



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.)

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I. Finding out about learning disabilities

a. Definitions, descriptions and overviews

Armstrong, Thomas. (2010). **Neurodiversity: discovering the extraordinary gifts of autism, ADHD, dyslexia, and other brain differences.** Cambridge, MA: Da Capo Lifelong.

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

Corley, Mary Ann & Taymans, Juliana M. (2002). **Adults with learning disabilities: a review of the literature.** (Online) Vol. 3, Ch. 3 of *Review of Adult Learning and Literacy.* Boston, MA: NCSALL. Available at www.ncsall.net/?id=575

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.

Fletcher-Campbell, Felicity, Soler, Janet & Reid, Gavin. (2009). **Approaching difficulties in literacy development: assessment, pedagogy and programmes.** Los Angeles, CA: SAGE.

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

Ford, Anne. (2007). **On their own: creating an independent future for your adult child with learning disabilities and ADHD: a family guide.** New York: Newmarket Press.

This is a guide for families preparing adult children with learning disabilities for the future.

Hendrickx, Sarah. (2010). **The adolescent and adult neuro-diversity handbook: Asperger's syndrome, ADHD, dyslexia, dyspraxia and related conditions.** 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.

Lerner, Janet W. & Johns, Beverley H. (2010). **Learning disabilities and related mild disabilities: teaching strategies and new directions.** Belmont, CA: Cengage-Wadsworth.

This textbook describes the characteristics of learning disabilities as well as various mild disabilities, and offers teaching strategies for general education teachers, special education teachers, school psychologists, and other related professionals.

Nicholson, Cheryl, Stone, Shirley, & Kaczor, Lorraine. (2003). **Strategies for success.** (Online) Winnipeg, Man.: LiteracyWorks. Available at www.nald.ca/library/research/strategies/cover.htm

Niks, Marina et al. (2003). **Dancing in the dark: how do adults with little formal education learn?** Nanaimo, BC: Malaspina University College. Also available online at www.nald.ca/library/research/dark/cover.htm

Nunavut Literacy Council. (2004). **Learning disabilities: a guide for educators who work with adult learners.** Cambridge Bay: Nunavut Literacy Council. Also available online at www.nunavutliteracy.ca/english/resource/ld/guide/ldguide-en.pdf

This guide offers an official definition of learning disabilities, excerpts from Pat Hatt's publications on learning disabilities, case histories of Nunavut learners, fact sheets on learning disabilities, FASD and ADD, and a resource list.

Rioux, Marcia et al. (2003). **Atlas of literacy and disability.** Toronto, ON: Canadian Abilities Foundation.

This atlas contains maps of literacy and disability in Canada.

Smith, Corinne & Strick, Lisa. (2010). **Learning disabilities: A to Z: a complete guide to learning disabilities from preschool to adulthood.** New York: Free Press.

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

Soler, Janet, Fletcher-Campbell, Felicity & Reid, Gavin. (2009). **Understanding difficulties in literacy development: issues and concepts**. Los Angeles, CA: SAGE.

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

Special Issue on Learning Disabilities. (2007). *Focus on Basics*, Vol. 8, iss. D.

(Online) Available at www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf

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

Swanson, H. Lee, Harris, Karen R. & Graham, Steve. (2003). **Handbook of learning disabilities**. New York: Guilford Press.

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.

Taymans, Juliana M. et al. (2009). **Learning to achieve: a review of the research literature on serving adults with learning disabilities**. Washington, DC: National Institute for Literacy. Also available online at

lincs.ed.gov/publications/pdf/L2ALiteratureReview09.pdf

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.

Zubrow, Ezra B.W. et al. (2009). **Landscape of literacy and disability**. Toronto, ON: Canadian Abilities Foundation.

b. Brain science

Jensen, Eric. (2008). **Brain-based learning: the new paradigm of teaching**.

Thousand Oaks, CA: Corwin Press.

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.

Johnson, Sandra & Taylor, Kathleen. (Eds.) (2006). **The neuroscience of adult learning**. *New directions for adult and continuing education*, no. 110. San Francisco: Jossey-Bass.

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.

The Jossey-Bass reader on the brain and learning. (2008). San Francisco: Jossey-Bass.

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.

McNeil, Frank. (2009). **Learning with the brain in mind.** Los Angeles: Sage.

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

Merriam, Sharan B. (Ed.) (2008). **Third update on adult learning theory.** *New directions for adult and continuing education*, no. 119. San Francisco: Jossey-Bass.

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.

Restak, Richard M. (2001). **Mozart's brain and the fighter pilot: unleashing your brain's potential.** 1st paperback ed. New York: Three Rivers Press.

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.

Shaywitz, Sally E. & Bennett A. (2007). **The neurobiology of reading and dyslexia.**

(Online) In *Focus on Basics*, Vol. 8, issue D, p. 1-7. Available at

www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf

Sousa, David A. (2006). **How the brain learns.** 3rd ed. Thousand Oaks, CA: Corwin Press.

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

Sousa, David A. (2007). **How the special needs brain learns.** 2nd ed. Thousand Oaks, CA: Corwin.

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.

Sousa, David A. (2008). **How the brain learns mathematics.** Thousand Oaks, CA: Corwin.

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

Sousa, David A. (2010). **How the ELL brain learns.** Thousand Oaks, CA: Corwin.

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.

Sousa, David A. & Tomlinson, Carol Ann. (2011). **Differentiation and the brain: how neuroscience supports the learner-friendly classroom.** Bloomington, IN: Solution Tree Press.

Explains how understanding of how the brain learns enhances the basic principles of differentiated instruction.

Sprenger, Marilee. (2008). **Differentiation through learning styles and memory.** 2nd ed. Thousand Oaks, CA: Corwin.

"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.

Strauch, Barbara. (2010). **The secret life of the grown-up brain.** New York: Penguin. *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.*

Willingham, Daniel T. (2009). **Why don't students like school?: a cognitive scientist answers questions about how the mind works and what it means for your classroom.** San Francisco: Jossey-Bass.

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.

Wolfe, Maryanne. (2007). **Proust and the squid: the story and science of the reading brain.** New York: Harper.

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.

Learning Disabilities Association of America. For adults. (2005-2011). Pittsburgh, PA: Learning Disabilities Association of America. Available at www.ldanatl.org/aboutld/adults/index.asp

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

Learning Disabilities Association of Canada. (2010-). Ottawa, ON: Learning Disabilities Association of Canada. Available at www.ldac-acta.ca/
This site includes definitions, advocacy tools, and resources.

Learning Disabilities Association of BC, Vancouver Chapter. (n.d.). Vancouver, BC: LDAV. Available at www.ldav.ca/
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.

LD Online. (2010). Washington, DC: WETA. Available at www.ldonline.org/
While mostly concerned with learning disabilities in childhood, this site also contains some articles on adults with learning disabilities and ADHD.

LD.org. (2009). New York: National Center for Learning Disabilities. Available at www.nclld.org/
A US-based site with advice and tools for children and adults with learning disabilities.

Online Discussion Group on Learning Disabilities. (2001-). Washington, DC: National Institute for Literacy. Available at lincs.ed.gov/mailman/listinfo/Learningdisabilities/
Hosts moderated discussions on LD-related issues in adult literacy contexts.

d. Specific learning disabilities and related conditions

i. Dyslexia

Armstrong, Thomas. (2010). **Neurodiversity: discovering the extraordinary gifts of autism, ADHD, dyslexia, and other brain differences.** Cambridge, MA: Da Capo Lifelong.

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

Brunswick, Nicola, McDougall, Siné & deMornay Davies, Paul. (2010). **Reading and dyslexia in different orthographies.** Hove: Psychology Press.

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

Cain, Kate. (2010). **Reading development and difficulties.** Chichester, UK: BPS Blackwell/John Wiley.

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.

Goodwin, Vicki & Thomson, Bonita. (2004). **Making dyslexia work for you: a self-help guide**. New York: Routledge.

Grant, David. (2010). **That's the way I think: dyslexia, dyspraxia and ADHD explained**. 2nded. 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.

Klein, Cynthia. (2003). **Diagnosing dyslexia: a guide to the assessment of adults**. London: Basic Skills Agency.

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.

Knowledge Network. (2008). **Deciphering dyslexia. (DVD)** Canada: NFB.

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.

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.

Miles, T.R. (Ed.) (2004). **Dyslexia and stress. 2nd ed.** London, UK: Whurr.

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.

Moody, Sylvia. (Ed.) (2009). **Dyslexia and employment: a guide for assessors, trainers and managers.** Chichester, UK: Wiley-Blackwell.

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.

Mortimore, Tilly. (2008). **Dyslexia and learning style: a practitioner's handbook. 2nd ed.** West Sussex: John Wiley & Sons.

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.

Peer, Lindsay & Reed, Gavin. (2000). **Multilingualism, literacy, and dyslexia: a challenge for educators.** London: David Fulton.

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.

Pollak, David. (2005). **Dyslexia, the self and higher education: learning life histories of students identified as dyslexia.** Stoke on Trent, UK: Trentham Books.

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.

Reid, Gavin. (2009). **Dyslexia: a practitioner's handbook.** Hoboken, NJ: J. Wiley & Sons.

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

Rief, Sandra F. & Stern, Judith M. (2010). **The dyslexia checklist: a practical reference for parents and teachers.** San Francisco: Jossey-Bass.

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.

Ryan, Michael. (1997). **The other sixteen hours: the social and emotional problems of dyslexia.** Baltimore, MD: International Dyslexia Association.

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.

Soler, Janet, Fletcher-Campbell, Felicity & Reid, Gavin. (2009). **Understanding difficulties in literacy development: issues and concepts.** Los Angeles: SAGE. *Includes readings on self-concept and dyslexia, and the cultural work of learning disabilities.*

Waking up to the possibilities of learning disabilities. (2010). (Online) Vancouver, BC: Learning Disabilities and Whole Life Learning Project, Literacy BC. Available at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/waking-up-to-the-possibilities-of-learning-disabilities-angelas-story/

A digital story about horses, music, school and dyslexia and how they fit together.

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.

Wolfe, Maryanne. (2007). **Proust and the squid: the story and science of the reading brain.** New York: Harper.

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.

ii. Attention deficit disorder

ADD & loving it?! (2009) (DVD) Toronto, ON: Big Brain Productions.

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

Albrecht, Ava T. (2010). **100 questions & answers about adult attention-deficit/hyperactivity disorder (ADHD)**. Sudbury, Mass.: Jones & Bartlett.

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.

Armstrong, Thomas. (2010). **Neurodiversity: discovering the extraordinary gifts of autism, ADHD, dyslexia, and other brain differences**. Cambridge, MA: Da Capo Lifelong.

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.

Barkley, Russell A. (2010). **Taking charge of adult ADHD**. New York: The Guildford Press.

An expert offers advice to adults with ADHD.

Barkley, Russell A., Murphy, Kevin R. & Fischer, Mariellen. (2008). **ADHD in adults: what the science says**. New York: The Guildford Press.

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.

Brown, Thomas E. (2005). **Attention deficit disorder: the unfocused mind in children and adults**. New Haven: Yale University Press.

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

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.

Hallowell, Edward M. & Ratey, John J. (2005). **Delivered from distraction: getting the most out of life with Attention Deficit Disorder**. New York: Ballantine Books.

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

Hallowell, Edward M. & Ratey, John J. (2010). **Answers to distraction**. Rev. ed. New York: Anchor Books.

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.

Hendrickx, Sarah. (2010). **The adolescent and adult neuro-diversity handbook: Asperger's syndrome, ADHD, dyslexia, dyspraxia and related conditions**. 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.

Honos-Webb, Lara. (2008). **The gift of adult ADD: how to transform your challenges and build on your strengths**. Oakland, CA: New Harbinger Publications.

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?!** Updated ed. New York: Scribner.

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/

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.

Patterson, Ken. (2004). **ADD and me: forty years in a fog**. London, UK: Jessica Kingsley.
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.

Ratey, Nancy A. (2009). **The disorganized mind: coaching your ADHD brain to take control of your time, tasks, and talents**. New York: St. Martin's Griffin.

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.

Richardson, Wendy. (2005). **When too much isn't enough: ending the destructive cycle of AD/HD and addictive behavior**. Colorado Springs, CO: Pinon Press.

"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."

Sarkis, Stephanie. (2005). **10 simple solutions to adult ADD: how to overcome chronic distraction and accomplish your goals**. Oakland, CA: New Harbinger Publications.

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

Sarkis, Stephanie & Klein, Karl. (2009). **ADD and your money: a guide to personal finance for adults with attention deficit disorder**. Oakland, CA: New Harbinger Publications.

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

Solden, Sari. (2005). **Women with attention deficit disorder: embrace your differences and transform your life**. 10th anniversary ed. Nevada City, CA: Underwood Books.

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

Tuckman, Ari. (2009). **More attention, less deficit: success strategies for adults with ADHD**. Plantation, Fla.: Specialty Press, 2009.

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

Bartlett, Sharon & LeRose, Maria. (2005). **F.A.S.: When the children grow up.** (DVD) Montreal: National Film Board of Canada.

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.

Conry, Julie. (1996). **Teaching students with fetal alcohol syndrome/effects: a resource guide for teachers.** Victoria, BC: Ministry of Education, Skills & Training.

Dinning, L. Bonnie et al. (2004). **We cares: practical skills for front-line workers working with adults affected by fetal alcohol spectrum disorder: specially designed for those working with people who are homeless or at risk of homelessness.** (Online) Ottawa, ON: Anne Wright and Associates. Available at www.annewright.ca/workshops_training/documents/FINAL-wecaresSeptember32004Manual1.pdf

FASD Connections: serving adolescents and adults with FASD. (2004-). (Online) Available at 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
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

Fetal Alcohol Spectrum Disorder: building on strengths: a provincial plan for British Columbia, 2008 – 2018. (Online) Victoria, BC: Ministry of Children and Family Development. Available at www.mcf.gov.bc.ca/fasd/pdf/FASD_TenYearPlan_WEB.pdf

Kleinfeld, Judith. (Ed.) (2000). **Fantastic Antone grows up.** Fairbanks, Alaska: University of Alaska Press.

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.

Malbin, Diane. (2002). **Trying differently rather than harder.** 2nd ed. Oregon: FASCETS.

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.

Neafcy, Stephen J. (2008). **Long way to simple**. Rev. ed. Brooklyn Park, MN: Better Ending New Beginnings.

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.

Olszewska, 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](http://www.bsec.ab.ca/pdf/So_You_Have_Been_Diagnosed_With_FASD_Now_What_Education_Resource.pdf)

Ory, Nathan. (2007). **Working with people with challenging behaviors: a guide for maintaining positive relationships**. 2nd ed. Cobble Hill, BC: Challenging Behavior Analysis and Consultation, Ltd.

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.

Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD). (2009). (Online) Victoria, BC: Ministry of Education. Available at www.fasdoutreach.ca/

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

Raymond, M. & Belanger, J. (2000). **Literacy-based supports for young adults with FAE/FAS**. Victoria, BC: Ministry of Advanced Education, Training and Technology.

Also available online at www.nald.ca/library/research/lbsupprt/cover.htm

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.

Raymond, Margaret A. (1997). **When the spell breaks: the real educational needs of FAS/FAE affected students: parental perspectives**. New Denver, BC: M.A. Raymond & Associates.

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

Streissguth, Ann & Kanter, Jonathan. (Eds.) (1997). **The challenge of fetal alcohol syndrome: overcoming secondary disabilities**. Seattle: University of Washington Press.

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.

Trudeau, Debbie. (Ed.) (2005). **Trying differently: a guide for daily living and working with FASDs and other brain differences.** 3rd ed. Whitehorse, Yukon: Fetal Alcohol Syndrome Society Yukon.

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.

Wemigwans, Jennifer. (2008). **FASD tool kit for Aboriginal communities.** (Online) Toronto, ON: Ontario Federation of Indian Friendship Centres. Available at www.nfhs-pg.org/media/3_Community/OFIFC%20Revised%20Toolkit.pdf

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

Wright, Tricia & Mischki, Caitlin. (2009). **FASD resource toolkit.** 2nd ed. (Online) Prince George, BC: Northern Family Health Society. Available at www.nfhs-pg.org/media/FASD_Resource_Toolkit_second_edition.pdf

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.

Engel, Howard. (2008). **The man who forgot how to read.** Toronto: Harper Perennial. *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.

McLeod, Janice. (n.d.) **Working with brain injured adult students: a handbook for instructors.** Prince George, BC: College of New Caledonia.

This handbook provides information about the effects of brain injuries (cognitive, psychosocial, emotional), and offers strategies to assist adult education instructors.

Metzgar, Eric Daniel. (2008). **Life. Support. Music.** (DVD) New York: Merigold Moving Pictures.

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.

Silverman, Dan & Davidson, Idelle. (2009). **Your brain after chemo: a practical guide to lifting the fog and getting back your focus.** Cambridge, MA: Da Capo Lifelong.

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.

Stoler, Diane Roberts & Hill, Barbara Albers. (1998). **Coping with mild traumatic brain injury.** New York: Avery.

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.

Sullivan, Cheryle. (2008). **Brain injury survival kit: 365 tips, tools, & tricks to deal with cognitive function loss.** New York: Demos Medical Publishing.

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.

Taylor, Jill Bolte. (2006). **My stroke of insight: a brain scientist's personal journey.** Toronto, ON: Plume.

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

Eaton, Sarah E. (2009). **Literacy for deaf immigrant adults: a symposium for collaboration and learning: final report.** (Online) Calgary, AB: Bow Valley College. Available at www.nald.ca/library/research/bowvalley/deafimm/deafimm.pdf

Neville, Patricia. (2005). **Teaching literacy skills to deaf adults.** London, UK: RNID for deaf and hard of hearing people.

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.

Novodvorski, Brent D. (2008). **Effective techniques and tools for immigrant deaf and hard of hearing adults in bilingual and bicultural literacy programs: a**

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

Workplace Education Manitoba. (2007). **Computers for deaf learners.**
(Online)Winnipeg, Man.: WEM. Available at
www.nald.ca/library/learning/deaf/deaf.pdf

vi. Nonverbal learning disabilities

Mamen, Maggie. (2007). **Understanding nonverbal learning disabilities: a common-sense guide for parents and professionals.** London: Jessica Kingsley.
A comprehensive introduction to nonverbal learning disabilities (NLD).Includes suggestions for developing written and verbal communication, understanding social skills, managing behaviour, self-regulation and improving organization skills. Suitable for families and professionals working with children and adults with NLDs.

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.

Hendrickx, Sarah. (2010). **The adolescent and adult neuro-diversity handbook: Asperger's syndrome, ADHD, dyslexia, dyspraxia and related conditions.**
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.

II. Intake, screening, and learning profiles

Campbell, Pat. (2010). **Diagnostic adult literacy assessment for beginning readers (DALA)**. (Kit) Edmonton, AB: Grass Roots Press.

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.

Fowler, Judith Anne. (2003). **Learning disabilities training: a new approach**.

London, ON: Literacy Link South Central. Also available at

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.

Fowler, Judith Anne & Hunt, Jennifer. (2004). **Learning disabilities training: phase II : screening tools, strategies, and employment**. London, ON: Literacy Link South

Central. Also available at www.nald.ca/library/research/ldtrain/tools/cover.htm

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

Gregg, Noël. (2009). **Adolescents and adults with learning disabilities and ADHD: assessment and accommodation**. New York: Guilford Press.

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.

Hatt, Pat. (1995?). **Special needs assessment procedures**. Toronto, ON: Toronto District School Board.

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.

Learning Disabilities Association of Canada. (1999). **Destination literacy: identifying and teaching adults with learning disabilities**. Ottawa, ON: The Association.

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

Learning Disabilities Association of Canada. (2001). **Screening for success and Screening for success: training manual**. Ottawa, ON: Learning Disabilities Association of Canada.

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.

Learning Disabilities Association of Canada. (2008). **Screening tool: interview techniques and best practices.** (DVD + questionnaire) Ottawa, ON: Learning Disabilities Association of Canada.

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.

Maggio, Sara. (2005). **Learning challenges assessment tool for adult literacy learners.** Hamilton, ON: Adult Basic Education Association of Hamilton-Wentworth.

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

Pohlman, Craig. (2008). **Revealing minds: assessing to understand and support struggling learners.** San Francisco, CA: Jossey-Bass.

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

Ambrose, Susan A. et al. (2010). **How learning works: seven research-based principles for smart teaching.** San Francisco: Jossey-Bass.

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.

Bender, William N. (2008). **Differentiating instruction for students with learning disabilities: best teaching practices for general and special educators.**

Thousand Oaks, CA: Corwin.

"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.

Birsch, Judith R. (Ed.) (2005). **Multisensory teaching of basic language skills.** 2nd ed. Baltimore, MD: Paul H. Brooks.

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.

Centre for Alternative Learning. (1999-2009). (Website) Havertown, PA: Center for Alternative Learning. Available at www.learningdifferences.com/
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.

Colvin, Ruth Johnson. (2009). **Tutor.8th** edition. Syracuse, NY: New Readers Press.
This new edition includes a chapter on learning disabilities.

Conry, Julie. (1996). **Teaching students with fetal alcohol syndrome/effects: a resource guide for teachers.** Victoria, BC: Ministry of Education, Skills & Training.

Council for Exceptional Children. (2005). **Universal design for learning: a guide for teachers and education professionals.** Arlington, Va.: Council for Exceptional Children.

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.

Cranton, Patricia. (2006). **Understanding and promoting transformative learning: a guide for educators of adults.** 2nd ed. San Francisco: Jossey-Bass.
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.

Department for Education and Skills, Great Britain. (2003). **Introducing access for all: supporting learners with learning difficulties and disabilities across the curriculum.** Nottingham: DfES.
This resource is part of the British government literacy initiative.

Drapeau, Patti. (2009). **Differentiating with graphic organizers: tools to foster critical and creative thinking.** Thousand Oaks, Calif.: Corwin.
This resource shows how to use graphic organizers to differentiate instruction. Examples given for K-12 teachers' digital storytelling workshop

Fisher, Lisa & Busalacchi, Barb. (2011). **Addressing learning disabilities with the medicine wheel.** (DVD) Mount Currie, BC: Ts-zil Learning Centre. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/addressing-learning-disabilities-with-the-medicine-wheel/

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.

Fogarty, Robin. (2007). **Literacy matters: strategies every teacher can use.**

Thousand Oaks, Calif.: Corwin.

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.

Frostig Center, The. (2009). **The 6 success factors for children with learning disabilities: ready-to-use activities to help kids with learning disabilities succeed in school and in life.** San Francisco: Jossey-Bass.

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.

Gold, Mimi. (2003). **Help for the struggling student.** San Francisco, CA: Jossey-Bass.

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.

Goldstein, Ricki. (2000). **Taking the mystique out of learning disabilities: a practical guide for literacy tutors.** Ottawa, ON: Laubach Literacy Canada.

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

Gregory, Gayle H. & Chapman, Carolyn. (2007). **Differentiated instructional strategies: one size doesn't fit all.** 2nd ed. Thousand Oaks, Calif.: Corwin.

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.

Harwell, Joan & Jackson, Rebecca Williams. (2008). **Complete learning disabilities handbook: ready-to-use strategies & activities for teaching students with learning disabilities.** 3rd ed. San Francisco, Ca: Jossey-Bass.

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.

Hatt, Pat. (2001). **Learning disabilities.** Toronto, ON: Ontario Literacy Coalition.

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

Hatt, Pat & Nichols, Eva. (1992). **Target literacy: a learning disability resource guide**. Toronto: Learning Disabilities Association of Ontario.

Hoggan, Chad, Simpson, Soni & Stuckey, Heather. (2009). **Creative expression in transformative learning: tools and techniques for educators of adults**. Malabar, Fla.: Krieger.

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.

Hughes, Nora & Schwab, Irene. (2010). **Teaching adult literacy: principles and practice**. Maidenhead, UK: Open University Press.

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

Jordan, Dale R. (1996). **Teaching adults with learning disabilities**. Malabar, FL: Krieger Publishing Co.

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.

Landmark East School Adult Literacy Program. (1999). Wolfville, NS: Landmark East School.

"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."

Learning Disabilities Association of Canada. (1999). **Destination literacy: identifying and teaching adults with learning disabilities**. Ottawa, ON: The Association.

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

Lebeau, Michelle. (2003). **Vision: seeing the possibilities beyond. Exploring the use of structure of intellect (SOI) and sensori-motor integration exercise within literacy programs. Final report**. Victoria, BC: AVED.

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

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

awareness, screening, planning and teaching/learning as well as personal stories about learners and teachers.

Literacy & learning disabilities special collection: success for adults with learning disabilities. (2006). (Online) Knoxville, TN: Center for Literacy Studies. Available at ldlink.coe.utk.edu/home.htm

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

Martin, Lucy C. (2009). **Strategies for teaching students with learning disabilities.** Thousand Oaks, CA: Corwin Press.

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.

Mortiboys, Alan. (2005). **Teaching with emotional intelligence: a step-by-step guide for higher and further education professionals.** New York: Routledge.

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

Nash, Ron. (2009). **The active teacher: practical strategies for maximizing teacher effectiveness.** Thousand Oaks, CA: Corwin.

Outlines a holistic approach to effective teaching based on planning and classroom management and facilitation. Written mainly for high school teachers but contains suggestions that can be used in adult education settings.

National Institute for Literacy. (2010). **Learning to achieve: a professional's guide to educating adults with learning disabilities.** (Online) Washington, DC: NIFL.

Available at lincs.ed.gov/publications/pdf/L2AProfessionalGuide2010.pdf .

This comprehensive guide provides information on characteristics of adults with LD and descriptions and examples of practical intervention strategies in adult education programs.

New Zealand. Tertiary Education Commission. (2008). **Learning progressions for adult literacy.** (Online) New Zealand: Tertiary Education Commission. Available at www.tec.govt.nz/Documents/Publications/Learning-progressions-literacy.pdf

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.

O'Meara, Jodi. (2010). **Beyond differentiated instruction.** Thousand Oaks, Calif.: Corwin.

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

Pahl, Kate and Rowsell, Jennifer. (2010). **Artifactual literacies: every object tells a story**. New York: Teachers College Press.

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.

Reid, Robert & Lienemann, Torri Ortiz. (2006). **Strategy instruction for students with learning disabilities**. New York: Guilford Press.

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.

Roffman, Arlyn J. (2000). **Meeting the challenge of learning disabilities in adulthood**. Baltimore, MD: Paul H. Brookes.

Rose, David H. & Meyer, Anne. (2002). **Teaching every student in the digital age: Universal Design for Learning**. Alexandria, Va.: Association for Supervision and Curriculum Development.

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.

Rossiter, Marsha & Clark, M. Carolyn. (2007). **Narrative and the practice of adult education**. Malabar, Fla.: Krieger.

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.

Shaw, Stan F., Madaus, Joseph W. & Dukes III, Lyman L. (2010). **Preparing students with disabilities for college success: a practical guide to transition planning**. Baltimore, Md.: Paul H. Brookes.

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.

Swanson, H. Lee, Harris, Karen R. & Graham, Steve. (2003). **Handbook of learning disabilities**. New York: Guilford Press.

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.

Tiletson, Donna Walker. (2005). **10 best teaching practices: how brain research, learning styles, and standards define teaching competencies**. Thousand Oaks, CA: Corwin.

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

Vella, Jane. (2002). **Learning to listen, learning to teach: the power of dialogue in educating adults.** Rev. ed. San Francisco, CA: Jossey-Bass.
Twelve principles and practices that ensure dialogue and effective adult learning.

Wagner, Ann & Perry, Joan. (2007). **Adult literacy and learning disabilities: best practices for success: a resource manual for practitioners.** (Online) Fredericton, NB: The Literacy Coalition of New Brunswick. Available at www.nald.ca/library/learning/alld/alld.pdf
A comprehensive resource manual compiled for using during a 5 day institute on learning disabilities.

Wallerstein, Nina & Auerbach, Elsa. (2004). **Problem-posing at work: popular educator's guide.** Edmonton, AB: Grass Roots Press.

Wlodkowski, Raymond J. (2008). **Enhancing adult motivation to learn: a comprehensive guide for teaching all adults.** 3rd ed. San Francisco: Jossey-Bass.
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

Armstrong, Thomas. (2003). **The multiple intelligences of reading and writing: making the words come alive.** Alexandria, VA: Association for Supervision and Curriculum Development.

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.

Dobie, Sheila. (2011). **The smart apple game.** Grand Forks, BC: Columbia Alliance for Literacy.

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.

Gangwer, Timothy. (2009). **Visual impact, visual teaching: using images to strengthen learning.** 2nd ed. Thousand Oaks, CA: Corwin Press.

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

Gardner, Howard. (2006). **Multiple intelligences: new horizons**. New York: Basic Books.

Multiple Intelligences for adult literacy and education. (n.d.) (Online) Oakland, CA: Literacyworks. Available at www.literacyworks.org/mi/home.html
This resource introduces the many ways people use their senses to know and learn.

Sonbuchner, Gail Murphy. (1991). **Help yourself: how to take advantage of your learning styles**. Syracuse, NY: New Readers Press.
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.

Viens, Julie & Kallenbach, Silia. (2004). **Multiple intelligences and adult literacy: a sourcebook for practitioners**. New York: Teachers College Press.

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

Baines, Lawrence. (2008). **A teacher's guide to multisensory learning: improving literacy by engaging the senses**. Alexandria, Va.: Association for Supervision and Curriculum Development.
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.

Carnegie Learning Centre. (2011). **Making memory stick: research findings of the Carnegie Learning Centre**. (DVD + tip sheet). Vancouver, BC: Carnegie Learning Centre. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/making-memory-stick-video/
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.

Hannaford, Carla. (2005). **Smart moves: why learning is not all in your head**. 2nd ed. Salt Lake City, Utah: Great River Books.
A readable, research based book on the body's role in thinking and learning. It includes some Brain Gym activities that activate learning potential.

Jensen, Eric. (2004). **Brain compatible strategies**. Thousand Oaks, CA: Corwin Press.
"Hundreds of easy-to-use, brain-compatible activities that boost attention, motivation, learning and achievement."

Jensen, Eric. (2008). **Brain-based learning: the new paradigm of teaching.**

Thousand Oaks, CA: Corwin Press.

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.

Jensen, Eric. (2009). **Super teaching : over 1000 practical strategies.** Thousand Oaks, CA: Corwin.

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/

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".

Materna, Laurie. (2007). **Jump start the adult learner: how to engage and motivate adults using brain-compatible strategies.** Thousand Oaks, CA: Corwin Press.

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.

Promislow, Sharon. (2005). **Making the brain body connection: a playful guide to releasing mental, physical & emotional blocks to success.** Vancouver, BC: Enhanced Learning & Integration Inc.

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

Ratey, John J. (2008). **Spark: the revolutionary new science of exercise and the brain.** New York: Little Brown. Available in both book and audio CD formats.

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.

Sprenger, Marilee. (2007). **Memory 101 for educators.** Thousand Oaks, CA: Corwin Press.

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.

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.

Willis, Judy. (2007). **Brain-friendly strategies for the inclusion classroom: insights from a neurologist and classroom teacher.** Alexandria, VA: Association for Supervision and Curriculum Development.

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

Bird, Ronit. (2009). **Overcoming difficulties with number: supporting dyscalculia and students who struggle with maths.** (Book + CD) Los Angeles: SAGE.

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.

Buehl, Doug. (2009). **Classroom strategies for interactive learning.** 3rd ed. Newark, Del.: International Reading Association.

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.

Campbell, Pat. (2003). **Reading and learning: a handbook for adults.** Edmonton, AB: Grassroots Press.

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.

Campbell, Pat. (2003). **Teaching reading to adults: a balanced approach.**

Edmonton, AB: Grassroots Press.

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

Chinn, Steve. (2007). **Dealing with dyscalculia: sum hope 2.** London, UK: Souvenir Press.

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.

Desneiges, Profili. (2011). **Learning disabilities: strategies to help adult learners in their quest for success.** (DVD + booklet). Trail, BC: Columbia Basin Alliance for Literacy.

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.

Essey, Roger, Rief, Linda & Rocci, Amy Levy. (2008). **Visual tools for differentiating reading & writing instruction.** New York: Scholastic.

Explains how to use simple drawings and storyboards with struggling readers and writers as a tool to help students clarify, organize, and present their ideas.

Fisher, Douglas, Frey, Nancy & Lapp, Diane. (2009) **In a reading state of mind: brain research, teacher modeling, and comprehension instruction.** Newark, Del.: International Reading Association.

Combining reading, comprehension and neuroscience, this book reviews what happens in the brain as a person reads and explains how a teacher can effectively model comprehension and word solving strategies.

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.

Hannell, Glynis. (2005). **Dyscalculia: action plans for successful learning in mathematics.** London: David Fulton.

Outlines what is meant by dyscalculia and offers numerous practical ways to address these difficulties.

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.

Kenyon, Rochelle. (2007). **Accommodating math students with learning disabilities.** (Online) *Focus on Basics*, Vol. 4, Issue B. Boston, MA: National Center for the Study of Adult Learning and Literacy. Available at www.ncsall.net/?id=325

Kimbell-Lopez, Kimberly & Cummins, Carrice. (2010). **READ: seventy strategies to support reading success.** Hoboken, NJ: John Wiley & Sons.

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

Kirby, Diane. (2011). **Report for Whole Life Project “Basically Writing”.** Brentwood Bay, BC: Saanich Peninsula Group 2010.

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.

Klingner, Janette K., Vaughn, Sharon & Boardman, Alison. (2007). **Teaching reading comprehension to students with learning difficulties.** New York: Guilford Press.

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.

Marsland, Bruce. (1998). **Lessons from nothing: activities for language teaching with limited time and resources.** New York: Cambridge University Press.

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). **Writing out loud.** 2nded. Edmonton, AB: Grass Roots Press.

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

Naggar-Smith, Nadia. (2008). **Teaching foundation mathematics: a guide for teachers of older students with learning disabilities.** London, UK: Routledge.

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

Nonesuch, Kate. (2008). **Family math fun!** Duncan, BC: Vancouver Island University.

Also available online at www.nald.ca/library/learning/familymath/cover.htm

Oczkus, Lori. (2009). **Interactive think-aloud lessons: 25 surefire ways to engage students and improve comprehension.** (Book + DVD) NY: Scholastic.

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.

Paterson, Kathy. (2006). **Real life literacy: classroom tools that promote real-world reading and writing.** Markham, ON: Pembroke Publishers.

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.

Pinsent-Johnson, Christine. (2010). **A sound approach to spelling.** Edmonton, AB: Grass Roots Press.

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.

Troia, Gary A. (Ed.) (2009). **Instruction and assessment for struggling writers: evidence-based practices.** New York: The Guildford Press.

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.

Trudel, Sylvie. (2011). **My math path: 4, 5 and 6.** (CDR). Victoria, BC: Province of British Columbia. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/my-math-path-4-5-and-6/

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.

Walling, Donovan R. (2006). **Teaching writing to visual, auditory, and kinesthetic learners.** Thousand Oaks, CA: Corwin Press.

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

Wright, Andrew, Betteridge, David & Buckby, Michael. (2006). **Games for language learning.** New York: Cambridge University Press.

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

Assistive technology. (2007-). (Online) Washington, DC: National Center for Technology Innovation. Available at www.nationaltechcenter.org/index.php/category/assistive-technology/
A blog about assistive technology devices, resources and research by innovators in the field.

Assistive Technology British Columbia. (2009-2010). (Website) Vancouver, BC: Assistive Technology British Columbia. Available at www.at-bc.ca/
Provides assistive technology resources to make learning and working environments usable for people with disabilities.

CILS. (2009). (Online) Vancouver, BC: BC College and Institute Library Services. Available at www.langara.bc.ca/cils/
Examples and links to resources for ABE and college-level students with print disabilities in BC.

Gardner, Audrey. (2005). **“It gets in your brain ...”**: effective practices in adult literacy using speech assisted reading and writing (SARAW) with people with disabilities. Calgary, AB: Bow Valley College. Also available online at www.nald.ca/library/learning/brain/cover.htm
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
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.

Hatt, Pat. (2003). **Literacy demonstrations accommodations for adults with learning disabilities: balancing accommodation with skills integrity.** Toronto, Ont.: Learning Disabilities Association of Ontario.
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.

Hunt, Jennifer. (2005). **Learning tools that work: a survey of adaptive technology in learning programs.** (Online)Guelph, Ont.: Action Read. Available at www.nald.ca/library/learning/lttw/cover.htm
This resource provides an overview of some adaptive technology and assistive devices that have been field tested at Action Read.

Johnston, Linda. (2007). **Assistive technology: access for all students.** Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

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.

Literacy Nova Scotia. (2010). **Assistive technology information: guide for literacy practitioners.** (Online)Truro, NS: Literacy Nova Scotia. Available at www.nald.ca/library/learning/lns/assistive_tech/assistive_tech.pdf

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

Novodvorski, Brent D. (2008) **Tools for immigrant deaf and hard of hearing adults in bilingual and bicultural literacy programs: a 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

NWT Literacy Council. (2003). **A guide to assistive technology to support literacy learners with disabilities.** Yellowknife, NWT: NWT Literacy Council. Also available online at www.nald.ca/library/learning/nwt/assistec/cover.htm

Quenneville, Jane. (2001). **Tech tools for students with learning disabilities: infusion into inclusive classrooms.** (Online)Washington, DC: LDonline. Available at www.ldonline.org/article/6380

Roy, Yvan. (2009). **Free assistive technology for people with learning disabilities.** (Online) Montreal, Que.: Centre for Literacy of Quebec. Available at www.centreforliteracy.qc.ca/sites/default/files/Free_AT_Wkshp.pdf
Information on free assistive software.

Scherer, Marcia J. (2005). **Living in the state of stuck: how assistive technology impacts the lives of people with disabilities.** Brookline, Mass.: Brookline Books.
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/

Silver-Pacuilla, Heidi. (2007). **Assistive technology and adult literacy: access and benefits.** (Online) In *Review of Adult Literacy and Learning*, Vol. 7, Ch. 4. Boston, MA: National Center for the Study of Adult Learning and Literacy. Available at www.ncsall.net/?id=1176

Silver-Pacuilla, Heidi. (2007). **Getting started with assistive technology.** (Online) In *Focus on Basics*, Vol. 8, issue D, 16-20. Available at www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf

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

Williams, Jean. (2001). **Adult literacy, learning disabilities and technology: an annotated bibliography.** (Online) Montreal, Que.: Centre for Literacy of Quebec. Available at www.centreforliteracy.qc.ca/publications_old/techld/finalsum.pdf

f. ESL and learning disabilities

Adkins, Myrna Ann, Birman, Dina & Sample, Barbara. (1999). **Cultural adjustment, mental health, and ESL.** (Online) Washington, DC: Spring Institute. Available for download at www.spring-institute.org/?action=publications
Looks at mental health and the refugee experience and what this means to the ESL classroom. Contains ESL activities to address mental health issues.

Adkins, Myrna Ann & Sample, Barbara. (1999). **Mental health and the adult refugee: the role of the ESL teacher.** (Online) Washington, DC: CAELA. Available at www.cal.org/caela/esl_resources/digests/mental.html .
Briefly discusses qualities of mental health, stresses faced by refugees, and three things teachers can do to help students adjust.

Armstrong, Derrick & Heathcote, Vickie. (2003). **Literature review of ESOL for learners with learning difficulties and/or disabilities.** London, UK: National Research and Development Centre for Adult Literacy and Numeracy. Also available online at www.nrdc.org.uk/publications_details.asp?ID=13
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.

Bow Valley College. (2000?) **Learning disabilities checklist.** (Online) Vancouver, BC: ELSA Net. Available at elsanet.org/newsletters/newsletter_fall09_learning.pdf.
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.

Burt, Miriam, Peyton, Joy Kreeft, & Adams, Rebecca. (2003). **Reading and adult English Language Learners: a review of the research.** Washington, DC: Center for Applied Linguistics, National Center for ESL Literacy Education.
"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."

Christison, Mary Ann. (2005). **Multiple intelligences and language learning: a guidebook of theory, activities, inventories, and resources.** Burlingame, CA: Alta Book Center.

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.

ELSA Net. (2011). **Understanding learning disabilities in the ESL context.** (DVD-ROM) Vancouver, BC: ELSA Net. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/learning-disabilities-and-esl-elsa-net/

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.

Haley, Marjorie Hall. (2010). **Brain-compatible differentiated instruction for English language learners.** Montreal: Allyn & Bacon.

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.

Herrell, Adrienne L. (2008). **Fifty strategies for teaching English language learners.** 3rd ed. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

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.

Isserlis, Janet. (2000). **Trauma and the adult English language learner.** (Online) Washington, DC: CAELA. Available at

www.cal.org/caela/esl_resources/digests/trauma2.html

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

Klingner, Janette K., Hoover, John J. & Baca, Leonard M. (Eds.) (2008). **Why do English language learners struggle with reading? : distinguishing language acquisition from learning disabilities.** Thousand Oaks, CA: Corwin Press.

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.

Kormos, Judit & Kontra, Edit H. (Eds.) (2008). **Language learners with special needs: an international perspective.** Clevedon: Multilingual Matters.

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.

Langer de Ramirez, Lori. (2010). **Empower English language learners with tools from the Web.** Thousand Oaks, CA: Corwin.

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

Martin, Deirdre. (2009). **Language disabilities in cultural and linguistic diversity.** Toronto, Ont.: Multilingual Matters.

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.

Peer, Lindsay & Reed, Gavin. (Eds.) (2000). **Multilingualism, literacy, and dyslexia: a challenge for educators.** London: David Fulton.

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.

Pirie, Pearl. (2002). **Assessing learning disabilities in ESL.** (Online) Available from www.teslontario.org/uploads/research/ESLLDStrategies.pdf .

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.

Puchta, Herbert & Rinvoluceri, Mario. (2005). **Multiple intelligences in EFL: exercises for secondary and adult students.** Cambridge: Cambridge University Press.

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.

Root, Christine. (1994). **A guide to learning disabilities for the ESL classroom practitioner.** (Online) Washington, DC: LD OnLine. Available at www.ldonline.org/article/8765

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.

Schwarz, Robin L. (2005). **Taking a closer look at struggling ESOL learners.**

(Online) *Focus on Basics*, v. 8, iss. A. Boston, Mass.: NCSALL/World Education.

Available at www.ncsall.net/?id=994

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.

Schwarz, Robin Lovrien. (2007). **Addressing potential impediments to learning with ESOL students**. (Online) In *Focus on Basics*, Vol. 8, issue D, p. 20-25. Available at www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf

Schwarz, Robin & Terrill, Lynda. (2000). **ESL instruction and adults with learning disabilities**. (Online) Washington, DC: CAELA. Available at www.cal.org/caela/esl_resources/digests/LD2.html

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

Shore, Jane R. & Sabatini, John. (2009). **English language learners with reading disabilities: a review of the literature and the foundation for a research agenda**. (Online) Princeton, NJ: Educational Testing Service. Available at www.ets.org/Media/Research/pdf/RR-09-20.pdf

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.

Swan, Michael & Smith, Bernard. (2001). **Learner English: a teacher's guide to interference and other problems**. Cambridge: Cambridge University Press.

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.

Thomley, Juline, Mensing, Patty & LaRue, Charles. (2003). **Taking action: a resource guide for instructors serving ESL adults with learning difficulties or learning disabilities**. Minneapolis, MN: LDA of Minnesota.

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

Adendorff, Olivia & Wooden, Lois. (2009). **Welcome to computers for ESL students, 2nd edition: Windows XP version**. El Sobrante, CA: Labyrinth Learning. And **Welcome to computers for ESL students 2nd ed. Workbook**.

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.

Betts, Sally & Clark, Alastair. (2008). **Assessment for learning: digital tools for effective practice.** Leicester, UK: NIACE.

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.

Jacobsen, Yola. (2007). **E-learning for adults with learning difficulties.** Leicester, UK: NIACE.

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.

Kidd, Terry T. & Chen, Irene L. (Eds.) (2009). **Wired for learning: an educator's guide to Web 2.0.** Charlotte, NC: Information Age Publishing.

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.

Lambert, Joe. (2009). **Digital storytelling: capturing lives, creating community.** 3rd ed. Berkeley, Calif.: Digital Diner Press.

Looks at ways digital media can facilitate storytelling.

Lambert, Joe. (2010). **Digital storytelling cookbook.** Berkeley, CA: Digital Diner Press. Introductory chapters available online

www.storycenter.org/storage/publications/cookbook.pdf

A practical guide to digital storytelling.

Langer de Ramirez, Lori. (2010). **Empower English language learners with tools from the Web.** Thousand Oaks, CA: Corwin.

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

Lebeau, Michelle. (2011). **Literacy and digital storytelling.** (DVD). Squamish, BC: Sea to Sky Freenet Association. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/literacy-and-digital-storytelling-2/

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.

Manning, Susan & Johnson, Kevin E. (2011). **The technology toolbelt for teaching.** San Francisco: Jossey-Bass.

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.

Ohler, Jason. (2008). **Digital storytelling in the classroom: new media pathways to literacy, learning, and creativity.** Thousand Oaks, CA: Corwin.

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

Richardson, Will. (2010). **Blogs, wikis, podcasts, and other powerful Web tools for classrooms.** 3rd ed. Thousand Oaks, CA: Corwin.

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.

Smitshoek, Marilyn. (2011). **Digital storytelling workshop at Douglas College.** (DVD). New Westminster, BC: Douglas College. Also available online at

decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/digital-storytelling-workshop-douglas-college/

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.

Solomon, Gwen & Schrum, Lynne.(2010). **Web 2.0 how-to for educators.** Eugene, OR: International Society for Technology in Education.

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

Acampora, Jo. (2007). **Employability skills curriculum**. 4th ed. Victoria, BC: Aspect. *This 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.*

Brown, Dale S. (2008). **Tips for self-advocacy in the workplace**. (Online) Washington, DC: LD Online. Available at www.ldonline.org/article/Tips_for_Self-Advocacy_in_the_Workplace

Davies, Rachel & Hardie, Heather. (2008). **Supporting learners with dyslexia in workplace learning**. Leicester: NIACE.

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.

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 practical tools such as an adult dyslexia screening check list and a seven-step procedure for counseling adult dyslexics.

Hammett, Carter et al. (2005). **Benchmarking: a guide to hiring and managing persons with learning disabilities**. Toronto, ON: ALDER.

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

Hammett, Carter. (2005). **Conscious competence: a skills training program for mentoring persons with learning disabilities**. Toronto, ON: ALDER.

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.

Mooney, Marianne & Silver-Pacuilla, Heidi. (2010). **Literacy, employment and youth with learning disabilities: aligning workforce development policies and programs**. (Online) Washington, DC: National Institute for Literacy. Available at lincs.ed.gov/publications/pdf/LiteracyEmployment2010.pdf

Satov, Rona. (2004). **Job Fit. Book 1, book 2, and facilitator's guide**. Toronto: Learning Disabilities Association of Ontario.

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.

Tilson, George P. & Hathaway, Sandra. (2010). **Learning to achieve: a review of the research literature on employment experiences and outcomes for youth and adults with learning disabilities.** (Online) Washington, DC: National Institute for Literacy. Available at lincs.ed.gov/publications/pdf/L2AWorkforceLitReview2010.pdf

Workplace Development Council of Seattle – King County. (2003). **Learning disabilities: learning from the source.** (DVD) Seattle, Wa.: Workplace Development Council of Seattle – King County.

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.

Workplace Education Manitoba.(2007) **Computers for deaf learners.**(Online)Winnipeg, Man.: WEM. Available at www.nald.ca/library/learning/deaf/deaf.pdf

i. Accessibility

Carpenter, Christine & Readman, Tim. (2004). **Barriers to participation in literacy activities facing people with physical disabilities.** Burnaby, BC: Neil Squire. Also available at www.nald.ca/library/research/lil/barriers/barriers.pdf

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

Readman, Tim & Carpenter, Christine. (2004).**Reading between the lines: a practical guide for organizations and individuals wishing to improve the accessibility of their literacy programs to people with physical disabilities.** Burnaby, BC: Neil Squire, 2004. Also available at www.nald.ca/library/research/lines/lines.pdf

"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.*

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
Includes information on screening and assessment.

Maudslay, Liz & Nightingale, Christine. (2004). **Achievement in non-accredited learning for adults with learning difficulties: report of the scoping study.** Leicester, UK: NIACE.
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*

Keutzer, Holly. (2011). **Learning disabilities: simple assessment and proven teaching techniques.** Chetwynd, BC: Holly Keutzer. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/learning-disabilities-simple-assessment-and-proven-teaching-techniques/
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

PowerPath. (2008). (Website) Columbus, OH: The TLP Group. Available at powerpath.com/system.html
This website lists many screening and accommodation tools.

Structure of Intellect (SOI). (Website) Vida, OR: SOI Systems. Available at www.soisystems.com/

We All Can Read. (Website) Atlanta, GA: We All Can Read Phonics Program.
Available at weallcanread.com/

*Inclusion on the list is for informational purposes only and is not an endorsement.

IV. Taking care of spirit

a. Effects of violence and trauma

Battell, Evelyn et al. (2008). **Moving research about addressing the impacts of violence on learning into practice.** Edmonton, AB: Windsound Learning Society.
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.

Dirks, John M. (Ed.) (2008). **Adult learning and the emotional self.** *New directions for adult and continuing education, no. 120.* San Francisco: Jossey-Bass.
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.

Horsman, Jenny. (1999). **Too scared to learn: women, violence and education.**
Toronto, ON: McGilligan Books.

Horsman, Jenny. (2001). **Drawing the line: dealing with affective issues in literacy.**
Saskatoon, SK: Saskatchewan Literacy Network.
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.

Johnson, Sandra & Taylor, Kathleen. (Eds.) (2006). **The neuroscience of adult learning.** *New directions for adult and continuing education, no. 110.* San Francisco: Jossey-Bass.
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.

Levine, Peter A. (2008). **Healing trauma: a pioneering program for restoring the wisdom of your body.** Boulder, CO: Sounds True.
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
Stories to stimulate conversation and writing about everyday life and learning.

Norton, Mary. (2004). **Violence and learning: taking action.** Calgary, AB: Literacy Alberta. Also available online at www.nald.ca/library/research/valta/cover.htm
Written by adult literacy educators, each chapter provides practical examples of creating safe learning environments, using the arts in learning, the writing process and other ideas for “rebuilding the spirit”.

Penfold, Rosalind B. (2005). **Dragonslippers: this is what an abusive relationship looks like.** Toronto, ON: Penguin Canada.
Written in comic book format, this story is one woman’s experience with domestic violence.

Rizk, Jenny. (2006). **Learning in peace: a model for violence-free adult literacy programs.** Guelph, ON: Action Read Community Literacy Centre.
Written to accompany “Making it work: a workbook on conflict and communication for adult literacy learners”, this resource looks at ways that adult literacy programs can develop policies and procedures that deal with conflict in a proactive way.

b. Stress and mental health

Adkins, Myrna Ann & Sample, Barbara. (1999). **Mental health and the adult refugee: the role of the ESL teacher.** (Online) Washington, DC: CAELA. Available at www.cal.org/caela/esl_resources/digests/mental.html
Briefly discusses qualities of mental health, stresses faced by refugees, and three things teachers can do to help students adjust.

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.

Managing stress to improve learning program notes. (2011). (Online) Boston, MA: World Education. Available at www.nelrc.org/managingstress/program%20notes%2001%20-%20feb%2024%20.pdf
Initial report of a project that explores the use of mind-body approaches and expressive arts to reduce stress and promote learning.

Mather, Joy & Atkinson, Sue. (2003). **Learning journeys: a handbook for tutors and managers in adult education working with people with mental health difficulties.** Leicester, UK: NIACE.
Looks at how mental health difficulties affect learning, how tutors can provide access and support learning, and the support needs of tutors.

Murphy, Judy. (2005). **Living with stress.** Edmonton, AB: Grass Roots Press.
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.

Orenstein, Myrna. (2007). **Smart but stuck: how resilience frees imprisoned intelligence from learning disabilities.** 2nd ed. New York: Haworth.

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.

Ryan, Michael. (1997). **The other sixteen hours: the social and emotional problems of dyslexia.** Baltimore, MD: International Dyslexia Association.

Sapolsky, Robert M. (2004). **Why zebras don't get ulcers.** 3rd ed. New York: Henry Holt.

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.

Stress management: self-care handbook. (2005). Deerfield, MA: Channing L. Bete Co.

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

c. Building self-esteem and confidence

The Gift of self-esteem. (2003). (4 DVDs + guide) Kelowna, BC: Filmwest (distributor). *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.'

Lawrence, Denis. (2000). **Building self-esteem with adult learners**. London, UK: Paul Chapman.

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.

Mortiboys, Alan. (2005). **Teaching with emotional intelligence: a step-by-step guide for higher and further education professionals**. New York: Routledge.

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.

Plummer, Deborah. (2005). **Helping adolescents and adults to build self-esteem: a photocopiable resource book**. Philadelphia: Jessica Kingsley.

Activities for developing and maintaining healthy self-esteem.

V. Changing how the world thinks about learning disabilities

a. Advocacy and awareness

Allison, Barbara & Hardie, Mary-Jane. (2010). **Now what?: facing learning disabilities & attention deficit disorder**. (Online) Brentwood Bay, BC: T.O.L.D. Workshop. Available at www.scribd.com/doc/28355718/Now-What-Facing-Learning-Disabilities-and-Attention-Deficit-Disorder.

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.

Auffray, Pamela & Denault, Debbie. (2011). **How to design and host community conversations about learning disabilities.** Chilliwack, BC: Chilliwack Learning Community Society.

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.

Brown, Dale S. (2008). **Tips for self-advocacy in the workplace.** (Online) Washington, DC: LD Online. Available at www.ldonline.org/article/Tips_for_Self-Advocacy_in_the_Workplace

Cherland, Meredith Rogers. (2007). **Advocacy research in literacy education: seeking higher ground.** Mahwah, NJ: Lawrence Erlbaum.

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

Crowther, Jim, Hamilton, Mary & Tett, Lyn.(2001). **Powerful literacies.** Leicester, UK: NIACE.

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

Dunlap, Louise. (2007). **Undoing the silence: six tools for social change writing.** Oakland, CA: New Village Press.

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

Hourston, Shelley. (2011). **Self-advocacy for people with learning disabilities: a guide for adult educators.** Vancouver, BC: Learning Disabilities and Whole Life Learning Project, Literacy BC. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/self-advocacy-for-people-with-learning-disabilities-a-guide-for-adult-educators-2/

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.

Lavoie, Richard. (2004). **Beyond F.A.T. city: a look back, a look ahead.** (DVD) Alexandria, VA: Artwork PBS.

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.

Lavoie, Richard. (2004). **How difficult can this be?: understanding learning disabilities: frustration, anxiety, tension : the F.A.T. city workshop.** (DVD) Alexandria, VA: Artwork PBS.

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
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.

McRae, Dee et al. (2011). **Snakes and ladders for learning: learning disabilities edition.** (Game). Houston, BC: Houston Link to Learning. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/snakes-and-ladders-for-learning-learning-disabilities-edition/
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.

NCLD Public Policy Staff.(2009). **LD advocates guide.** (Online) New York: The National Center for Learning Disabilities. Available at www.nclد.org/on-capitol-hill/policy-related-publications/ld-advocates-guide

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
This manual focuses on the advocacy process, collective organizing, and the legal and political aspects of advocacy.

Reiff, Henry B. (2007). **Self-advocacy skills for students with learning disabilities: making it happen in college and beyond.** Port Chester, NY: Dude Publishing.
"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.

Shaw, Stan F., Madaus, Joseph W. & Dukes III, Lyman L. (2010). **Preparing students with disabilities for college success: a practical guide to transition planning.** Baltimore, Md.: Paul H. Brookes.
This book shows transition personnel, counsellors and educators how to help students with mild to moderate, non-visible disabilities make the transition to college.

Tufail, John & Lyon, Kate. (2007). **Introducing advocacy: the first book of speaking up: a plain text guide to advocacy.** London: Jessica Kingsley.
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.

Tufail, John & Lyon, Kate. (2007). **Listen up! Speak up!: the third book of speaking up: a plain text guide to advocacy.** London: Jessica Kingsley.

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.

Tufail, John & Lyon, Kate. (2007). **Advocacy in action: the fourth book of speaking up: a plain text guide to advocacy.** London: Jessica Kingsley.

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

Bow Valley College & Neil Squire Society. (2005). **Learner stories: LaDS (Literacy and Disabilities Study).** Calgary, AB: Bow Valley College.

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

Knowledge Network. (2008). **Deciphering dyslexia.** (DVD) Canada: NFB.

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.

Living our lives. (2001). (10 booklets + 1 CD-ROM) London, UK: DfES.

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

McNea, Dave & Gallagher, Paul. (1998). **Learning diff'rently.** Vancouver, BC: ALDA.
Stories from the Adult Learning Development Association.

Sylvester, Harry. (2002). **Legacy of the blue heron: living with learning disabilities.**

Farmington, Me.: Oxtan House Publishers .Also available as an audiobook (2003).
Harry Sylvester overcame serious learning disabilities to lead a productive life. He describes how he persevered through years of puzzlement and frustration. He offers coping techniques for those who face the same challenges, and describes productive strategies for them, and for the agencies that interact with them.

VI. Professional development

Centre for Alternative Learning. (Website) (1999-2009). Havertown, PA: Center for Alternative Learning. Available at www.learningdifferences.com/

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

Cybulski, Debbie. (2011). **Time for a change: learning disabilities or abilities?** Victoria, BC: Learning Disabilities Association of BC – South Vancouver Island Chapter. Also available online at decoda.ca/resources/rsc-adults/rsc-adults-barriers/rsc-adults-barriers-learning/time-for-a-change-learning-disabilities-or-abilities/

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/

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

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.

Fowler, Judith Anne & Hunt, Jennifer. (2004). **Learning disabilities training: phase II: screening tools, strategies, and employment.** London, ON: Literacy Link South Central. Also available at www.nald.ca/library/research/ldtrain/tools/cover.htm

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

Learning disabilities and whole life learning: professional development for adult literacy educators. (2009-2011). (Website) Vancouver, BC: Literacy BC & BC Coalition of People with Disabilities. Available at www.ldandwholelifelearning.ca/

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.

Stevens, Dannielle D. & Cooper, Joanne E. (2009). **Journal keeping: how to use reflective writing for learning, teaching, professional insight, and positive change.** Sterling, Va.: Stylus Pub.

Insights and advice on using journals for professional and personal development, and as a teaching tool.

a. Training resources

Bowman, Sharon. (2005). **How to give it so they get it: a flight plan for teaching anyone anything and making it stick.** Glenbrook, Nev.: Bowperson Pub.

Written in a reader friendly style, this book is filled with ideas for hands-on adult teaching and/or training strategies.

Brookfield, Stephen D. & Preskill, Stephen. (2005). **Discussion as a way of teaching: tool and techniques for democratic classrooms.** San Francisco: Jossey-Bass.
Written for teachers, trainers, facilitators and other educational leaders, this book offers practical guidance on using discussion as a teaching technique.

Duarte, Nancy. (2008). **Slide:ology : the art and science of creating great presentations.** Sebastopol, CA: O'Reilly Media.
Offers guidance on how to express ideas visually. "This book covers how to create ideas, translate them into pictures, display them well, and then deliver them in your own natural way. It is NOT a PowerPoint manual." - xviii.

Lucas, Robert W. (2007). **Creative learning: activities and games that really engage people.** San Francisco, CA: Pfeiffer.
Designed for trainers, presenters and educators, this book contains brain-based learning activities that mentally or physically engage learners.

Silberman, Mel. (2006). **Training the active training way: 8 strategies to spark learning and change.** San Francisco, CA: Pfeiffer.
Eight strategies for active learning in training sessions are offered along with practical tips for implementing the strategies.

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.