Colours of the Rainbow” featured speakers addressing the topics of The Spirit, The Mind, and The Body. The panel discussion for the topic of The Mind focused on the role of literacy in the lives of individuals with intellectual or developmental disabilities. The panelists were Richard Lockert, SARC Resource Developer, Sandra Busch, a self-advocate / learner from Manitoba, and Lee Tavares-Jakubec.

Several of SARC Member and Associate Member agencies have been borrowing and using some of the sample materials purchased for SARC’s collection.

This project also included the development of a resource catalogue called “Inclusive Literacy: Annotated Listing of Resources Appropriate for Learners with Intellectual / Developmental Challenges.”





The SARC Support Inclusion! Literacy Project

This project ran from September 1999 to July 2000. The goal of the SARC *Support Inclusion! Literacy Project* was to develop and test tutor training resources and strategies that have the potential to increase literacy-building opportunities for people with intellectual / developmental disabilities in Saskatchewan. The project made use of research from the *SARC Literacy Needs Project*.

The main project activities were to:

- ➔ Increase awareness of literacy for people with intellectual / developmental disabilities in Saskatchewan;
- ➔ Produce and pilot test a *SARC Supplementary Tutor Handbook*;
- ➔ Distribute Resource Packages to literacy programs across Saskatchewan to assist them in becoming more inclusive;
- ➔ Develop and pilot test a Supported Literacy Training Delivery Model;
- ➔ Establish an informal Consultation Network of literacy experts to provide input into the development of materials;
- ➔ Offer in-service training sessions to both Regina Public Library and READ Saskatoon tutors and literacy staff; and
- ➔ Hold a presentation on the topic of literacy for people with intellectual / developmental disabilities at the 2000 SARC AGM and Conference.

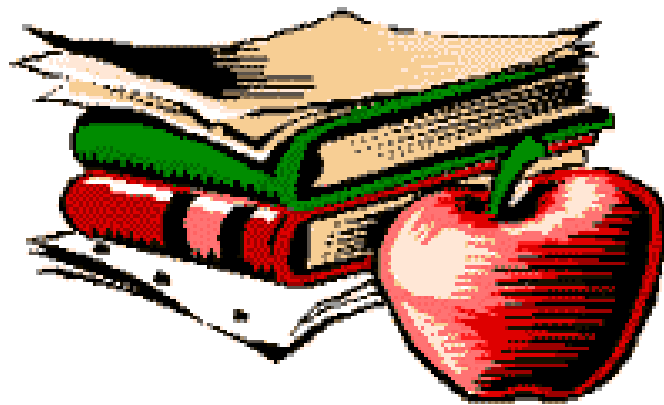


These resource materials were very valuable in the ongoing production of the *SARC Supplementary Tutor Handbook*, the main product of this project. Input received from pilot sites and a Consultation Network proved extremely valuable, as well.

Resource Packages were distributed to Saskatchewan literacy practitioners in October 1999. These materials were designed to assist programs to better meet the literacy needs of the project's target learner population.

The first in-service training session for tutors was completed in Regina in January 2000. The second was held in Saskatoon in March 2000. These sessions were valuable opportunities to receive input and to share information.

In a literacy session held on June 2 at the 2000 SARC Annual General Meeting and Conference, Cindy Crichton of Olds, Alberta spoke about her experiences in the rehabilitation and literacy fields, particularly her success with Reader's Theatre. Her talk was included in the *SARC Supplementary Tutor Handbook*.



“If we believe that literacy is a fundamental right and that everyone has the potential to learn, then the needs of developmentally-challenged learners can no longer be ignored. They must be addressed. It is estimated that up to 50 per cent of all developmentally-challenged adults require literacy upgrading.”



Catherine Janossy

A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle.
Walkerton, ON: The Walkerton & District Literacy Council, p. 20.



The SARC Literacy Training & Support Project

The Saskatchewan Association of Rehabilitation Centres, through its completed *SARC Literacy Training & Support Project*, planned and held a day-long Issues Workshop on the topic of literacy for people with intellectual / developmental disabilities. SARC also developed and delivered a series of six Regional Workshops to assist tutors / instructors working with this learner population. Finally, SARC developed this *Handbook* to complement the *SARC Supplementary Tutor Handbook*. This project began in September 2000 and was completed in August 2001.

The main project activities were to:

- ➔ Increase awareness of the literacy needs of people with intellectual / developmental disabilities across Saskatchewan;
- ➔ Produce a *SARC Literacy Activities Handbook*;
- ➔ Organize and hold an Issues Workshop on literacy issues for people with intellectual / developmental disabilities, including a preliminary Discussion Paper and a post-event Summary Report;
- ➔ Develop and deliver Regional Workshops on effective teaching strategies and activities;
- ➔ Initiate agency Demonstration Sites, to become experts and consultants in the use of the *SARC Supplementary Tutor Handbook*;
- ➔ Distribute resource packages to literacy programs throughout Saskatchewan to assist them in becoming more inclusive;
- ➔ Hold a presentation on proposal writing and literacy funding sources at SARC's 2001 AGM and Conference.



The Issues Workshop, held on October 26, 2000 as part of the Saskatchewan Literacy Network's regular meetings, was an opportunity to bring together the literacy and disability communities. The goal of the event was to raise awareness of the issues connected to literacy for people with intellectual / developmental disabilities. Opportunities for the two groups to discuss concerns, possible solutions, and future cooperation were numerous.

Dr. Glenn Yates, the session facilitator, had conducted a similar event for the Tri-County Literacy Network in Ontario. To complement the Issues Workshop, a preliminary Discussion Paper and an after-the-fact Summary Paper were sent to attendees.

The Regional Workshops provided training to individuals and agencies that were interested in expanding literacy options available to adults with intellectual / developmental disabilities. The content of the Regional Workshops was based largely on the Issues Workshop, the *SARC Supplementary Tutor Handbook* and the *SARC Literacy Activities Handbook*.

The *SARC Literacy Activities Handbook*, the main written product of this project, encompassed all research completed in the first two projects.

Another package of appropriate learning / teaching materials were distributed to the major provincial literacy providers in Saskatchewan to assist them in becoming more inclusive.

The presentation at the SARC 2001 Annual General Meeting and Conference was yet another opportunity to share information with our membership. The focus was on proposal writing and literacy funding sources.

SARC applauds the efforts being made in both the literacy and disability communities to assist adults in building their literacy skills. It is hoped that SARC's literacy projects will ultimately assist current and future efforts.



1.3 Definitions

Professionals in the field and legislators have accepted the definitions below. Although detailed and somewhat technical, the definitions may help literacy tutors to better understand learners with intellectual / developmental disabilities, the target learner population for the *SARC Literacy Activities Handbook*.

Intellectual Disability

“An intellectual disability is an impaired ability to learn. It sometimes causes difficulty in coping with the demands of daily life. It is a condition which is usually present from birth, and it is not the same as mental or psychiatric illness.”



Canadian Association for Community Living

<http://www.cacl.ca/english/What.htm>

“An intellectual disability, sometimes called a mental handicap, is a label. A person who has this label is someone who has impaired learning ability and may have difficulty adapting to some of the demands of daily life.”



Saskatchewan Association for Community Living

“Questions and Answers” Fact Sheet

“People with an intellectual disability have an intellectual or perceptual impairment that means they master basic and social skills more slowly. Individuals with this impairment may require particular supports and resources in order to be included and participate fully in literacy programs. Some individuals may also have motor or sensory impairments that require accommodation.”



The Roeher Institute

Speaking of Equality: Making Literacy Programs Accessible to People with an Intellectual Disability – A Guide for Program Managers and Coordinators.
North York, ON: The Roeher Institute, 1995, pp. 5-7.

Intellectual disabilities can be divided into three “categories.” Some cautious generalizations about learning can also be made.

Mild

➔ 88% of people with an intellectual disability (the vast majority) fall into this category.

People with a mild intellectual disability may just seem slower than the rest of their class in schoolwork and learning. They are able to take care of their personal needs and have the communication skills necessary for independent living or at least semi-independent living.

Moderate

➔ 7% of people with an intellectual disability fall into this category.

People with moderate intellectual disabilities may learn to talk, to read and write a little, to travel independently and to manage their activities of daily living, given appropriate training, education and life experience.

Severe

➔ 4% of people with an intellectual disability fall into this category.

These individuals may learn to talk in simple sentences and may reach independence in dressing, eating and otherwise caring for their own physical needs. They may also learn to read a few words or symbols.



Source:

Ability Incorporated [<http://www.ucaqld.com.au/disability/id.html>]

Developmental Disability

“The term developmental disability means a severe, chronic disability of an individual 5 years of age or older that:

1. is attributable to a mental or physical impairment or combination of mental and physical impairments;
2. is manifested before the individual attains age 22;
3. is likely to continue indefinitely;
4. results in substantial functional limitations in three or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency; and
5. reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated,

except that such term, when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided.”



Developmental Disabilities Assistance

Bill of Rights Act of 1994

American Association of University Affiliated Programs for Persons with Developmental Disabilities <http://www.aauap.org/DD.HTM>



“A developmental disability is a long-term condition that significantly delays or limits mental or physical development and substantially interferes with such life activities as self-care, communication, learning, decision-making, capacity for independent living, and mobility. It is usually diagnosed before a person reaches age 22.”

**Missouri Department of Mental Health**

Division of Mental Retardation and Developmental Disabilities (MRDD)

<http://www.modmh.state.mo.us/mrdd/mrddfacts.html>

“Persons with developmental disabilities may experience slow intellectual development in areas such as learning, reasoning, and memory. Developmental disabilities are caused by conditions that hinder or interfere with the developing brain before, during, or shortly after birth, or in early childhood. In most cases, the precise cause of the disability cannot be identified, although there are clear linkages to maternal infections during pregnancy, the consumption of toxic substances by the pregnant mother, premature childbirth, infections during infancy, and genetic defects. Some developmental disabilities are visible, such as Down Syndrome, while others may not be obvious.”

**Treasury Board Secretariat**http://www.tbs-sct.gc.ca/Pubs_pol/hrpubs/TB_852/DEVELOP_e.html

Literacy

The Roeher Institute has put forth the following definition of literacy:

“To be literate is to have status, respect and accommodation from others; to have skills in communication (verbal, written, sign, gestural or other language); and to have access to the information and technologies that make possible self-determined participation in the communication processes of one’s communities and broader society.”



Roeher Institute

Literacy, Disability and Communication: Making the Connection
Toronto: L’Institut Roeher Institute, 1999, p. vii

Literacy is about learning skills, but also about accommodating existing skills to make communication easier. These communication skills are a key to wider community participation.

“Literacy is more than learning to read, write and spell proficiently. It is learning to enjoy words and stories when someone else is reading them. It is learning to love books and all the worlds that can be opened by books. It is a way of achieving social closeness through sharing literacy experiences with friends or classmates. It is finding out about the way things are in places we have never visited or in places that have never existed. If we understand that literacy is all of these things and more, we can also understand that everyone can achieve some degree of literacy if given opportunities and exposure.... The notions that children [and adults] are too physically, too cognitively or too communicatively disabled to benefit from experiences with written language are not supported by current emergent literacy research!”



Pat Miranda, Ph.D.

Quoted in: Peggy A. Locke and Roxanne Butterfield,
“Promoting Literacy for Individuals with Severe to Moderate Disabilities”
(CSUN 1999 Conference Proceedings)
http://www.dinf.org/csun_99/session0038.html

A broad definition of literacy is appropriate when considering learners with intellectual / developmental disabilities.

1.4 Learner Profiles

This section profiles some learners with intellectual /developmental disabilities.

PROFILE

#1

Brian expressed interest in improving his reading, spelling and writing skills. He is presently working at a sheltered workshop.

The ACL Literacy Support Person met with Brian to discuss the literacy programs available with regard to time, place, etc. Brian decided to attend the Aboriginal Literacy Program because he could go there at 4:00 p.m. right after work and it is in a convenient location.

Brian initially expressed some hesitation about going to the program. The support person encouraged Brian to go and also made all the arrangements with the program. Brian said he would give it a try just once and then decide. He went the first day, met the instructor and is now attending three times a week. The instructor has remarked that Brian would like to come more.

Brian is not happy in his home or his present work situation, a sheltered workshop. Brian feels that by improving his math and spelling skills he will eventually be able to improve both his home and work situation.



Profile quoted from:

A Proposal to Secretary of State to Establish Literacy Support Services for Individuals Who Live With a Mental Handicap – Phase #2. Winnipeg, MB: Association for Community Living – Manitoba, June 22, 1992, p. 5-6.

PROFILE**#2**

Karen is a single mother of a six year old boy. Karen was attending a program about how to talk to your children when she was referred to the Literacy Program. Initially Karen was very hesitant to attend the Literacy Program as she is uncomfortable in new environments.

Karen decided to give the program a try for a number of reasons. She has expressed the fact that she wants to be able to read to her son and she doesn't want her son to think she is a "dummy". Secondly, Karen is presently receiving U.I.C. benefits. She wants to get off U.I.C., get a job and be self-supporting.

Karen has stated that she is very comfortable with her instructor and what she is learning. She says her instructor treats her like an adult. Karen states that this program (she attends twice a week for about 1 1/2 hours) is "my entry into the real world". She is very concerned that funding will be cut and then what will she do? Karen says, "This program means alot to me. My son communicates with the world alot better than me". Karen is presently very concerned about her program's funding being cut, although this does not seem imminent. She is currently consulting with the ACL Literacy Support Person regarding the possibility of attending other literacy programs in the city. She is looking for a full-time program.

**Profile quoted from:**

A Proposal to Secretary of State to Establish Literacy Support Services for Individuals Who Live With a Mental Handicap – Phase #2. Winnipeg, MB: Association for Community Living – Manitoba, June 22, 1992, p. 5-6.

PROFILE**#3**

Mary attends the Journey's Literacy Program. Initially it was very difficult to keep Mary focused on what was being taught. She was easily distracted and quite often remarked that she was tired of doing some particular task.

The ACL Literacy Project Support Person met with both Mary and her instructor to talk about her life and interests. It was determined that Mary has a real interest in Rock and Roll music and entertainers, Elvis Presley in particular. It was suggested that this be used as a teaching tool. In keeping with current adult education literacy philosophy, use a knowledge based, student-centred approach to education.

The instructor liaised with Mary's group home, following the ACL Literacy Support Person's suggestion and obtained some of Mary's Elvis Presley materials. Mary and her instructor picked out Mary's favourite songs and Mary is now able to read these titles and is making real progress in the reading area.

Another positive result of Mary attending a mainstream literacy program is that she is interacting socially and educationally with other adults. This student works in a sheltered workshop and lives in a group home. The opportunities for her to meet with non-mentally handicapped [people] is quite limited. Mary's instructor commented that one day during class another student brought food in to share with the whole group. The student with a mental handicap participated in this particular event in a completely routine casual manner. This ... does not occur on a regular basis for Mary.

**Profile quoted from:**

A Proposal to Secretary of State to Establish Literacy Support Services for Individuals Who Live With a Mental Handicap – Phase #2. Winnipeg, MB: Association for Community Living – Manitoba, June 22, 1992, p. 6.

PROFILE**#4**

Tom is a forty-year-old man employed in a non-union shop where he does repetitive spot welding. He is reliable and friendly, and well liked by his fellow workers. Tom can read and write, but at a very basic skill level. Tom lives in an apartment with two others who are also adults with developmental disabilities. Although all three are employed independently, they do have a support worker who visits the apartment two to three times per month.

When Tom is not working, he has interests which are more far-ranging. He is, for example, interested in hockey and has visited the Hockey Hall of Fame on numerous occasions. Although he has not yet carried out his wish, he would like to visit the Royal Ontario Museum and the Ontario Science Centre. Tom is also very interested in politics and the election process.

Tom attends a literacy program three evenings per week. After discussion with his literacy practitioner, Tom has decided that he has a number of very specific goals he would like to achieve. He finds, for example, that he ends up doing most of the household chores around the apartment. In addition, he would also like to create a weekly budget for food and share the cost with his roommates.

Tom is on light medication, and wants to keep his weight down, and be as physically fit as some of his hockey heroes. He needs to get an exercise chart from his doctor and be able to follow it.

Since Tom's brother plays in a hockey league, Tom tries to attend as many of the games as he can. When trips are out of town, Tom has a problem because he can't really understand the bus schedules and the costs of the trips. However, the end of the season game is to be held in Barrie, some thirty minutes from Toronto. Tom's goal is to find out when the bus to Barrie leaves, and what the cost of the trip will be.



Costs and planning are difficult tasks for Tom. Every two weeks he receives his wages but can't really read and understand his pay slip. His literacy skills will have to be improved since Tom wants to know exactly how much money he has to have to be able to plan for a party for the birthday of one of his friends. As part of the party festivities, he would also like to rent a video, but once again, he will have to have the skills to be able to select, pay for, and return the video without a penalty.

Signing his name has always been a problem, and therefore, when and how becomes a significant goal.

Tom knows that he can succeed in attaining his goals, and has already begun to make progress by organising and planning his literacy skills program together with his literacy practitioner.



Profile quoted from:

Kenneth N. Beck and Patricia Hatt. *Working with Learning Outcomes for Adults with Developmental Disabilities*. Toronto, ON: The Toronto District School Board, October 1999, pp. 65-66.



#5

In any conference, the liveliest talks tend to come after the formal presentations. During the *Beyond Words* conference, some of the brightest discussions were sparked by a young man who used to have terrible trouble simply speaking at all.

You can call Darren Crawford a success story in the adult literacy movement, but that carries a sense of completion. For Crawford, however, the struggle continues – not so much for himself, he says, as for the many he wants to help.

“We can make a difference for the world if people just let us help other people,” he says.

Crawford, 26, has Fetal Alcohol Syndrome. For years he could neither read nor write. The change began when he became a student at Prospects Literacy Association, an Edmonton organization that teaches literacy and numeracy skills for adults, including adults with intellectual disabilities. A close working relationship with literacy instructor Susan Devins was the boost he needed.

At Prospects, he studies reading, writing and mathematics. “Susan is helping me one-on-one,” he says. “Basically, she teaches me words that I can learn and can grasp, then that teaches me how to read and write better, and how to put words into sentences.”

Those skills also help him in his job with Edmonton Recycling Society, an organization that is praised for both its ecological concerns and its support of workers that may be more difficult to employ. “We recycle bottles, cans, newspaper, and cardboard,” he explains. “It’s hard work, but we try to work as a team.”

If not for Devins, he adds, he would probably never appear at such a conference. “She’s proud of me, but she had to push me to motivate myself.”

His main reason for appearing at *Beyond Words* was to talk about his own experiences with literacy and employment. Last year, Crawford and Angele Hubert, a fellow student at Prospects and a fellow worker at ERS, worked with Prospects on a book, *The Challenges of Literacy and Employment*.

In part, the book is about the authors themselves. In their own words, Crawford and Hubert talk about work, school, home and dreams. They also talk about the power of literacy – how difficult it can be to learn, yet how good it feels to be able to communicate more freely. As Crawford writes in the book, some of his plans may have to wait until he is more comfortable with the written word. “I need more time. I have to practice more.”

Working closely with Devins has helped, especially when it comes to developing money skills. Games played with fake money are his favourite, he says. “If I learn more about money, I can become more independent.”

Writing about himself was comfortable, he says. More important, it may encourage other people to be more understanding about people with disabilities. “Maybe it will get people to listen more.”

By anyone’s standards, he has come a long way. Originally he signed on with ERS as a way to fulfil hours of community service for past misdemeanours. By saving money and proceeding with the advice of ERS, he has bought a condominium by his won labours. He lives there with his girlfriend, Dianne; their cat, Dede; and several kittens. He and Dianne plan to marry in 1996. In his free time, he enjoys watching TV and movie videos, playing video games and having fun with the cats.

He has also travelled a fair stretch, thanks to his involvement in various Special Olympics. “We play soccer, floor hockey, stuff like that. We have a lot of fun. We go all over the place.”

Yet Crawford is not content. He gets angry when he sees how poorly people with disabilities – “handicaps,” in his words – can be treated. “People put them down. They don’t think (people with disabilities) are good. People treat them like garbage.” He warns that government funding for services may run short, or even stop altogether.

He worries that people with disabilities may buck beneath this strain. “I don’t think they can deal with this much stress anymore,” he says. “I’ve got a feeling some of these ‘handicaps’ are near, shall I say, a suicidal part of life. They don’t care about no one. They don’t care about themselves.”

In order to help, Crawford wants to train to become a counsellor, so he can help people deal with their frustrations. "I want to build their confidence up. They can work things out. They don't have to get frustrated."

From there, he says, people have to learn how to work for themselves. "What we've really got to do is push people, motivate them to learn, and then they can go on."

"If they really want to learn, they have to get out to a literacy program, to have a tutor one-on-one. From there, they can read and write, and get a job they have no problem doing. That's how I learned. That's why I'm working out of ERS."

People must be patient. "It doesn't happen all in one night," he says. "It takes time. And time I have. I want to teach them I care."



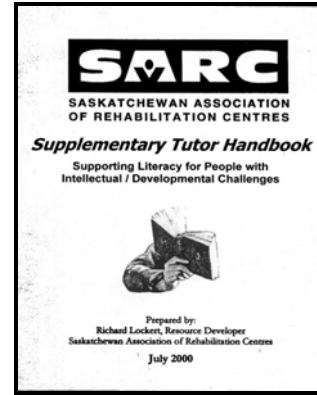
Profile quoted from:

Randal McIlroy (Ed.). *Beyond Words: The Book*. Winnipeg, MB: Association for Community Living – Manitoba, 1995, pp. 27-28.

1.5 How to Use This *Handbook*

The *SARC Literacy Activities Handbook* is intended to be a companion volume to the *SARC Supplementary Tutor Handbook*, which includes the following Sections:

- ➔ **The Learners**
- ➔ **Advice to Tutors**
- ➔ **Assessment**
- ➔ **Literacy Activities**
- ➔ **Readings**
- ➔ **Bibliography**



We believe that it is important for the tutor to also become familiar with the *SARC Supplementary Tutor Handbook*. The *SARC Literacy Activities Handbook* expands upon and adds to the literacy activities outlined in the earlier volume. All the activities are intended to be appropriate for adult learners with intellectual disabilities.

- ➔ People using this resource are also encouraged to participate in formal tutor training whenever it is available. This *Handbook* is intended to be a guide only, presenting options and suggesting directions. Sources of additional information are also provided in abundance.
- ➔ Tutors should feel free to adapt the information in this *Handbook*, as necessary. The activities are generally recommended for learners with intellectual / developmental disabilities, but they may or may not work for an individual learner. The information should not be considered as a cookbook of fail-safe recipes. This *Handbook* is in Sections, allowing the user to pick and choose information that is important to her situation.

Although the tutor's task will probably never be an easy one, hopefully this volume will make things a little bit easier.



The *SARC Literacy Activity Handbook* is outlined in more detail in the pages to follow.

Section Descriptions:

The ten Sections of the *SARC Literacy Activities Handbook* are described below. Emphasis is on how the tutor can make the best use of each particular Section.

Section 1 Introduction

- ➔ This Section provides a description of the overall literacy strategy of the Saskatchewan Association of Rehabilitation Centres (SARC). This discussion can place the issue into a wider perspective for tutors. Tutors will be informed of other resources that have been developed by SARC, which may assist them in their work.
- ➔ The definitions provided in this Section will help literacy tutors judge whether the *SARC Literacy Activities Handbook* is a suitable resource for the learners they are partnering with.
- ➔ The learner profiles can provide tutors with more perspective on working with adult learners with intellectual / developmental disabilities.

Section 2 Some Instructional Strategies

- ➔ This Section outlines teaching approaches and perspectives that have been thought to be effective with learners with intellectual / developmental disabilities. Tutors will benefit from becoming familiar with them. Activity ideas are also included in the discussions.
- ➔ Some criteria for the tutor to consider when choosing an activity to try with a learner are included. Selecting the right activities for a particular learner is a key toward their achieving greater learning success.

- ➔ It is particularly important for tutors to understand learners' preferred learning styles when selecting the right mix of literacy activities. A further discussion of learning styles is included in this Section.
- ➔ Section 2 includes general advice to tutors assisting adult learners with intellectual / developmental disabilities. The advice comes from several different sources, and should be reviewed often.

Section 3

Some Literacy Activities

- ➔ This Section provides tutors with descriptions of several literacy activities that others have tried successfully with this learner population. The activities are ordered according to several different categories:

Puzzle Activities	Time Concept Activities	Flashcard Activities
Television Activities	Newspaper Activities	Vocabulary Activities
Photograph Activities	Playing Card Activities	

Section 4

More Literacy Activities

- ➔ This Section provides tutors with even more literacy activities. The many activities in this Section are also organized according to different categories, such as *Reading Activities*, *Drama Activities*, and so on.

Section 5

Conclusion

- ➔ This Section provides tutors with some quotes, quotations and “literacy laughs,” that are meant to provide encouragement and strength. Tutors should read these motivating and amusing statements often.
- ➔ An evaluation form in this Section provides tutors the opportunity to provide comments and suggestions to improve the *SARC Literacy Activities Handbook*.

Section 6

Acknowledgements

- ➔ This Section acknowledges the many contributions made toward the creation of the *SARC Literacy Activities Handbook*, and toward the wider *SARC Literacy Training & Support Project*. Tutors should be heartened that there are others “out there” doing and supporting literacy work with learners with intellectual / developmental disabilities.

Section 7

Readings

- ➔ Section 7 includes six readings for tutors. Three readings describe activities that SARC agencies are undertaking in the literacy area. All of the articles are sources of ideas for agencies and programs. Much is being done!



Section 8

Bibliography

- ➔ This Section provides an extensive bibliography of information and resources on the topic of literacy for people with intellectual / developmental disabilities. The entries are organized according to the following categories:

Printed Materials	Web Sites	Publishers
Articles	News Groups	Other
Online Documents	Software	

- ➔ This bibliography is meant to provide tutors with further avenues for further research and ideas. It does not serve as a “works cited” listing. This bibliography supplements the one provided in the *SARC Supplemental Tutor Handbook*.

Section 9

Readings By And For Learners

- ➔ This Section includes thirty-five readings by literacy learners from four Canadian provinces. Some writers are from SARC agencies. Being written by learners, they may serve as appropriate readings for other learners. The readings can also be used as the basis of literacy activities, such as cloze exercises.
- ➔ The writing samples show tutors what they can expect to see.

Section 10

Literacy Activity Master Sheets

- ➔ This Section provides reproducible activity sheets that the tutor can use with his or her learning partner. They are organized according to the following categories:

Tracing Sheets	Keypads	Puzzles
Flashcard Masters	Charts	Script
	Worksheets	

- ➔ Most activity sheets can be photocopied and used with learners almost immediately. The flashcards need to be photocopied, cut out, and then pasted on heavy paper or cardboard before they can be used as intended.
- ➔ The main text of either Section 3 or Section 4 describes how to use each activity master sheet.



Recognition is extended to all who contributed to the success of this *Handbook* and the wider *SARC Literacy Training & Support Project*.