LEARNING DISABILITIES IN ADULT LITERACY SETTINGS
RESOURCE LIST

This resource list was compiled to assist adult literacy educators looking for resources in the area of learning disabilities. Learning Disabilities, particularly in adulthood, are a “whole life” issue that shape not only literacy and learning, but also people’s self-esteem, family and work life. This reference list reflects a wide variety of strategies and philosophies related to learning disabilities, organized according to six principles of good practice that support a “whole life” approach to working with people with learning disabilities in adult literacy settings. We have organized this review according to these principles:

- Finding out about learning disabilities and how they shape adult literacy work
- Building relationships of trust and dialogue through intake, screening and learning profiles
- Teaching to many minds: “LD-friendly” instructional strategies and supports inside and outside the classroom
- Taking care of the spirit: Addressing the issues that may “walk beside” LD such as fear, low self-esteem, anxiety, experiences of violence, poverty and isolation.
- Changing how the world thinks about LD: system advocacy, self-advocacy and awareness raising
- Continuing the conversation: Self-directed professional development

These six areas of practice are interconnected - we think of them as pieces of an interlocking puzzle. In organizing this bibliography according to these principles, we hope to provide other busy educators with a filter and a starting place for navigating the vast literature on this topic. (All links are current as of April 2011.)

I. Finding out about learning disabilities .................................................................................. 2
   a. Definitions, descriptions and overviews .......................................................................... 2
   b. Brain science .................................................................................................................. 4
   c. Organization websites ..................................................................................................... 6
   d. Specific learning disabilities and related conditions ................................................... 7
      i. Dyslexia .......................................................................................................................... 7
      ii. Attention deficit disorder ......................................................................................... 11
      iii. Fetal alcohol syndrome/effects ............................................................................. 14
      iv. Brain injury and medical conditions ........................................................................ 16
I. Finding out about learning disabilities

   a. Definitions, descriptions and overviews


Offers current research on how people with neurological differences such as ADHD, autism, dyslexia, mood disorders, and anxiety disorders have gifts and abilities.


This literature review of 98 references published between 1989 and 2000 is organized into two broad categories: what we know about adults with LD and how we serve adults with LD.

Looks at the complexity of learning difficulties, showing how it is necessary to accommodate a wide range of issues.


Readable and comprehensive, this guide includes information on education, social and emotional growth, and planning for life after school. Written for parents.

Includes readings on self-concept and dyslexia, and the cultural work of learning disabilities.

Includes research and practice issues related to dyslexia and neurobiology, ESOL learners, universal design (designing learning environments accessible to all learners).

This book reviews the major theoretical, methodological, and instructional advances in the field of learning disabilities from the 1980s to the early twenty first century.

This literature review was the foundation document for the "Learning to Achieve" program which replaces previous Bridges to Practice training for practitioners serving adults with disabilities. Topics include assessment, English language learners, accommodations, teaching methods, transition, and impact of LD.


b. Brain science

This book combines research from neuroscience, biology and psychology to look at the relationship between learning and the brain. Information on the impact of physiological effects, sensory stimuli, and emotions on learning are included. And the application of this information to teaching is outlined.

This collection of articles looks at recent findings in neuroscience research and implications for adult learning. Topics include fear and learning, and role of meaning and emotion in adult learning.
This collection of articles presents an overview of brain research and learning organized into 7 broad areas: brain-based learning; memory, cognition, and intelligence; emotional and social foundations; language reading, and math; the arts; and when the brain works differently.

This book explores recent findings in neuroscience and combines them with learning in three crucial and interconnected ways: attention, emotions and memory.

This collection of articles focuses on a holistic approach to learning and includes topics such as brain-based learning, spirituality, learning through the body, and narrative learning.

Drawing examples from history, literature, and science, this book provides twenty-eight informative and realistic steps that you can take to boost your brain’s performance.


Reviews recent research on brain structures and functions. Includes ‘Practitioner’s Corners’ to show what the findings mean for effective teaching strategies.

This book provides research information about common learning disabilities and suggests strategies that teachers can use to help students with specific learning problems. While written for school teachers, many of the strategies can be adapted for use with adult learners.

Explains neuroscientific findings in understandable terms and discusses the impact of this information on teaching mathematics.

Combines current research on how the brain learns language with strategies for teaching English language learners in K-12 classrooms. Looks at the linguistic reorganization needed to acquire another language after the age of 5. Includes a chapter on detecting English language learning problems and intervention strategies to use with struggling learners.
Explains how understanding of how the brain learns enhances the basic principles of differentiated instruction.

"Demonstrates how to optimize learning by using brain-based strategies that address students' social/emotional, cognitive, and physical learning preferences. The author provides readers with graphic organizers, current research on memory, and new charts to help implement differentiated strategies..." - back cover.

Explores the latest findings that demonstrate, through the use of technology such as brain scans, that the middle-aged brain is more flexible and more capable than previously thought. By detailing exactly how the normal, healthy brain functions over time, Strauch also explains how its optimal processes can be maintained.

This readable book sets out nine principles of how the mind operates and applies it to work in the classroom. Written for K-Gr.12 teachers, the principles may be applied to many learning settings.

A developmental psychologist evaluates the ways in which reading and writing have transformed the human brain. Examines how the brain learns to read and the reading difficulties and gifts created by dyslexia.

c. Organization websites

Center for Literacy and Disability Studies. (2009). Chapel Hill, NC: University of North Carolina, Chapel Hill, School of Medicine, Dept. of Allied Health Sciences. Available at www.med.unc.edu/ahs/clds
This site is focused on supporting people with physical, intellectual and learning disabilities to learn and use literacy in their everyday lives. It includes links to research, resources and training opportunities.

US-based learning disability policy, resources and training may be of interest. Includes research articles and assessment tools.

This site includes definitions, advocacy tools, and resources.

This is a BC-based advocacy and education group that supports children with learning disabilities and their parents. A good source of information for adults with children with learning disabilities.

While mostly concerned with learning disabilities in childhood, this site also contains some articles on adults with learning disabilities and ADHD.

A US-based site with advice and tools for children and adults with learning disabilities.

Hosts moderated discussions on LD-related issues in adult literacy contexts.

d. Specific learning disabilities and related conditions

i. Dyslexia

Offers current research on how people with neurological differences such as ADHD, autism, dyslexia, mood disorders, and anxiety disorders have gifts and abilities.

This book presents cross-language comparisons to provide insights into universal aspects of reading development and developmental dyslexia in alphabetic and non-alphabetic languages.

Demonstrates that reading relies on development of both good word reading skills and the ability to extract meaning from text. Examines specific problems underlying reading difficulties in
children with developmental dyslexia and children with poor reading comprehension. Includes information on assessment and instruction.

Chivers, Maria. (2000). **Practical strategies for living with dyslexia.** Philadelphia, PA: Jessica Kingsley. Written mainly for adults living or working with children with dyslexia, this book looks at various methods and strategies for treating dyslexia. It also considers eye and ear problems that may exacerbate dyslexia and encourages early identification.

Davies, Rachel & Hardie, Heather. (2008). **Supporting learners with dyslexia in workplace learning.** Leicester: NIACE, 2008. This resource focuses on the issues affecting support for people with dyslexia engaged in workplace learning, such as confidentiality and flexibility, as well as suggesting support strategies, resources and assessment tools that may be of use to learners with dyslexia.

Davis, Ronald D. (1997). **The gift of dyslexia: why some of the smartest people can't read... and how they can learn.** New York: Penguin. This book describes how learning differs for dyslexic individuals and presents methods for overcoming the difficulties of dyslexia.

Fitzgibbon, Gary & O'Connor, Brian. (2002). **Adult dyslexia: a guide for the workplace.** Chichester: Wiley. Provides practical advice on how to create the right workplace environment for dyslexics to thrive. Includes tools such as an adult dyslexia screening check list and a seven-step procedure for counselling adult dyslexics.


Grant, David. (2010). **That's the way I think: dyslexia, dyspraxia and ADHD explained.** 2nd ed. New York: Routledge. In a readable style, this book explores the experiences, thoughts and feelings of people with dyslexia, dyspraxia and ADHD.

Hannell, Glynis. (2004). **Dyslexia: action plans for successful learning, a practical guide to learning disabilities.** Minnetonka, MN: Peytral Publications. This resource, for classroom teachers and parents, is written with both children and adults in mind.

Hargreaves, Sandra. (Ed.) (2007). **Study skills for dyslexic students.** (Book + CD) Los Angeles: Sage. This collection of study techniques was designed for dyslexic students in postsecondary education. A variety of strategies is offered for each learning situation.

This book aims to support practitioners, particularly tutors, in carrying out a diagnostic assessment that is both a basis for setting up an appropriate teaching program and a rewarding experience for both practitioner and dyslexic adult learner.

This documentary is designed to raise awareness and provide an understanding of dyslexia. By profiling 4 individuals and their families, it illustrates likely causes and scientifically sound strategies for intervention.

Written for tutors, this small book is packed with practical advice and tips on using technology to enhance learning for those with dyslexia.

This collection of articles focuses on the different types of stress that dyslexics experience. Its aim is to increase awareness and encourage reflection on how these stresses can be avoided.

This guide looks at issues concerning dyslexia in the workplace and offers advice on how to carry out workplace needs and legal assessments and how to develop training programs.

Based on two style dimensions, wholistic-analytic and verbaliser-imager, this book looks at different methods of learning used by students with dyslexia. It suggests strategies to optimize learning based on learning style. Includes practical ways to adapt material for use in school and higher education.

Writings on the issues and challenges of dyslexia in second language learning. While most articles focus on children, there is a section on dyslexia in adults and university students.

This book reports on qualitative research with students at four universities on the relationship between dyslexia and identity. In interviews, students reveal the socio-emotional effects of dyslexia and its effects on their learning.

Written for educators, this updated handbook contains comprehensive information and recommended practices based on recent research findings.

This book covers basic information about dyslexia, strategies for helping with reading, language and writing, and checklists for parents and teachers. While it is designed as a guide for understanding children and teenagers with dyslexia, it contains information, strategies and resources that will be useful for adult educators.


Shaywitz, Sally. (2003). Overcoming dyslexia: a new and complete science-based program for reading problems at any level. New York: A.A. Knopf. After reviewing the nature of reading and dyslexia, this book looks at diagnosing dyslexia, including a section on diagnosing bright young adults. It then discusses what can be done to help develop reading skill. While this is largely focused on children, there is a section on helping adults become better readers. A chapter on accommodations is followed by short biographies of successful, well known adults who are dyslexic.

Smythe, Ian. (2010). Dyslexia in the digital age: making IT work. New York: Continuum. Using technology to support dyslexic individuals is the topic of this book. It does not recommend specific software or hardware, but instead gives basic information to help individuals make informed choices.


West, Thomas G. (2009). In the mind’s eye: creative visual thinkers, gifted dyslexics, and the rise of visual technologies. Amherst, NJ: Prometheus Books. This book presents visual thinking and visual technology as important tools to increase the creative potential of individuals with dyslexia and other learning disabilities. The author sees creative visual thinkers who often have learning difficulties as leaders in innovation. Portraits of highly creative famous people with learning difficulties (including Einstein and Edison) are included.

ii. Attention deficit disorder

An entertaining and informative documentary about Attention Deficit Disorder in adults produced by Totally ADD.

Written for adults with ADHD, their families and friends, this book provides practical answers to commonly asked questions about symptom recognition, diagnosis, and treatment of ADHD in adults.

Offers current research on how people with neurological differences such as ADHD, autism, dyslexia, mood disorders, and anxiety disorders have gifts and abilities.

**Attention Deficit Disorder Resources.** (1998-2008). (Website) Tacoma, WA: ADD Resources. Available at w3.addresources.org/
This site provides resources for people with AD/HD.

An expert offers advice to adults with ADHD.

Analyzing findings from research, this book looks at significant impairments across major functional domains and life activities. It demonstrates that existing diagnostic criteria do not accurately reflect the way ADHD is experienced by adults.

A leading expert in assessment and treatment of ADD/ADHD dispels myths and offers information on ADD from childhood through adulthood.

In a readable style, this book explores the experiences, thoughts and feelings of people with dyslexia, dyspraxia and ADHD.

Tailored to ADD learning styles and attention spans, this book provides readable discussions on every aspect of attention deficit disorder.

*In question and answer format, this reference book provides comprehensive coverage of attention deficit disorder including symptoms, diagnosis, treatment options, and practical day-to-day advice.*


London: Jessica Kingsley.

*Each chapter focuses on a particular neurological difference, its history, its causes and characteristics, implications for adults and teens, diagnosis and assessment, treatments and approaches, and strategies for self-support or providing support. Includes autistic spectrum disorders, dyslexia, dyspraxia, ADHD, Tourette’s, OCD and anxiety disorders. Also looks at possible supports in learning and working environments.*


*This book, written for adults with ADD, looks at how to change traits of ADD into strengths to improve relationships, job performance, parenting skills, and quality of life.*

Kelly, Kate & Ramundo, Peggy. (2006). **You mean I’m not lazy, stupid or crazy?!**


*Written for adults with ADD by adults with ADD, this readable book offers practical how-to advice and moral support.*

Kolbert, Judith & Nadeau, Kathleen. (2002). **ADD-friendly ways to organize your life.**

New York: Routledge.

*Offers ADD-friendly solutions for organizing things, time and paper.*

Novotni, Michele. (1999). **What does everybody know that I don’t?: social skills help for adults with attention deficit/hyperactivity disorder (AD/HD).** Plantation, Fla: Specialty Press.

*Practical advice on social skills for people with attention-deficit/hyperactivity disorder. Includes tips, exercises and true stories.*

oneADDplace.com (n.d.). (Website) Available at [www.oneaddplace.com/](http://www.oneaddplace.com/)

*Information on both child and adult ADD and ADHD. Includes a self-diagnostic test for adults (use and interpret carefully).*

Parkland Regional College. (2000). **Adults managing, surviving and celebrating AD/HD, Attention Deficit/Hyperactivity Disorder: a multimodal intervention program for adults with Attention Deficit/Hyperactivity Disorder in the adult education setting.** Yorkton, SK: Parkland Regional College.

*This book covers diagnosis and treatment, learning interventions and celebrations.*
*A personal account of life with ADD.*

Quinn, Patricia O. (2011). **100 questions & answers about Attention-Deficit Hyperactivity Disorder (ADHD) in women and girls.** Sudbury, MA: Jones & Bartlett Learning.
*Written by an ADHD specialist, this book presents information about common symptoms, the diagnosis process, management, and sources of support for women and girls with ADHD.*

*Written by an ADHD coach and expert who has ADHD herself, this book shows how to manage the traits such as inattention, time mismanagement, procrastination, impulsivity, and distractibility. It also offers strategies for living a balanced life and includes a section for people who live or work with someone with ADHD.*

*"The purpose of this book is to help you understand how and why people with AD/HD overindulge and become addicted, and how to get out of the vicious cycle of self-medicating your symptoms with drugs, food, alcohol, and compulsive behaviors."

*Straightforward tools for coping with the everyday challenges of adult ADD.*

*This book offers practical financial management advice for adults with ADD who find impulsivity and distraction make it difficult to manage money.*

*This book explores how women with ADD have challenges meeting cultural expectations, and offers strategies to help women deal with ADD.*

*Written for adults with ADHD, the brief ADHD-friendly articles cover topics such as understanding ADHD in adults, treatment options, learning basic life skills including time management and organization, and improving specific areas of your life by applying skills at home, in relationships and on the job.*
iii. Fetal alcohol syndrome/effects


*A look at the daily lives of three people born with F.A.S. (Fetal Alcohol Syndrome). This documentary considers the events, programs, and people who have made a difference in their adult lives.*


FASD Connections: serving adolescents and adults with FASD. (2004-). (Online) Available at [www.fasdconnections.ca/](http://www.fasdconnections.ca/)

FASD databases. (2008-). (Online) Ottawa, ON: Canadian Centre on Substance Abuse. Available at [www.ccsa.ca/Eng/KnowledgeCentre/OurDatabases/FASD/Pages/default.aspx](http://www.ccsa.ca/Eng/KnowledgeCentre/OurDatabases/FASD/Pages/default.aspx)

*Databases for Canadian organizations that provide an FASD service, program or support, FASD resources with Canadian content, and FASD trainers and training programs.*

FASD programs, services & training. (2009). (Online) Burns Lake, BC: College of New Caledonia, Lakes District. Available online at [www.cnc.bc.ca/Campuses/Lakes_District_Campus/FASD_Programs__Services__Training.htm](http://www.cnc.bc.ca/Campuses/Lakes_District_Campus/FASD_Programs__Services__Training.htm)


*In this book, young people with FAS/E and their caregivers describe strategies that work (and don’t work) during adolescence and young adulthood. Themes include defining success, strategies that work in areas such as counselling, education, sexuality, legal issues and independent living, and what families need from the community.*

Written as much for the parent as the professional, this book provides up-to-date information on what FASD is and how best to deal with it. The treatment model presented is designed to decrease frustration and improve outcomes for children and adults with FASD.

This book, written by someone who has FASD, offers many practical suggestions for living with FASD, along with personal stories. Note: While written from a Christian perspective, most of the suggestions are not based on religion.

Olszewskas, Agnieszka. (2007). So you have been diagnosed with FASD: now what?: a handbook of hopeful strategies for youth and young adults. (Online) Edmonton, AB: Boyle Street Education Centre. Available at www.bsec.ab.ca/pdf/So_You_Have_Been_Diagnosed_With_FASD_Now_What_Education_Resource.pdf

This resource is written for educators and caregivers supporting persons with challenging behaviours including autism spectrum disorders, fetal alcohol syndrome and mental health disorders. Techniques for anticipating and preventing predictable episodes, training alternative coping skills, encouraging and appreciating unique strengths and progress, and calming the environment for others are outlined.

This site contains a variety of e-learning modules on FASD.

This report describes the impacts of three literacy-based supports (support circles, cognitive compensatory tools, and cognitive enhancement tools) on the lives of five young adults with FAE/FAS.

An educational needs study on FAS/FAE which looks at such contentious topics as curriculum relevancy and inclusion.

The 22 papers presented in this collection look at some of the secondary disabilities that people with FAS/FAE face: mental health problems, disrupted schooling, inappropriate sexual
behaviour, trouble with the law, alcohol and drug problems, difficulty caring for children, and homelessness. Programs and interventions from various fields are described.

This small practical book is full of strategies to help people with FASD. It includes topics such as routines/daily structure, life skills and community. It has suggestions for early and later years.

This is a “user-friendly” resource for front line workers working with children, youth, adults and families affected by Fetal Alcohol Spectrum Disorder.

A collection of information and resources for those who have an interest in preventing FASD and supporting families who are living with FASD.

iv. Brain injury and medical conditions

Davidson, Howard S. (1993). Just ask!: a handbook for instructors of students being treated for mental disorders. Calgary, AB: Detselig Enterprises
Written for literacy instructors, coordinators and tutors, this book looks at the effects on learning of mental health problems and their treatment. It suggests strategies for instructors to use. Included are mood disorders, anxiety disorders, substance abuse disorders and brain injury disorders.

In this memoir, Engel, a successful Canadian mystery novelist, writes about the stroke he suffered that left him unable to read but still able to write. He charts his experience of the stroke and rehabilitation.

Gingold, Jeffrey N. (Ed.) (2009). Mental sharpening stones: manage the cognitive challenges of Multiple Sclerosis. New York: DemosHEALTH.
This book offers a number of strategies that have proven successful for meeting cognitive challenges in people with MS.

This handbook provides information about the effects of brain injuries (cognitive, psychosocial, emotional), and offers strategies to assist adult education instructors.
This documentary chronicles the rehabilitation of Jason Crigler, a New York city guitarist, who suffered a brain hemorrhage during a concert in August 2004. Despite a dire prognosis, his family initiated an optimistic, intensive course of rehabilitation that challenged the doctors’ ideas of factors that inspire recovery.

After chemotherapy, people may experience problems with memory, concentration, multitasking, and word retrieval. This book offers strategies to improve memory and focus, and a nine-step program to help keep your brain sharp.

This resource examines the most common physical, mental, and psychological symptoms of brain injury, explains why each occurs, and looks at what can be done about it.

The author, a brain injury survivor and physician, has compiled a collection of tips, techniques and shortcuts to help people coping with a brain injury.

On the morning of December 10, 1996, Taylor, a brain scientist, experienced a massive stroke. She observed her own mind completely deteriorate. Now she shares her unique perspective on the brain and its capacity for recovery. Watch the TED video at www.ted.com/talks/lang/eng/jill_bolte_taylor_s_powerful_stroke_of_insight.html

v. Deaf learners


This handbook of information, advice and worksheets for tutors with deaf students in their literacy classes was produced to suggest ideas to explore, encourage experimentation with a variety of visual approaches, and help make use of students’ linguistic skills.


practitioner research project for practical results (Phase 1): final report. (Online) Calgary, AB: Bow Valley College. Available at www.nald.ca/library/research/bowvalley/deaf/deaf.pdf


vi. Nonverbal learning disabilities


vii. Dyspraxia

Biggs, Victoria. (2005). Caged in chaos: a dyspraxic guide to breaking free. London: Jessica Kingsley. The author, a gifted teenage dyspraxic, offers a practical guide for dyspraxics and those around them. She addresses her own disorganization, clumsiness, memory impairment, and other difficulties faced by young dyspraxics such as bullying, low self-esteem, and loneliness.

Grant, David. (2010). That’s the way I think: dyslexia, dyspraxia and ADHD explained. In a readable style, this book explores the experiences, thoughts and feelings of people with dyslexia, dyspraxia and ADHD.

II. Intake, screening, and learning profiles

This tool is designed to measure the literacy skills of very beginning readers in order to design individualized lesson plans and measure progress. It includes an activity book used in testing, a DVD that demonstrates how to administer the subtests and how to teach beginning readers, a manual on teaching beginning readers, an alphabet card deck and a photo story book.

London, ON: Literacy Link South Central. Also available at www.nald.ca/library/research/lldtrain/cover.htm  
This manual contains five modules on learning disabilities, with each module incorporating a case study that helps link theory to practice. The modules provide information on the nature of learning disabilities, screening and assessment processes, developing training plans and effective instructional approaches, and selecting accommodations.

This second phase of training is more detailed with more screening tools, and has a greater emphasis on supporting learners entering employment.

This book offers comprehensive information on how to conduct evidence-based assessments of adolescents and adults with learning disabilities and ADHD, and how to select appropriate instructional and testing accommodations. Particular attention is paid to supporting students transitioning from high school to higher education or vocational settings. The importance of integrating test scores with behavioural observations and background information is emphasized. It is designed to be used as a reference book or a textbook.

This concise manual for literacy assessors looks at adapting assessment processes to give equal access to people with cognitive disabilities, learning disabilities, motor disabilities, psychiatric disabilities, and sensory disabilities.

This resource includes screening and academic assessment of adults at risk for learning disabilities, teaching strategies, and lesson ideas.

The training manual serves a reference resource and tool kit for screening adults at risk for learning disabilities. It contains reproducible activities, overheads, and fact sheets.

This DVD demonstrates how to use the screening questionnaire that was first developed in Screening for Success. This version of the questionnaire has been slightly modified.

This comprehensive tool identifies learning challenges and learning strengths for training plan development and offers specific learning strategies and accommodations.

This is a guide for assessing learning problems in school-aged children based on the philosophy of All Kinds of Minds. It stresses the importance of identifying a student’s assets and uncovering factors causing learning problems.

III. Teaching and learning in “LD friendly” settings

a. General strategies and principles for LD friendly practice

Based on research about how students learn, this book identifies 7 principles of learning and the practical strategies that support learning. Appendices include information on teaching tools such as rubrics, concept maps, exam wrappers and checklists. While intended for college instructors, the information can be adapted for all adult learners.

"Instructor-friendly, standards-based techniques for teaching students with special needs" - back cover. While written for school teachers, this book contains techniques and strategies that can be adapted for adult literacy learners.

This reference book looks at how to use multisensory teaching approaches to help students with dyslexia and other learning disabilities develop skills in areas including phonological awareness,
fluency, comprehension, composition, letter knowledge, spelling, handwriting and math. Mainly written for K-12 teachers, includes chapter on working with high functioning adult dyslexics.

This site has language and math materials for students who learn differently. The focus is on learning strategies, not diagnosis. There is a free online course that Canadians may audit on characteristics of individuals who learn differently.


This book provides the basics of universal design for learning (UDL) and offers practical guidance on how it can be implemented.

Cowichan Independent Living and Literacy Now Cowichan. (2011). Living well on what you’ve got: tips & hints for making the most of every penny. Duncan, BC: Literacy Now Cowichan. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/living-well-on-what-youve-got/
This booklet includes a variety of ideas for saving money and links to websites with additional ideas for saving money, living better and staying healthy. A product of the Learning Disabilities and Whole Life Learning project.

This book explains the theory of transformative learning, explores individual differences in transformative learning, and presents strategies to promote transformative learning. This edition has new information including the role of imagination and spirituality, and the importance of affect.

This resource is part of the British government literacy initiative.

This resource shows how to use graphic organizers to differentiate instruction. Examples given for K-12 teachers’ digital storytelling workshop

This DVD shows how the Ts-zil Learning Centre uses the four elements of the medicine wheel to address the needs of First Nations students with learning disabilities. A product of the Learning Disabilities and Whole Life Learning project.


Defines and reviews 15 practical literacy approaches with suggested teaching strategies. Written for school teachers, a few of the strategies are not appropriate for adult learners.


Research uncovered 6 attributes that lead to long-term success for individuals with learning disabilities. This book offers activities that foster self-awareness, pro-activity, perseverance, goal setting, use of social support systems, and emotional coping strategies. While aimed at school teachers, the activities can be adapted for use with adults.


Strategies to enhance attention, memory and organization in school age students. May be adapted for use with adults. Includes pictures and worksheets that may be photocopied.


This guide for literacy tutors provides information about learning disabilities and presents best methods for encouraging students.


Practical techniques for adjusting teaching based on individual students’ knowledge, skills, experience, preferences and needs. Includes planning models, templates, matrices, rubrics, graphic organizers, checklists and questionnaires. May be adapted for use with adults.


A comprehensive source of information, strategies, and activities for working with learning disabled students. The focus is mainly on school aged children, with a section on adolescents and adults.


Highlights new, innovative and successful practices relevant to LBS funded agencies across Ontario.


*This guide describes various tools and methods that use creative expression to support transformative learning in adults. Includes meditation, movement, creative writing, collage, and music.*


*This general guide to adult literacy practice includes a section on dyslexia and learners with global learning difficulties.*


*This book looks at the causes of specific learning differences and describes successful strategies that enable LD learners to succeed. Included is information on dyslexia, visual perception patterns that block reading ability, dysgraphia, dyscalculia, and attention deficit disorders.*


"A three year pilot project funded by a grant from the National Literacy Secretariat. The purpose of the pilot was to research and develop a program to meet the educational and vocational needs of adult learners with specific learning disabilities."


*This resource includes screening and academic assessment of adults at risk for learning disabilities, teaching strategies, and lesson ideas.*


*This report evaluates the application of structure of intellect, sensori-motor, and other tools in a literacy project. The project explores and documents the learners' and facilitator's perceptions of how these tools impact learning disabilities, measure the impacts on 26 learning abilities, and identifies other factors that affect learning.—Intro A product of the Learning Disabilities and Whole Life Learning project.*

Lindop, Margaret Horne. (Ed.) (2002). **Keys to Effective LD Teaching Practice.** (Online) Knoxville, TN: Center for Literacy Studies at the University of Tennessee.

Available at [www.cls.utk.edu/pdf/keys_ld/keys_ld.pdf](http://www.cls.utk.edu/pdf/keys_ld/keys_ld.pdf)

*This resource book offers the practical experiences of practitioners using various instructional strategies and approaches reflecting “LD appropriate instruction”. Included are tools for LD*

Contains links to the ‘Bridges to Practice’ Guidebook on serving adults with learning disabilities.


More than 100 practical strategies, interventions, and activities to build students' academic abilities. Strategies are organized by skills, including attention, reading, writing, math, organization, and test-taking. Developed for K-12 general and special education classrooms.

Morrison, Mary Kay. (2008). Using humor to maximize learning: the links between positive emotions and education. Toronto, ON: Rowman & Littlefield Education. The benefits of using humour for learning along with suggestions and activities that help educators use humour in the classroom are included.


The learning progressions in this document provide a framework that shows what adult learners know and can do at successive points as they develop their expertise in literacy learning. It includes the prerequisite skills and understandings for reading and writing basic words, and looks at the sequence of skill development. Professional development resources that show how to use the learning progressions are available online at www.literacyandnumeracyforadults.org.nz/Learning-progressions.

A 10 step framework for putting differentiation into practice. Includes examples and tools.


Explores how everyday objects can be used to generate literacy learning. “Featuring vignettes, lesson examples, and photographs, the text includes chapters on community connections, critical literacy, adolescent writing, and digital storytelling.” Introduces a framework of artifactual literacy that includes drawing, gesture, oral storytelling, and multimodality as well as reading and writing.


This book presents strategies that can be used to improve self-regulated learning, study skills and learning in specific content areas including writing, reading, and math. Designed for teachers of elementary and secondary students with learning disabilities.


This book covers the neuroscience of learner differences, effective uses of new digital media in the classroom, and how the creation of flexible curricula helps everyone learn more effectively. Practical applications of UDL in goal setting, selection of instructional methods and materials, and fair and accurate assessment are included.


This book examines narrative learning and a narrative approach to adult education. It is based on the power of personal experience narrative as a path to transformative learning and personal growth.


Written for transition personnel, counsellors and educators, this book shows how to help students with mild to moderate, non-visible disabilities make the transition to college.


This book reviews the major theoretical, methodological, and instructional advances in the field of learning disabilities from the 1980s to the early twenty first century.

Practical guide details basics of differentiated teaching, teaching for long-term memory, collaborative learning, higher-order thinking skills and technology integration.

Twelve principles and practices that ensure dialogue and effective adult learning.

A comprehensive resource manual compiled for using during a 5 day institute on learning disabilities.


Based on current educational and neurobiological research, this book looks at what motivates adults to learn and offers a framework and sixty practical, research-based strategies to encourage adult learner motivation. Includes information on working with linguistically and culturally different learners.

**b. Multiple intelligences and learning styles**

This book combines Howard Gardner's MI theory with recent brain research on reading and writing to offer strategies for teaching reading and writing to a variety of learners. Includes the use of imagery, logic, oral language, physical activity, emotion, music, social involvement, and nature experiences in the study of words.

A game that explores different types of intelligence: word smart, math/logic smart, self smart, body smart, people smart, music smart, picture smart and nature smart, and how to use them in everyday life. A product of the Learning Disabilities and Whole Life Learning project.

Introduces visual teaching and how to use visual strategies to help students learn. Includes a variety of visual learning activities.

**Multiple Intelligences for adult literacy and education.** (n.d.) (Online) Oakland, CA: Literacyworks. Available at [www.literacyworks.org/mi/home.html](http://www.literacyworks.org/mi/home.html)

This resource introduces the many ways people use their senses to know and learn.


*This book helps adult or adolescent learners discover their preferred learning environment and learning strengths. It includes practical tips for improving skills in organization and time management, memory, listening, pronunciation, reading accuracy and comprehension, writing, mathematics and test taking.*


**c. Brain-friendly techniques: movement, music & more**


*In this guide to multisensory learning, discover how teachers can motivate students and help them retain more knowledge longer by using sight, sound, smell, taste, touch, and movement in the classroom.*


*This resource consists of a digital story on memory and what helps improve memory, particularly in seniors. The print tip sheet summarizes the information in the digital story, including good practices for helping seniors learn. Created for use by instructors, tutors and seniors who are interested in thinking about memory and learning. A product of the Learning Disabilities and Whole Life Learning project.*


*A readable, research based book on the body’s role in thinking and learning. It includes some Brain Gym activities that activate learning potential.*


"Hundreds of easy-to-use, brain-compatible activities that boost attention, motivation, learning and achievement."
This book combines research from neuroscience, biology and psychology to look at the relationship between learning and the brain. Information on the impact of physiological effects, sensory stimuli, and emotions on learning are included. And the application of this information to teaching is outlined.

Based on brain research findings, the teaching strategies and tools outlined in this book can be used to engage students, boost learning memory, and meet the needs of different learners.

Lambe, Toni et al. (2006). *Literacy, equality and creativity: resource guide for adult learners.* Belfast: Queen’s University Belfast School of Education. Also available online at [www.qub.ac.uk/leis/](http://www.qub.ac.uk/leis/)
This resource guide was prepared to "research, design and develop a package of text-free innovative teaching methods that can be used to explore equality issues in adult literacy education".

Combining adult education theory with brain-compatible learning, this book presents practical, brain-friendly approaches for working with adults in formal and informal settings. Background information accompanies techniques and strategies for classrooms or workshops, including graphic organizers, music energizers, exercise activities, and self-assessments.

Looks at stress and learning, and brain/body integration in a reader-friendly format. Includes activities based on Brain Gym.

Explores the mind-body connection, presenting research demonstrating that exercise is the best defense against everything from mood disorders to ADHD to addiction to Alzheimer's.

Based on research on learning, memory and the brain, this resource provides specific techniques for improving memory, including graphic organizers, mnemonics and checklists. Information is presented as the story of an adult educators' memory workshop.

This practical handbook presents an approach to teaching adults based on research on brain-based learning, differentiated instruction, multiple intelligences and adult learning. Each strategy includes an explanation, multiple learning activities, and a section on guided reflection.
and application. It is intended as a professional development resource for anyone who teaches adults.

Based on research on how the brain learns, this book provides strategies that benefit all learners, including those with learning disabilities. Written for grade school teachers, it looks at creating an inclusive learning environment.

d. Specific strategies for teaching reading, writing and math

This book provides detailed strategies for teaching numeracy skills through a progression of practical activities and visualization techniques. Topics include games and puzzles for learning number components, bridging, multiplication, division and reasoning strategies. The CD contains accompanying resources, games, activities and puzzles. While written for those working with students aged 9 to 16, it can be adapted for use with adults.

This third edition features teaching strategies that are adaptable for students of all ages and that are appropriate for helping students learn in all curricular areas.

Written for learners, this book identifies things to do to help you learn and improve your reading. It also looks at some things that may make learning difficult.

Author draws on her experience to integrate participatory theory and practice with the needs of literacy students and available resources.

Written for people who have difficulty with math, this book explains basic principles of math and how they can be used in everyday life. A wide range of math skills are covered. Includes material on dyscalculia and case studies.

Based on the “Head, heart, hands and self workshop: a holistic approach to working with adult learners” presented by Kate Nonesuch in October 2010, this DVD contains a PowerPoint
presentation with embedded video with information about working with adult learners who experience difficulties in learning. The booklet includes photocopiable math activity sheets and a list of resources.

DiPrince, Dawn & Thurston, Cheryl Miller. (2006). Unjournaling: daily writing exercises that are not personal, not introspective, not boring. Fort Collins, Colo.: Cottonwood Press. This resource has 200 writing prompts suitable for writers from middle school through adult. The prompts are particularly suitable for those who don't feel comfortable sharing personal details in a class or group setting. Sample responses are included.


Frank, Margaret (Marn), Weinberg, Victoria et al. (2007). The adult reading toolkit: a research-based resource for adult literacy. Minneapolis, Minn.: LDA of Minnesota. The ART includes six chapters covering phonemic awareness, beginning phonics skills, intermediate decoding, fluency, vocabulary and comprehension. Each chapter includes background information, assessment ideas, instruction activities, use of authentic materials, recommended curricula and software and references. Six toolkits of reproducible assessment and instructional activities follow. Appendices include tools for informal assessments and instructional activities, study materials, and lesson plan organizers.


Kellner, Hank. (2009). Write what you see: 99 photos to inspire writing. Fort Collins, Colo.: Cottonwood Press. This book contains a collection of black and white photos accompanied by a variety of writing prompts. A CD-ROM included with the book contains all the activities and allows you to project the photos and activities for classroom use.

*Techniques and strategies based on phonemic awareness, phonics, fluency, vocabulary and comprehension.*

*Report on a workshop organized to learn and adapt the "Step-up-to-writing" system. Includes sample worksheets created during the workshop. A product of the Learning Disabilities and Whole Life Learning project.*

*Written for teachers whose students have reading difficulties, this offers research-based recommendations on assessment, vocabulary instruction, and practices to promote comprehension before, during, and after reading.*

Krasa, Nancy & Shunkwiler, Sara. (2009). **Number sense and number nonsense: understanding the challenges of learning math.** Baltimore, Paul H. Brookes. 
*Designed for educators and researchers, this book looks at how the brain and mind work during math learning in children. There is a comprehensive research review and bibliography.*

*This practical sourcebook contains about 70 language teaching activities which do not require extensive equipment or preparation. There are activities for a variety of ages and levels.*

*Morgan, Deborah. (2002). **More writing out loud.** Edmonton, AB: Grass Roots Press. This writing program provides support and encouragement to beginning writers.*

*This resource provides 29 ready-to-use math lessons for use with adult learners with moderate to severe learning difficulties. The lessons are divided into number, shape and measure. Tutor's notes, teaching objectives, detailed lesson plans and worksheets are included.*

Nonesuch, Kate. (2006). **Changing the way we teach math: a manual for teaching basic math to adults.** Duncan, BC: Malaspina University-College. Also available online at [www.nald.ca/library/learning/mathman/cover.htm](http://www.nald.ca/library/learning/mathman/cover.htm)

Nonesuch, Kate. (2008). **Family math fun!** Duncan, BC: Vancouver Island University. Also available online at [www.nald.ca/library/learning/familymath/cover.htm](http://www.nald.ca/library/learning/familymath/cover.htm)

Lessons for modeling comprehension strategies such as connecting, predicting, inferring, questioning, summarizing, monitoring/clarifying and evaluating. Written for the elementary classroom, but ideas are adaptable.

The lessons in this book use literacy situations students will face in everyday life, including demystifying labels, purchasing and paying, decoding production instructions, schedules and guides, using personal planners, and completing forms.

This workbook is intended for students who have difficulty spelling vowel patterns even though they can spell consonant sounds and blends. It contains 15 units and black line masters that can be photocopied.

This book focuses on how to provide effective instruction to K-12 students who find writing challenging, including English language learners and those with learning disabilities or impairments. Topics include writing workshop instruction, strategies to support the writing process, motivation, and self-regulation, classroom technologies, spelling instruction for diverse learners, and assessment approaches.

My Math Path is a free online site where adult students can upgrade basic math skills. This CD-ROM contains the textbook for the Moodle math courses, My Math Path 4, 5 and 6. My Math Path 4 covers decimals, My Math Path 5 covers fractions, My Math Path 6 covers ratios, per cents, power roots and statistics.

This book emphasizes matching teaching method to learning style. It offers instructional strategies and sample lessons.

This comprehensive collection of language games is mainly for adolescent and adult learners from beginner to intermediate level. The games are designed to maximize challenge, creation, play and success while minimizing competition.
e. Learning accommodations and assistive technology

A blog about assistive technology devices, resources and research by innovators in the field.

Provides assistive technology resources to make learning and working environments usable for people with disabilities.

Examples and links to resources for ABE and college-level students with print disabilities in BC.

This guide offers activities, resources, and suggestions to help increase learning opportunities for adults with physical and/or intellectual disabilities. It is designed for instructors, tutors and coordinators in adult literacy programs, as well as support workers and coordinators in disabilities and rehabilitations programs and organizations.

Gardner, Audrey. (2005). **LaDS: SARAW survey report: literacy and disabilities study.** Calgary, AB: Bow Valley College. Also available online at [www.nald.ca/library/research/study/final/cover.htm](http://www.nald.ca/library/research/study/final/cover.htm)
This survey looked at different delivery models and educational settings where adults with disabilities use SARAW (Speech Assisted Reading and Writing). The report documents the methodology, findings and recommendations from the SARAW survey, which consisted of face-to-face and phone interviews with learners, tutors, instructors and coordinators. Two program case studies are included.

The title says it all. Plenty of examples of accommodations that may be helpful for learners with various kinds of learning disabilities, embedded in case studies and demonstration lessons with diverse adult learners.

This resource provides an overview of some adaptive technology and assistive devices that have been field tested at Action Read.
An introduction and overview of assistive technology is followed by information on assistive technology for the young child, high-incidence disabilities, positioning and mobility, communication, sensory impairments, transition, distance learning and ethics.

This guide is intended to help literacy practitioners explore possible assistive technology devices, intervention, and solutions for their learners.


Information on free assistive software.

This book provides a discussion on assistive technology from the perspective of those who use it or have opted not to use it. It looks at the benefits and flaws of different types of assistive technology. Checklists for evaluating and selecting assistive technology are included.

Shapiro, Sandford. (1995- ). LD Resources. (Online) Available at www.ldresources.org/
This collection of resources, organized as a blog, can be browsed by content. For example, the following page lists low tech tools www.ldresources.org/category/low-tech-tools/


**Software and apps for dyslexic adults.** (n.d.) (Online) Dyslexic Adult Link. Available at www.dyslexia-adults.com/a14b.html


**f. ESL and learning disabilities**


*Looks at mental health and the refugee experience and what this means to the ESL classroom. Contains ESL activities to address mental health issues.*


*Briefly discusses qualities of mental health, stresses faced by refugees, and three things teachers can do to help students adjust.*


*This literature review provides background information on adult English as a second language learners who are also learning disabled, i.e. deaf, hard of hearing, blind, dyslexic, physically handicapped, have learning difficulties or have mental health difficulties. Theoretical, practical and research-based material is reviewed.*


*Designed for adult ESL literacy programs, this comprehensive checklist helps instructors determine if their student has a learning disability. This is not a formal assessment but can be used to identify patterns of difficulty. Strategies for teaching learning disabled students follow.*


"The purpose of this paper is to give practitioners, graduate students, researchers, and policy makers information about what is known about how adult English language learners learn to
read in English, what types of activities facilitate this process, and what research still needs to be done."

*This book provides an introduction to multiple intelligences theory and looks at how it can be used in language teaching. Over 160 practical, user-friendly activities are sorted by age and language level. Suggestions are made for lesson planning and curriculum development structured around MI theory. Includes photocopiable activity handouts.*

*This resource contains the text of 2 modules and 5 topics from an in person professional development course for ESL instructors. Presented by Robin Lovrien Schwarz, the course was titled "Inclusive classrooms for learning disabilities" and covered learning disabilities in adult ESL learners. The DVD also includes course readings and materials developed by course participants. A product of the Learning Disabilities and Whole Life Learning project.*

*The purpose of this book is to prepare teachers to effectively teach brain-compatible differentiated lessons to English language learners while developing students’ language ability. Includes both theory and practical lesson plans. Intended for K-12 teachers, but background information and process can be useful to adult educators.*

*Designed for K-12 teachers, this book presents 50 strategies for teaching English as a second language. It includes step by step instructions for implementing each strategy as well as examples of the strategy in action. Many of the strategies may be adapted for adult learners.*

*Describes trauma and abuse in immigrant communities, discusses the effects of trauma on learning, and suggests ways to modify instruction to facilitate learning.*

*This research-based guide looks at methods for determining whether English language learners are having reading difficulties that are related to language acquisition or learning disabilities. It offers a variety of best practices for use in school classrooms. Focuses on school age children.*
*This book gives readers insight into the second language learning process of learners with disabilities. The chapters discuss the learning process and the teaching of dyslexic as well as hearing impaired learners in various parts of the world. The articles are academically oriented.*

*This book looks at the use of blogs, wikis, podcasts, YouTube, TeacherTube, Flickr and VoiceThread in teaching English language learners.*

*This book presents a socio-cultural approach to language disabilities - specific language impairment, communication difficulties, dyslexia and deafness. It looks at how language disabilities are influenced by experiences of multilingualism, culture, ethnicity and race. It is intended for students, professionals and policy makers in education and health who are interested in disability and language disabilities in multilingual and multicultural contexts.*

*Writings on the issues and challenges of dyslexia in second language learning. While most articles focus on children, there is a section on dyslexia in adults and university students.*

*Notes from an Ottawa ESL teacher provides information on learning disabilities, how to distinguish them from other obstacles to learning in ESL learners, and effective teaching strategies.*

*The 74 activities in this book demonstrate how multiple intelligences theory can be used in designing language lessons for adolescent and adult students learning English as a second language.*

*Looks at behaviours associated with learning disabilities and techniques to improve the classroom environment for people with learning disabilities. Based largely on work with children, but also of value to adult teachers.*

*Looks at possible multiple causes of learning difficulties in ESL learners.*
Schwarz, Robin. (2006). **LD and the English language learner.** (Online) Available at ldlink.coe.utk.edu/esl_ld.htm

This paper looks at how LD affects foreign/second language learners, issues and problems in identifying LD in ESOL learners, and how to support adult ESOL learners with LD.


Brief overview of information on identification, assessment, and instructional methods.


This research paper looks at identifying reading difficulties/disabilities in K-12 English language learners and what can be done to support reading instruction for ELLs with reading disabilities.


With a chapter for each of 22 different language backgrounds, this book describes and explains the characteristic pronunciation, grammar, vocabulary and other mistakes of learners who speak English as a second language.


This resource guide covers ESL trends, learning disability definitions and applications, language acquisition, factors that impact learning, best practice strategies for ESL learners, and the influence of pre-literacy. It also includes a screening tool for ESL adults, a reading assessment for preliterate adults, and a model for LD assessment of ESL learners.

---

**g. Using new technologies in teaching**


Designed for ESL students with at least a low-intermediate reading proficiency, this textbook covers the basics of using a computer that runs Windows XP. Includes exercises and covers Word 2007 and file management. Conversation exercises add an ESL instruction element, otherwise a basic introduction to computer use for anyone. Workbook focuses on language skills.
*Practical advice on how to use digital tools to identify where pupils are in their learning, what they need to do next, and how best to achieve this.*

Dawson, Di. (2007). **Handheld technologies for mobile learning.** Leicester, UK: NIACE.
*Explores the potential of mobile phones, MP3 players and Personal Digital Assistants (PDAs) for use in adult educational experiences.*

*This practical guide shows how to use technology to help learners with learning disabilities have more control over their learning environment, increase motivation and involvement, support choice-making and communication skills, and learn skills for everyday life. Written with the needs of tutors in mind.*

*This book contains a series of articles about using Web 2.0 technology including podcasts, digital stories, virtual reality and wikis in teaching. It is not a collection of activities using Web 2.0 technology, but a more academic approach, including research and issues.*

*Looks at ways digital media can facilitate storytelling.*

*A practical guide to digital storytelling.*

*This book looks at the use of blogs, wikis, podcasts, YouTube, TeacherTube, Flickr and VoiceThread in teaching English language learners.*

*This resource is a digital story about creating digital stories. It describes a workshop with Colin Ford and how learners became involved in creating digital stories. The DVD is intended for use with tutors, teachers and practitioners, to raise awareness of the effectiveness of combining the strength of storytelling with the power of digital technologies. A product of the Learning Disabilities and Whole Life Learning project.*
*This book shows how to integrate technology into lessons and offers information about common technologies, explaining the purposes they serve and how they can be most effectively used in online or face-to-face classrooms. Each chapter features a decision making matrix to help instructors decide on whether or not a tool is really needed.*

McKeown, Sally. (2006). *Supporting adult learners with dyslexia: harnessing the power of technology.* Leicester, UK: NIACE.  
*Written for tutors, this small book is packed with practical advice and tips on using technology to enhance learning for those with dyslexia.*

McKeown, Sal, Moss, Mary & Slawson, Tracy. (2009). *Screens and pages: technology and reading for pleasure.* Leicester, UK: NIACE.  
*This book looks at how technology such as blogs, wikis, RSS feeds and social networking sites can be used to support and encourage reading for pleasure. It also shows how to use technology to make reading more accessible.*

Morishita, Teresa. (2011). *Preliminary findings on social media and literacy of students in adult special education: an exploratory study.* Richmond, BC: Kwantlen Polytechnic University.  
*A brief progress report on a research project on the personal experiences of post-secondary students with learning disabilities who use social media. Also outlines the improvement of the Kwantlen Access Programs for People with Disabilities (APPD) website in line with universal design principles. A product of the Learning Disabilities and Whole Life Learning project.*

*This book presents a detailed approach to using digital technology to teach creative storytelling.*

*This book provides practical advice on using the Web for education. Written mainly for K-12 teachers, it includes how-to steps for teaching with blogs, wikis, RSS feeds, social bookmarking, online photo galleries, Facebook, MySpace and Twitter.*

*Briefly describes the rationale behind the digital storytelling workshop organized by Helen Dempster and Nevin Massing at Douglas College. Includes the benefits to students in creating digital stories. A product of the Learning Disabilities and Whole Life Learning project.*

*Exploring current online collaborative tools (including blogs, wikis, and social networking) and Web 2.0 applications (including Skype, Google, Wordle), this book describes what the tool is,
when it should be used, why it is useful, who is using it, how you can use the tool, and where
you can find additional resources.

**h. Workplace learning**

comprehensive, adult-based curriculum is designed to help introduce adults to recognizing
employability skills, self-assessing, planning skills development activities, developing skills and
giving/getting feedback. Subjects include: Self Awareness, Self Esteem, Communication, Goal
Setting, Problem-Solving, Conflict Resolution, Feedback and Criticism, Time Management,
Learning Styles and Assertiveness.

Washington, DC: LD Online. Available at [www.ldonline.org/article/Tips_for_Self-Advocacy_in_the_Workplace](http://www.ldonline.org/article/Tips_for_Self-Advocacy_in_the_Workplace)

This resource focuses on the issues affecting support for people with dyslexia engaged in
workplace learning, such as confidentiality and flexibility, as well as suggesting support
strategies, resources and assessment tools that may be of use to learners with dyslexia.

Provides practical advice on how to create the right workplace environment for dyslexics to
thrive. Includes practical tools such as an adult dyslexia screening check list and a seven-step
procedure for counseling adult dyslexics.

This resource looks at different types of learning disabilities, their accommodations, recruitment
and retention strategies, workplace literacy and other contemporary workplace issues.

This guide provides a blueprint for organizations in all sectors that might be interested in setting
up a mentoring program for persons with learning disabilities.


*Job-Fit was developed to assist people who may have learning disabilities to become more effective at finding and keeping a job. Designed for the learner, Job Fit 1 gives practical information about learning disabilities, how to understand your assessment and identify*
strengths and difficulties, and learning strategies you can use. Job Fit 2 has chapters on setting employment goals and becoming job ready. The Facilitator's Guide contains information to assist a facilitator to better understand learning disabilities and their impact on clients.


Eight adults with a variety of learning disabilities talk about how they found out about their learning disability, how they feel about it, whether they tell others, what their strengths are, what helps them learn, their goals, and advice they’d offer to others. Also included are comments from an employment specialist and a teacher.


i. Accessibility

This resource outlines the barriers to learning and motivation to upgrade literacy skills, identifying specific literacy problems and strategies to promote learning.

"This handbook is designed to help anyone offering literacy training to people with physical disabilities make their services truly accessible."

j. Assessing results

Battell, Evelyn. (2001). Naming the magic: non-academic outcomes in basic literacy. Victoria, BC: Ministry of Advanced Education. Also available online at www.nald.ca/library/research/magic/cover.htm
This report presents a description of techniques for documenting non-academic outcomes (NAOs) for literacy students: A Multi-Media approach, Using Journals, Goal Setting by Learners, Anecdotal Reporting and End-of-Term Reports (combination of two techniques) and Questions for Developing Awareness.
Blonde, Willie. (1994). **Linking partners in literacy: assessment strategies for people with learning difficulties.** Victoria, BC: The John Howard Society of BC. A summary of the Professional Development Workshop for Educators in Correctional Settings, which was designed as a networking opportunity for educators working in the correctional education system in B.C.

Includes information on screening and assessment.

This publication discusses the literature and work on assessment and achievement. It shows the wide range of understandings and methods available, in literature and in practice, to identify learners’ needs and achievements.

Also see other resources under **Intake, screening and learning profiles.**

**k. Specific training programs***

This resource contains tools from an Orton-Gillingham Multisensory workshop conducted at the Northern Lights College, Chetwynd. Workshop presenters were Gloria Olafson and Stephanie Lindstrom of the Fraser Lake chapter of the Learning Disabilities Association of British Columbia. The first tool is a chart describing common areas of deficit, their possible impacts on a student, and suggestions for resources and strategies to improve learning. The second tool contains a 1 hour diagnostic tool to discover strengths and weaknesses, with a diagnostic lesson plan and advice on analyzing the diagnostic tool.

**Orton-Gillingham.** (Website) Armenia, NY: Academy of Orton-Gillingham Practitioners and Educators. Available at ortonacademy.org

This website lists many screening and accommodation tools.

**Structure of Intellect (SOI).** (Website) Vida, OR: SOI Systems. Available at www.soisystems.com/
IV. Taking care of spirit

  a. Effects of violence and trauma

*This book is a compilation of 11 Canadian research studies addressing the issue of violence and learning. It offers descriptions of literacy practices that address the impacts of violence, and encompasses differing approaches to practitioner research.*

*Articles in this journal issue look at the role emotion can play in the lives of teachers and adult learners. One chapter deals with learners who have experienced violence.*


*This resource offers background information to guide tutors and instructors in drawing the line between teaching and counseling in adult literacy programs when they work with students who have experienced violence.*

*This collection of articles looks at recent findings in neuroscience research and implications for adult learning. Topics include fear and learning, and role of meaning and emotion in adult learning.*

*Looks at the causes and symptoms of trauma, how it affects and body, and presents a twelve-phase program to address symptoms.*

Nonesuch, Kate. (2006). *New beginnings: writings by Vancouver Island women.* Duncan, BC: Malaspina University College. Also available online at [www.learningandviolence.net/easytoread/NewBeginnings/NewBeginnings.html](http://www.learningandviolence.net/easytoread/NewBeginnings/NewBeginnings.html)
*Stories to stimulate conversation and writing about everyday life and learning.*
b. Stress and mental health

Briefly discusses qualities of mental health, stresses faced by refugees, and three things teachers can do to help students adjust.

Written for literacy instructors, coordinators and tutors, this book looks at the effects on learning of mental health problems and their treatment. It suggests strategies for instructors to use. Included are mood disorders, anxiety disorders, substance abuse disorders and brain injury disorders.

Initial report of a project that explores the use of mind-body approaches and expressive arts to reduce stress and promote learning.

Looks at how mental health difficulties affect learning, how tutors can provide access and support learning, and the support needs of tutors.

This book for learners helps you identify stressors in life and offers strategies for calming minds and bodies. This easy to read book contains over 40 illustrations.
Murphy, Judy. (2008). **Move the body, stretch the mind.** Edmonton, AB: Windsound Learning.
*Written for adults in literacy and other learning programs, this book promotes mind/body balance and activities that support learning including breath work, stretching, relaxation exercises and meditation.*

*This book explores the emotional aspects of learning disabilities and imprisoned intelligence, showing how and why smart people with learning disabilities are resilient. It includes material on the relationship between learning disabilities and neuroscience.*

Ottawa Community Coalition for Literacy. (2007). **Feasibility study on literacy and mental health.** Ottawa, ON: Ottawa Community Coalition for Literacy. Also available online at www.occl.ca/pubs/feastudy/feastudy.pdf
*Research-based practice suggestions for adults with serious mental illness as well as literacy needs.*


*This updated third edition combines recent research with practical advice and humour to explain how prolonged stress can create or worsen physical and mental afflictions. Insights and suggestions for controlling responses to stress are offered.*

*This handbook includes a number of useful tips for reducing stress.*

c. Building self-esteem and confidence

*In 13 sessions, these DVDs present a system showing how to achieve the kind of success you define. It teaches seven ingredients of success and how to apply them systematically to handling and managing life.*

Hanna, Myrna. (2000). **A dream that walks.** (DVD, workbook) Guelph, ON: Action Read Community Literacy Centre.
*The workbook contains a tool to help adult learners at Literacy Levels 1 and 2 break goals into steps. The DVD contains stories of learners’ experiences with this program.*

James, Kathryn & Nightingale, Christine. (2006). **Discovering potential: a practitioner’s guide to supporting improved self-esteem and well-being through adult learning.** Leicester, UK: NIACE.
This resource looks at what self-esteem is and how it affects participation; partnership working; working with adults using a 'guidance model'; and staff development and maintaining good mental health. It is meant for those working one-on-one with adults who are 'hard to reach,' 'marginalized' or 'socially excluded.'

This book shows tutors how to enhance self-esteem in their adult learners, particularly those doing literacy skills training. A structured program to raise students’ self-esteem is included.

Moore, Anne. (2005). **A dream that walks II: planning for change.** Guelph, ON: Garlic Press.
This book presents steps to assist adults in setting realistic goals, making an action plan, and taking care of yourself along the way.

Moore, Anne. (2006). **Making it work: a workbook on conflict and communication for adult literacy learners.** Guelph, ON: Action Read Community Literacy Centre.
This practical tool discusses conflict management and communication techniques in various guises, using worksheets and discussion questions learners can use alone or in groups.

This book contains activities and checklists to help teachers develop skills in communicating and developing a relationship with learners.

Murphy, Judy. (2009). **Living with healthy relationships.** Edmonton, AB: Grassroots Press.
The third book in the Easy-to-Read Health series, this resource explains in plain language the difference between healthy and unhealthy relationships, how to respond to and resolve conflicts, how to communicate with others, and how to build healthy relationships.

Activities for developing and maintaining healthy self-esteem.

V. Changing how the world thinks about learning disabilities

  *a. Advocacy and awareness*

Written for parents, this updated book provides background information on learning disabilities and ADHD and gives guidance on what to do if a learning disability or ADHD has been suspected in a child. Information on advocating for your child is included.

This resource provides a step-by-step process for creating a discussion-based workshop on learning disabilities. Detailed examples from two workshops illustrate the steps in action. A product of the Learning Disabilities and Whole Life Learning project.


This book reviews advocacy research in literacy education. It addresses issues such as social justice, equity, democracy and the possibilities for social transformation.

A resource for researchers and practitioners, this book addresses the twin themes of literacy and power. It approaches literacy as a complex social practice.

This book presents tools to help writers produce material that promotes social change.

This resource provides an introduction to self-advocacy and a collection of tools and worksheets to help adults with learning disabilities identify and develop their unique strengths and advocacy skills.

Richard Lavoie, creator of the original F.A.T. City Workshop, reviews the history and philosophy of the project, the major trends and issues in the field of learning disabilities since 1987, and the challenges ahead for parents and educators.

This workshop simulates the world of a learning disabled student. A group of teachers, counsellors and parents do exercises in such a way that they experience the frustration, anxiety and tension that is the usual daily experience of a student with a learning disability. Includes discussion of mainstreaming, discipline and self-concept.

McCann, Chandra. (2011). **Literacy at work: information for employers about reading, writing, and math skills.** Vernon, BC: Chandra McCann. Also available online at [decoda.ca/wp-content/files_flutter/1334262665literacyatwork.pdf](http://decoda.ca/wp-content/files_flutter/1334262665literacyatwork.pdf)
Written for employers, this booklet briefly reviews how literacy affects work and what employers can do to improve employee literacy skills that will benefit both themselves and their employees. A product of the Learning Disabilities and Whole Life Learning project.

Created for literacy practitioners, tutors and instructors, this game fosters an awareness of the impact of learning disabilities. Complete instructions on how to set up and play the game are accompanied by templates for the playing cards on the CD. A product of the Learning Disabilities and Whole Life Learning project.


North Saskatchewan Independent Living Centre. (1999). **Change is inevitable, but growth is optional: a self advocacy manual.** (Online) Saskatoon, SK: NSILC. Available at [www.nald.ca/library/research/change/cover.htm](http://www.nald.ca/library/research/change/cover.htm)
This manual focuses on the advocacy process, collective organizing, and the legal and political aspects of advocacy.

"The purpose of this book is to provide students with learning disabilities, their parents, and guidance counselors with effective strategies to encourage and develop self-advocacy skills that will benefit them from high school to college and into the world beyond." - vi.

This book shows transition personnel, counsellors and educators how to help students with mild to moderate, non-visible disabilities make the transition to college.

Written for learners, this book introduces the concept of advocacy and explores advocacy models where the goal is to expand the life skills of the individual with learning difficulties. It
examines different forms of advocacy and is designed for use in formal and informal learning situations.

*This book explores how to be a good advocate, shows how to listen to and work with an advocacy partner, and explains how to prepare for, and behave in, a meeting.*

*This fourth book in the series on self-advocacy looks at problems that can occur in an advocacy partnership, such as dependency on the advocate or conflict between partners.*

**b. Learner stories**

*Adults who attended programs that use the SARAW talking computer program wrote these stories.*

*This documentary is designed to raise awareness and provide an understanding of dyslexia. By profiling 4 individuals and their families, it illustrates likely causes and scientifically sound strategies for intervention.*

*Life stories told by ten people with learning difficulties, offers a resource for learners and tutors.*

*Stories from the Adult Learning Development Association.*


**VI. Professional development**

This site has language and math materials for students who learn differently. The focus is on learning strategies, not diagnosis.


This guide was written to help literacy tutors and their adult students understand the often hidden impacts of learning disabilities or unmet learning needs. The first section provides information and tools to help tutors gather information about a student’s past experiences as a learner using a strength-based perspective. The second section provides information and worksheets on addressing negative self talk and identifying learning style and appropriate learning strategies.

Favreau, Beng. (2011). **What is learning like for ME?: a community approach to learning disabilities on Haida Gwaii.** (CD) Queen Charlotte, BC: Literacy Haida Gwaii. Also available online at [decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/what-is-learning-like-for-me/](http://decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/what-is-learning-like-for-me/)

This CD contains information about a workshop on learning disabilities in adults for service providers in Haida Gwaii. A subsequently developed tool kit for practitioners covers different learning styles and available resources.

Fowler, Judith Anne. (2003). **Learning disabilities training: a new approach.** London, ON: Literacy Link South Central. Also available online at [www.nald.ca/library/research/ldtrain/cover.htm](http://www.nald.ca/library/research/ldtrain/cover.htm)

This manual contains five modules on learning disabilities, with each module incorporating a case study that helps link theory to practice. The modules provide information on the nature of learning disabilities, screening and assessment processes, developing training plans and effective instructional approaches, and selecting accommodations.


This second phase of training is more detailed with more screening tools, and has a greater emphasis on supporting learners entering employment.


This project website contains information from a holistic viewpoint about learning disabilities in adults. The project supported adult literacy educators in five areas: learning about learning disabilities, intake strategies, creating LD-friendly settings, advocating, and supporting learners with emotional issues that often 'walk beside' learning disabilities.
NIACE. (2003). Basic skills for adults with learning difficulties or disabilities: a resource pack to support staff development. Nottingham: DfES. This resource gives tutors and practitioners resources to help in teaching adults with learning disabilities. Sections are presented for: learners with mental health difficulties, learners who are blind or partially sighted, learners with learning difficulties, dyslexic learners, learners who are deaf or hard of hearing, and learners with physical disabilities.

Packham, Mary. (2011). Understanding learning disabilities and strategies for tutors of adult learners: tutor training module. 100 Mile House, BC: Cariboo Chilcotin Partners for Literacy. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/understanding-learning-disabilities-and-strategies-for-tutors-of-adult-learners-presentation/ This resource contains an outline and slide presentation for a 2 hour workshop that introduces participants to learning disabilities in adults. Includes information on types of learning disabilities, impact of learning disabilities, strategies for working with the learning disabled, assessing learning disabilities, ADHD, FASD, trauma, and resources. This module was developed as a professional development tool for volunteer adult literacy tutors. A product of the Learning Disabilities and Whole Life Learning project.

Randall, Nora & Smythe, Suzanne. (2007). Toward a “whole life” approach: a guide to learning disabilities resources for adult literacy educators. Vancouver, BC: RiPAL BC. Also available online at www.nald.ca/library/research/ripal/toward/toward.pdf This listing, compiled for adult literacy educators, contains many of the resources on this list, organized into 6 major categories.

Smythe, Suzanne & Courage, Dawn. (2007). A conceptual framework to guide professional development: toward a “whole life” perspective on learning disabilities in adult literacy settings. Vancouver, BC: RiPAL BC. Also available online at www.nald.ca/library/research/ripal/conceptual/cover.htm This review presents a selection of recent research on learning disabilities in adult literacy settings and considers the implications of this research for supporting professional development. It includes a conceptual framework based on research.


a. Training resources


Tate, Marcia L. (2004). *“Sit & get” won’t grow dendrites: 20 professional learning strategies that engage the adult brain.* Thousand Oaks, CA: Corwin Press. *This practical handbook presents an approach to teaching adults based on research on brain-based learning, differentiated instruction, multiple intelligences and adult learning. Each strategy includes an explanation, multiple learning activities, and a section on guided reflection and application. It is intended as a professional development resource for anyone who teaches adults.*