

**Working With  
Learning Outcomes  
For Adults With  
Developmental Disabilities**

*Working with Learning Outcomes for Adults with  
Developmental Disabilities*  
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## Biographies

**Ken Beck** is an educator who received his Doctorate in the field of Adult Education. His most recent publications, *Literacy Preparation Project for Adults with Developmental Disabilities*, and *Best Practices in Literacy for Adults with Developmental Disabilities* are available through the [Toronto District School Board](#) and the [Ontario Ministry of Education and Training](#), respectively. He has taught at the Ontario Institute for Studies in Education, University of Toronto and York University. He presently consults and teaches at Ryerson Polytechnic University, C.E.

Ken continues to maintain both a professional and personal interest in ensuring access to formal literacy programs for all adult learners.

**Pat Hatt** is an educator who received her Masters Degree in Adult Language and Learning Problems. Her most recent publication in literacy is *Literacy Preparation Project for Adults with Developmental Disabilities*. She has worked in the field of Adults with Special Needs for over twenty-five years. For the past twelve, she has been employed by the former North York Board of Education as Program Leader for Special Needs Adults with specific responsibilities for literacy. She has lectured widely on teaching strategies that enable adults with disabilities to benefit from literacy programs. Her goal is to work toward the removal of barriers, both systemic and overt, which prevent people with disabilities from accessing education, training and employment.

For the last year, Pat has been working as a consultant on literacy related projects for adults with special needs.

## Introduction

The Literacy and Basic Skills Sections of the [Ontario Ministry of Education and Training](#), literacy delivery agencies and individual practitioners are presently involved in setting the framework for a Learning Outcomes approach to literacy across the province. Learning Outcomes are to provide “a common language for measuring and documenting the achievement of learners.”<sup>1</sup>

Learner outcomes are assigned levels (1-5). A Learning Outcomes Matrix describes the skills and knowledge of learners. This Matrix can help learners measure and document progress toward their own goals, and help literacy agencies demonstrate accountability and the achievements of participants.

The Learning Outcomes Matrix is divided into three domains: Communication, Numeracy, and Self-Management. The first two list skills sequentially, each subdivided into ten Component Outcomes<sup>2</sup> comprising literacy and numeracy skill-sets. Success Markers have also been provided, which are concrete and demonstrable indicators for each skill-set placed on a continuum of five Literacy Basic Skill levels. Guiding indicators that help learners bridge the gap between levels are identified as Transition Markers.

It is of some importance that the Learning Outcomes Matrix is not a curriculum but is meant to establish guiding principles.<sup>3</sup> These principles focus on program accountability, learner-centered service, use of adult education principles, and creation of links with the broader education and training system.

**Learning Outcomes** are “a common language for measuring and documenting the achievement of learners.”

**The Learning Outcomes Matrix** describes three domains, each with Component Outcomes and Success & Transition Markers.

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<sup>1</sup> For a Full explanation of the Learning Outcomes process see *Working with Learning Outcomes: Validation Draft*. Toronto, [Ontario Ministry of Education and Training](#), July 1998.

<sup>2</sup> *Ibid.*

<sup>3</sup> *Working With Learning Outcomes*, p.4.

## **Challenges Arising from the Learning Outcomes Approach**

All of these structures have implications for adults with developmental disabilities and for literacy practitioners and agencies.

The focus on results, for example, creates a challenge to learners and practitioners alike, since adults with developmental disabilities may take a longer time to achieve their desired goals. Delivery agencies may be anxious about the amount of literacy and numeracy skills gained by these special learners as accomplishments are listed.

It is important that learners set personal goals which are achievable and realistic. Adults with developmental disabilities may set goals in a joint effort with practitioners. Know your learner! Employment and further training may not be achievable for all, but movement toward independence through literacy is a laudable aim. Literacy learning in a supportive environment includes cultural content that learners can use in their daily lives.

Adult education principles are an important part of Literacy Basic Skills principles. Goals should be meaningful in the lives of learners with developmental disabilities. As well, the Learning Outcomes approach enables learners to move more effectively among literacy agencies.

A number of barriers continue to prevent adults with developmental disabilities from entering and attending literacy programs.<sup>4</sup> The Learning Outcomes approach must not be viewed as yet another barrier to literacy for adults with developmental disabilities.

**Goals must be** set by learners, achievable and realistic.

**The Learning Outcomes Approach** must not be viewed as yet another barrier to literacy.

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<sup>4</sup> See *Best Practices in Literacy for Adults with Developmental Disabilities*. Toronto, [Ontario Ministry of Education and Training](#), 1998.

## **The Goals, Purpose and Need For This Project**

The project “Working With Learning Outcomes For Adults With Developmental Disabilities” examined existing literacy outcomes (as found in the most recent document: *Working with Learning Outcomes: Validation Draft*), conducted a literature search, and held focus groups with front-line literacy practitioners, adult learners and developmental workers and counsellors. The central purpose was to identify ways in which the Demonstrations of the Learning Outcomes could best enhance success for adults with developmental disabilities in literacy programs. Meanwhile, a major theme of the project was to maintain the integrity of literacy programs and to ensure successful literacy opportunities for adult learners’ individual growth and progress.

The sample Demonstrations of the Learning Outcomes developed in that project were disseminated through workshops attended by literacy practitioners and individuals who work with adults with developmental disabilities.

This document presents sample Demonstrations. It reports the results of the Demonstrations of Learning Outcomes to organizations and individuals representing the fields of literacy and developmental disabilities.

**Successful Demonstrations**  
maintain program integrity and ensure successful literacy opportunities for learners.

## Statement of Need

A literature search, interviews with literacy practitioners, interviews with front-line workers who work with adults with developmental disabilities, and a review of the most recent version of *Working with Learning Outcomes: Validation Draft* strongly indicated that:

- a) specific learning outcomes can create barriers to literacy success for adults with developmental disabilities, but
- b) specialised learning outcomes could be used while maintaining the integrity of programs for adults with developmental disabilities.

Literacy practitioners in the field were under the false impression that the Learning Outcomes process focussed only on the everyday abilities of learners and required progress through the levels of the Matrix under strict time limitations.

Employability, movement through the Learning Outcomes Matrix levels, and strict time limitations for attaining skill gaps certainly would create barriers for adults with developmental disabilities.

Practitioners needed assurance that the limited employability of some adults with developmental disabilities did not disqualify them from attending literacy programs, and that there was flexibility in the time-frame for learner skill development.

Most important, literacy practitioners needed to see that clear Demonstrations consistent with the Learning Outcomes approach could be developed for learners with developmental disabilities. These Demonstrations would be recognised by other service providers, and would enhance accountability to learners, governments, and the public.

**Employability** is not the only acceptable goal.

## The Interview Process

Interviews were conducted with adult learners, literacy practitioners, developmental workers/counsellors and agency coordinators and supervisors.<sup>5</sup> The semi-structured questions and answers are included as Appendix 3.

Interviews were informal, held with individuals and in focus groups, and provided excellent opportunities for input and comments about the Learning Outcomes process and positive comments about the project itself.

The interviews clearly illustrated that barriers were real but could be overcome by a clear understanding of the objectives of *the Working with Learning Outcomes* document and sample Demonstrations showing that learners were progressing towards their goals.

Nancy, Literacy Practitioner:

*“I find it extremely useful when I can meet together with literacy practitioners to discuss literacy issues and problems. The Learning Outcomes process has forced me to focus more on resourcing and networking with others who are working with adults with developmental disabilities. I need to have more information and knowledge about what works and what doesn’t. Clear Demonstrations using the Matrix as a guide will assist me in developing short-term and long-term goals with my learners.”*

**The Learning Outcomes Approach** “has helped me to focus more on resourcing and networking.”

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<sup>5</sup> A list of focus group sites and participating agencies appears as [Appendix 2](#).

## General Findings

Literacy practitioners and developmental workers/counsellors shared concerns about the Learning Outcomes process in working with adults with developmental disabilities. Nevertheless, they felt strongly that barriers could be overcome by clearly understanding the Matrix, the process itself, and by practice and experience in the development of Demonstrations.

### Concerns and Potential Barriers

#### Eligibility

Many literacy practitioners and developmental workers/counsellors worried that learners with developmental disabilities would be excluded because they didn't "fit" the Matrix. These adult learners were, in effect, in the Early Stages of literacy.<sup>6</sup>

Discussion and focus groups with these practitioners clarified that adults with developmental disabilities should not be excluded from literacy programs. *What was important was that the adult learner have some motivation to begin a literacy program.* Literacy programs should not be just a "place to go" to enhance social skills.

Learners, especially those with developmental disabilities, will only be successful if they have a reason to learn and goals that require literacy skills. Literacy can become the conduit for success, and it must be the focus for accountability in literacy agencies and programs.

Although the assignment of a level is a key aspect of the Learning Outcomes Matrix, what is more important is that literacy goals can be set

**Learners with Developmental Disabilities** will only be successful if they have a reason to learn and a personal goal to reach.

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<sup>6</sup> Kenneth N. Beck and Patricia Hatt, *Literacy Preparation Project for Adults with Developmental Disabilities: Training Manual*. Toronto, [Toronto District School Board](#), 1998, pp. 22-23.

and that there is some measure of progress towards those goals.

## Goals

The goal-setting process appeared to be an issue for a number of literacy practitioners. In some cases, a clear misunderstanding of the necessary requirements were voiced. “My adult learners will never be able to set their own goals” or “am I allowed to help my learner with their goal setting?” was repeated time after time (the response to this query is “yes”). Learner-centered assessment and goal setting can be formal or informal. The important point is that goals be set either by the learner or by the learner with the practitioner. Learning goals should not be set by a literacy practitioner (or other person) alone, without the willing involvement of the learner.

**Learning goals** must be set with the involvement of the learner.

## Time-lines

Nowhere does *Working with Learning Outcomes* state definite time limits to learn and develop skills required by learner goals. Interview results, however, noted that practitioners were extremely worried that their adult learners would not be able to achieve specific goal-sets toward observable outcomes within a set time limit.

Although the Learning Outcomes process does focus on results, it also allows for flexibility in the development of an individual training plan and the time taken to complete the training plan. The professional judgment of literacy practitioners is of the essence.

The Demonstrations developed here are a simpler form for tracking purposes when learners have been assessed to have very basic literacy skills. Once again, the issue of the speed is not as important as *being able to show learner progress towards stated goals*.

**Adults with Developmental Disabilities** take longer to learn and achieve goals, but can progress and succeed.

## Movement from Level to Level

Interview and focus group sessions showed that there is great apprehension about moving students from one level to the next. For example, moving a learner from Level 1 through Levels 2 or 3 was felt to be an impossible task with some learners. In fact, this “barrier” does not exist in the Learning Outcomes process. The significant factor is not so much moving the learner from one level to the next but helping the learner help himself/herself make progress toward an agreed-upon goal. Fear of failure may terrify many learners - they may fear they will not be allowed to continue in the literacy program, or they may have a history of repeated failure. Small steps achieved in a positive way through goal-setting within a level make the ongoing process one of continuous learning.

## **Employment and Goal Achievability**

Although employment is a realistic goal for many people under the Learning Outcomes process, it may not be realistic in any sense for some adults with developmental disabilities.

What becomes extremely important is that the process not be taken to the extreme since it then defeats the purpose. “Overwhelming” should not be a description of the Learning Outcomes process and the Ministry of Education and Training fully realises that some adults with developmental disabilities will not be fully employable. These learners should not and are not to be excluded from literacy programs because of employment issues.

A number of respondents commented that progress for learners with developmental disabilities is slow and that repetition is a “must.”

Does slow literacy development mean that the learners must leave the literacy program? The answer is *no*; flexibility is the key, with literacy practitioners using clear judgment in training plan development and methodology to help the learner achieve literacy goals.

**“Overwhelming”** should not be a description of the Learning Outcomes Matrix.

**Flexibility** is key in helping learners achieve literacy success.

## **Emotional Make-Up and Learner Sensitivity**

Many adult learners with developmental disabilities are on medications. This is a factor that is often not taken into account, in some cases because the practitioner doesn't know about it. The issue calls for closer communication among all parties involved because of problems the learner may exhibit for no reason apparent to the literacy worker. Adults with developmental disabilities do receive varying degrees of assistance and help. We must be sensitive to their needs.

Fred, Adult Protective Services Worker:

*“Most workers have a general idea of what’s going on in the literacy programs. However, when I see something like Learning Outcomes, I think of it becoming another ‘justification issue.’ Adults with developmental disabilities have to justify receiving government benefits, they have to justify receiving other kinds of assistance, and now I am afraid they will have to further justify their own entry into a literacy program and being able to remain in the program.”*

The issue calls for **closer communication** among all parties involved.

## Some Benefits

Interviews and group sessions identified a number of ways that the Learning Outcomes process has been successful for people:

- new focus in effort by both learners and literacy practitioners
- reflection on everyday activities of learners and making the learning process more meaningful
- more communication between and among learners, literacy practitioners, developmental workers/counsellors, and others (parents, siblings, etc.)
- enhancement of a training plan for learners through sequential small steps in the learning process
- a common goal-setting process across the province
- a new awareness among developmental support workers that literacy goals are tied to everyday activities
- clear evidence that developmental workers/counsellors are unanimous in their desire to work more closely with literacy practitioners and the learner/clients in order to create, develop and complete literacy-related check-lists or other Demonstration forms relating to daily life activities
- Demonstrations can have meaning in the lives of learners and must be successful because of the learners' past history of failure

### Benefits

Learner focussed

Focus on daily activities

More communication between literacy practitioners and workers/counsellors

Enhanced training plans

Common goal-setting practises

New awareness of literacy by workers/counsellors

Demonstration of concrete needs

Jane, Community Support Worker:

*“There is a real need for support workers and literacy practitioners to work more closely together. Everyone has his or her own territory and turf. Perhaps the Learning Outcomes process could help break down those territorial lines. In fact, every agency funded through Developmental Services (part of the Ministry of Community and Social Services) must be involved in an Individual Support Agreement (I.S.A.) and a Lifestyle Plan for each client. Lit-*

*eracy may be the wish of the client, and a literacy program might be attained. At present, little or no collaboration really exists between and among agencies to work on goals together. Working together would be a major step in helping adults with developmental disabilities reach their goals.”*

The creation of quality Demonstrations appears to be the major concern for literacy practitioners. Demonstrations are not tests, but they focus on that piece of learning and accomplishment which can be measured, is accountable, and is a goal achievable by the learner.

**Demonstrations**  
are not tests but a means of being accountable to the learner.



# The Goal-Directed Assessment Process

## Working With Learning Outcomes, The Training Plan, and Adults with Developmental Disabilities

Five assessments make up the process leading to the development of a Training Plan.<sup>7</sup> They are:

- a) Assessment of the learner's personal, educational and employment background;
- b) Assessment of the learner's long-term and short-term goals;
- c) Assessment of the skills needed to reach those goals;
- d) Assessment of the learner's current abilities;
- e) Assessment of the learner's skill gaps and a plan of action to reach the goals.

For adults with developmental disabilities, we need to take into account that although the learning process has its focus on results, it also stresses the need for a learner-centered structure which is **flexible and manageable**.

The Training Plan developed through the assessment process must be realistic in its make-up in order that the Demonstration activities really do represent learning and achievement. For adults with developmental disabilities, it is crucial that the Demonstrations are not only transferable to real life situations but also reflect the learner's cultural context.

**Training Plans** focus on learners' needs and abilities and filling in the gaps.

### **Demonstrations should**

be related to the learner's goals

have identified literacy components

be achievable and realistic

not be developed to serve the needs of caretakers, workers or counsellors

not be based on the need to develop social skills in interpersonal relations

not be so simple that no learning will occur

not be so difficult they cannot be achieved

<sup>7</sup> See *Getting Started: Learning Outcomes Orientation and Training for Anglophone LBS Agencies*. Toronto, [Ontario Ministry of Education and Training](#), 1998, p. 6.

Quality Demonstrations should be:

- related as directly as possible to the learner's goals;
- recognised by the literacy practitioners as the specific skill-sets embedded in the Demonstrations and associated success markers as demonstrated by the learner; and
- integrated skills sets which demonstrate that learners will be able to apply their newly developed skills in a real life context.

## Demonstrations and Case Studies

Literacy practitioners have had experience in assessing learners with developmental disabilities, and in developing a plan of action or a Training Plan for these same learners. The assessment methods may differ and the format or plans may have taken on many different shapes, but it *has* been within their realm of experience.

A major concern for practitioners is the development of the Demonstrations themselves. Some practitioners felt that their learners were at too low a level to “fit the Matrix.” Others felt that they could not possibly see if the outcomes were attained in a ‘real-life’ situation. Still others saw the Matrix itself as a real barrier in terms of complexity.

What follows is an attempt to help literacy practitioners see that Demonstrations for all adults with developmental disabilities can be attained, and that the process can be carried out with integrity and in compliance with the Learning Outcomes document.

With help and data from our focus groups and interviews, we have developed case studies based around five individual adult learners with developmental disabilities. These individuals broadly represent a segment of living arrangements within a context of daily activities. In short, these case studies represent a snapshot of adult learners with a developmental disability and how their daily living activities are affected by their involvement in a literacy program. The samples that follow are applicable to a broad spectrum of intellectual and literacy acquisition skills for anyone living in the environment reflected in the case studies.

Sample Demonstrations follow using the Learning Outcomes process as a guide. **If you are not intimately familiar with the Learning Outcomes document, it may be useful to refer to Appendix 6, *How to read the Demonstrations*.**

**The five case studies** are composites of many students and reflect living arrangements, not academic ability or potential. They do not cover every situation but represent a cross-section.

## **Living Environment #1: Learner lives with family**

### **Salina**

Salina has been an adult learner enrolled in a local area reading council literacy program for the past two years. She also volunteered within the reading council building doing small jobs and helping out wherever possible. Salina, who is twenty-nine, lives at home with her parents. Most recently, Salina moved with her parents from her small mid-northern city in Ontario to Toronto.

**Salina** is twenty-nine and lives at home with her family.

Salina was assessed for literacy skills and began to attend a Learning Center literacy program offered through the Toronto District School Board. Salina had some basic skills in reading, writing and math when she began the new literacy program. These skills had not been used much since leaving school when she was 21 years old. There, she had been in occupational type programs, and had some supported employment as a young adult (packing items and dishwashing).

Salina has many interests. One of her goals was to write about her interests and have them published in a newsletter put out by the Learning Center. One of her first goals, however, was to be able to take the bus alone from her home to the Learning Center, and to be able to tell at a random date whether she has to be at school or not.

Salina really wants to begin to gain some independence while living with her parents, and they have been supportive by building her a small apartment in the lower level of their new home. Salina wants to do her own laundry and realizes that she will need some new skills in both communication and numeracy.

Salina has a niece living nearby and wants to read simple stories to her about her own interests, which include Salina's cat, her hobbies of stamp and coin collecting, and her dream of winning the lottery. Most important, she watches T.V. and wants to watch the T.V. program "Xena" every time it appears during one full week.

Salina is able to get her ideas down on paper quite well, but has some difficulty keeping events in order, writing complete sentences, and spelling correctly. The literacy practitioner works on these areas with her, and has found her to be more confident and proud of her effort after the stories were written and produced in the newsletter. Math is more difficult for Salina, but she understands money relatively well, and wants to be able to use a Sears catalogue to order things. Recently, she helped a friend bundle clothes for donation overseas, and reported that she used her new math skills to help her count the items, and figure out weight and size allowances.

Lastly, Salina is a collector of pins (and numerous other items) and wants to write to various Legions around Ontario to ask for their organization's pin. She was eventually able to do this herself (with some editing help) and was thrilled to receive replies to her letters as well as telephone calls.

NOTE: Salina is a remarkable learner, as she displays some very advanced ability in reading and reasoning, and in her interests. Nevertheless, she still has difficulty with basic life skills such as directions (finding places), money management, and cooking. Perhaps these are areas that Salina will work on next, with literacy outcomes helping her to prepare herself for greater independence in her life.

Sample demonstrations for Salina follow.



## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To take the bus alone to Snowcrest Learning Center

### Description of the Demonstration

- To have the correct fare for her destination and return
- To select one of the three buses: the Yonge 97 to Steeles route
- To get a transfer from the bus driver
- To get off the bus at Cummer Avenue and Yonge Street
- To give the transfer to the Cummer bus driver
- To take the Cummer bus east to Snowcrest Learning Center

Skills Successfully Demonstrated	Level
Communication	R-1
Numeracy	B-1
	B-1
	B-TM-1
	M-1
Self Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To know what days she needs to attend school, and what days she does not need to attend

### Description of the Demonstration

- To create a calendar with the school days marked off
- To be able to tell on any random date whether she is required to be at school

Skills Successfully Demonstrated	Level
Communication	• Reads common sight words R-1
	• Uses knowledge and experience to understand what is read R-1
	• Expresses an understanding of the importance of learning to locate and use information R-1
Numeracy	• Uses appropriate language to describe relative times, sizes, temperatures, amounts of money, areas, masses and capacities (e.g. Tallest and warmest) M-1
	• Demonstrates an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days M-TM-1
	• Names the months of the year in order and reads the date on a calendar M-TM-1
	• Demonstrates an understanding of the relationship between days and years, weeks and years M-2
Self Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To know if she has enough money for bus fare

Description of the Demonstration
<ul style="list-style-type: none"><li>• Be able to find multiple ways to make up \$2.00, using dimes, quarters, nickels, pennies and loonies</li></ul>

Skills Successfully Demonstrated	Level
Communication	
Numeracy <ul style="list-style-type: none"><li>• Name coins up to \$2 and state the value of pennies, nickels and dimes</li></ul>	B-1
Self Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To know every time the T.V. program “Xena” appears during one full week

### Description of the Demonstration

- To go through the Sunday Sun T.V. Guide and highlight all the times that “Xena” appears on the channels Salina receives

Skills Successfully Demonstrated	Level	
Communication	• Reads from a large vocabulary of common sight words (especially if related to goal)	R-TM-1
	• Able to locate information in dictionaries and other reference texts using titles, headlines, etc. but may not always be able to read all of the information once located	R-2
	• Locates departments, organizations, and individuals with information on a topic of personal interest	R-2
	• Identifies various conventions of formal text and uses them to locate and interpret information (tables, charts, headings, contents, captions, etc)	R-2
Numeracy	• Names the days of the week in order and the seasons, reads analog clocks, and tells and writes time to the hour and half-hour	M-1
	• Demonstrates an understanding of some standard units of measure for time (second, minute, hour and day)	M-TM-1
	• Demonstrates an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days	M-TM-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To be able to listen and write the names and numbers of telephone callers

### Description of the Demonstration

- To take the name and number of everyone who calls for one evening when the rest of the family is out

### Skills Successfully Demonstrated

Level

- |               |  |        |
|---------------|--|--------|
| Communication | • Uses appropriate greeting  | S-1    |
|               | • Provides simple information to another individual through speech | S-1    |
|               | • Concludes conversation in an appropriate way                     | S-1    |
|               | • Uses visual materials to reinforce the message                   | W-1    |
|               | • Obtains simple information from one other person through speech  | S-TM-1 |

Numeracy

Self  
Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learners name:** Living Environment #1 – Lives with family

**Learners goal:** To do her own laundry in the coin-operated laundromat across the street

### Description of the Demonstration

- To sort clothes into 2 loads (white and dark)
- To set the temperature gauge for each load
- To put in the correct amount of soap
- To deposit the correct change
- To select permanent press or regular heat setting for the dryer
- To deposit money as necessary
- To fold and take upstairs

### Skills Successfully Demonstrated

Level

Communication	<ul style="list-style-type: none"> <li>• Reads from a large vocabulary of common sight words (especially if they are related to the goal)</li> <li>• Reads ingredient labels</li> </ul>	R-TM-2 R-TM-2
Numeracy	<ul style="list-style-type: none"> <li>• Estimates, measures and records the mass of familiar objects using standard units (millimeter, litre)</li> <li>• Demonstrates division as distributing a quantity of something equally (i.e. Distributing 12 of something among 4 persons means each person gets 3)</li> <li>• Names and states the value of all coins and demonstrates an understanding of their value</li> </ul>	M-2 B-TM-2 B-TM-2

### Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To read a simple story to her 3-year-old niece

### Description of the Demonstration

- To select an appropriate book
- To practise reading

### Skills Successfully Demonstrated

Level

Communication	• Reads common sight words	R-1
	• Reads common sight words in written sequence	R-1
	• Uses pictures and illustrations to determine the meaning of unfamiliar words	R-1
	• Knows the alphabet	R-1
	• Rereads all or parts of a written piece to clarify understanding of its meaning	R-1
	• Identifies ways different kinds of materials are organized (lists, schedules, letters)	R-1
	• Retells simple story or account of event in proper sequence and recalls information accurately	R-1

Numeracy

Self  
Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To write her name

## Description of the Demonstration

- To write her name clearly with no errors in either printing and/or cursive writing

## Skills Successfully Demonstrated

### Level

- |               |  |     |
|---------------|--|-----|
| Communication | • Writes own first and last name                   | W-1 |
|               | • Prints legibly (capitals and small letters)      | W-1 |
|               | • Leaves spaces between words                      | W-1 |
|               | • Prints legibly and begins to use cursive writing | W-2 |

Numeracy

Self  
Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To get recipes off the Internet that are given out on T.V. cooking shows

## Description of the Demonstration

- To follow text or icon directions to arrive at a web site
- To select specific recipes from specific shows
- To read to ensure that was what she wanted to print off using correct text or icon information

Skills Successfully Demonstrated	Level
----------------------------------	-------

- |               |   |   |
|---------------|---|---|
| Communication | <ul style="list-style-type: none"> <li>• Reads a short essay, editorial, or executive summary of a report</li> <li>• Identifies root words and uses them to determine the pronunciation and meaning of unfamiliar words (root words, prefixes, suffixes, etc.)</li> <li>• Uses punctuation to help comprehension</li> <li>• Uses knowledge of the characteristics of different forms of writing to help select the appropriate materials for a specific purpose (e.g. A reference book)</li> </ul>  | <p>R-2</p> <p>R-2</p> <p>R-2</p> <p>R-2</p>                       |
| Numeracy      | <ul style="list-style-type: none"> <li>• Tells and writes the time to the nearest five-minute intervals in 12-hour notation using digital clocks</li> <li>• Reads and writes time to the nearest five minutes using analog clock</li> <li>• Estimates, reads and records temperature to the nearest degree in Celsius</li> <li>• Estimates, measures and records the capacity of containers using standard units (millimeter, liter) and compares the measures</li> <li>• Estimates, measures and records the mass of familiar objects using standard units (gram, kilogram)</li> <li>• Uses mathematical language to describe relative times, sizes, temperatures, amounts of money, areas, masses and capacities (e.g. Fewer cups)</li> </ul> | <p>M-2</p> <p>M-2</p> <p>M-2</p> <p>M-2</p> <p>M-2</p> <p>M-2</p> |

## Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To access the web site of her favourite soap opera to get more information and keep up when she misses it

### Description of the Demonstration

- Salina needs to be able to use a bookmark to access the web site
- Then she must be able to find specific information in text form on a specific show on a specific date

### Skills Successfully Demonstrated

Level

- |               |   |        |
|---------------|---|--------|
| Communication | • Reads a short text (minimum of 2 - 3 paragraphs - may include pictures)   | R-2    |
|               | • Able to locate information in dictionaries and other reference texts using titles, headings, etc. but may not always be able to read all the information once located | R-2    |
|               | • Uses a variety of strategies to determine the meaning of unfamiliar words (context, syllables, phonics, dictionary)   | R-2    |
|               | • Distinguishes between fiction and non-fiction words   | R-2    |
|               | • Identifies the main idea of a piece of writing  | R-2    |
|               | • Identifies and describes some elements of fiction works (plot, main idea, characters, setting)  | R-2    |
|               | • Distinguishes between fact and fiction  | R-2    |
|               | • Locates departments, organizations and individuals with information on a topic of personal interest   | R-2    |
|               | • Makes inferences while reading  | R-TM-2 |
|               | • Makes judgments about material presented as fact on the basis of evidence   | R-TM-2 |
|               | • Skims and scans for information   | R-TM-2 |

Numeracy  
Self  
Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #1 – Lives with family

**Learner's goal:** To select presents for family members for Christmas giving

### Description of the Demonstration

- To understand how to use a Sears catalogue, given that she has \$52.00
- To identify gifts for mother, father, brother, niece and nephew
- To calculate the tax payable using a calculator

### Skills Successfully Demonstrated

Level

Communication • Compiles daily lists

W-TM-1

Numeracy • Subtracts a four digit number from a five digit number  
• Estimates and calculates percent

B-TM-2

B-TM-2

Self  
Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_



## **Living Environment #2: Learner lives in a group home with twenty-four hour supervision**

### **Mohammed**

Mohammed lives in the protective environment of a group home operated by a non-profit agency. There are five other adults in the home who also have developmental disabilities. Three full-time staff work in the home on a shift basis, with part-time staff helping during the weekends and holidays.

Mohammed is twenty-nine years old. He has an older brother and a sister, who visit and take him out on a regular basis. He enjoys the company of other people. Mohammed is bussed to a day program operated by the agency, where he carries out small eye-hand coordination projects (threading beads, putting screws in holes, and practising pouring from a measuring cup) and takes part in various recreational activities. He especially likes line-dancing and would like in the future to pick up a continuing education course in line dancing. He wants to be able to find out when, where and how to sign up.

Mohammed likes bowling and movies. He cannot read or write, but he has shown some interest in telephoning his brother and needs help in achieving that task. In fact, Mohammed appears to be motivated to read and write since he came to the group home from a provincial institution approximately one year ago.

The group home where Mohammed resides has made contact with the local school board to assess Mohammed's literacy skills since Mohammed cannot travel without a staff member or take a bus on his own; he has nevertheless impressed the staff that he is motivated to attain literacy skills. Both staff and Mohammed's siblings know that although Mohammed cannot read or write, he does recognise some words and they see the

**Mohammed** is twenty-nine and lives in the protective environment of a group home run by a non-profit agency.

potential for a literacy program. Mohammed would, for example, like to be able to read dates or names of his own medicine prescriptions.

In the year that Mohammed has been at the group home, he has shown the staff that he has the ability to learn new tasks. He can, for example, now do his own laundry with assistance and has learned to set the table for dinner for himself and the other five residents. Mohammed's sister has a cottage and he has stated that he would like to be able to pack enough underwear for the ten days he is planning to visit with her.

He also likes to go to the corner store and pick out magazines and word-search books. Staff pay for the magazines and small books. Mohammed would like to be able to count money and learn to identify words.

Mohammed would also like the opportunity to be the person to pay the "pizza man" by collecting the correct amount of money from each of his fellow group home residents.

NOTE: Mohammed is in the early stages of literacy. He is motivated to learn, has the potential to gain literacy skills and should be given the opportunity to begin the Learning Outcomes process. He wants to learn to write his name as well as his telephone number.

Sample demonstrations for Mohammed follow.

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To pick a continuing education course in line dancing and find when, where and how to sign up

## Description of the Demonstration

- To obtain a course calendar
- To identify the line dancing course in the calendar
- To find out the time and day
- To find out the cost
- To find out when to sign up
- To find out where to sign up
- Tells the instructor/class the results of his simple research project

## Skills Successfully Demonstrated

## Level

### Communication

- Identifies root words & uses them to determine the pronunciation & meaning of unfamiliar words (root words, prefixes, suffixes) R-3
- Uses conventions of formal text to locate & interpret information (e.g. Simple graphs, tables) R-3
- Makes reasoned judgments on the accuracy & reliability of information found R-3
- Continues to develop & apply note-taking skills R-3
- Uses vocabulary learned in other subject areas in a variety of contexts S-3
- Asks for clarification S-TM-2
- Asks for further information when necessary S-TM-2
- Presents information to others in a focused and organized form on a topic of mutual interest S-TM-2
- Recognizes how one's attitude may influence interpretation R-TM-2

### Numeracy

- Estimates and counts money amounts to \$1 and records money amounts using the cent symbol B-TM-1

### Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To read names and dates on medicine

Description of the Demonstration
<ul style="list-style-type: none"> <li>• To select his medicine from the other medicines located in the medicine cabinet</li> <li>• To know what dosage is required daily or weekly</li> </ul>

Skills Successfully Demonstrated	Level
<b>Communication</b> <ul style="list-style-type: none"> <li>• Reads familiar, common symbols (washroom, traffic, warnings, etc.)</li> <li>• Reads common sight words in written sequences</li> <li>• Rereads all or part of a written piece to clarify understanding of its meaning</li> <li>• Expresses an understanding of the importance of learning to locate and use information</li> </ul>	<p>R-1</p> <p>R-1</p> <p>R-1</p> <p>R-1</p>
<b>Numeracy</b> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of some standard units of measure for time (second, minute, hour and day)</li> <li>• Demonstrates an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days</li> <li>• Reads and writes numerals from 0 to 100</li> <li>• Reads and writes number words to ten</li> </ul>	<p>M-TM-1</p> <p>M-TM-1</p> <p>B-1</p> <p>B-1</p>
<b>Self Management</b>	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To collect \$5 from 5 people in order to pay the pizza man, including a tip

## Description of the Demonstration

- To keep a list of names
- To check off when they have paid
- To order and pay for the pizza ( \$21.95)
- To give a 15% tip and receive change

Skills Successfully Demonstrated		Level
Communication	<ul style="list-style-type: none"> <li>• Identifies various conventions of formal text &amp; uses them to locate and interpret information (tables, charts, headings, contents, captions)</li> </ul>	R-2
Numeracy	<ul style="list-style-type: none"> <li>• Names and states the value of all coins and demonstrates understanding of their value</li> </ul>	B-TM-1
	<ul style="list-style-type: none"> <li>• Adds and subtracts money amounts and represents the answer in decimal notation (i.e. \$5.75 plus 10 cents is \$5.85)</li> </ul>	B-2
	<ul style="list-style-type: none"> <li>• Makes purchases of and change for items up to \$50</li> </ul>	B-2
	<ul style="list-style-type: none"> <li>• Divides a four digit number by a one digit number</li> </ul>	B-3
	<ul style="list-style-type: none"> <li>• Explores the relationship between fractions and decimals using a calculator, concrete materials, drawings</li> </ul>	B-3
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To pack enough underwear for a 10 day stay at his sisters cottage

## Description of the Demonstration

To count out:

- 10 underwear
- 10 shirts
- 10 socks

Skills Successfully  
Demonstrated

Level

Communication

Numeracy

- Uses ordinal numbers to the tenth

B-1

Self  
Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To write his name and address in proper form

Description of the Demonstration
<ul style="list-style-type: none"><li>• Write his name and address in proper upper and lower case letters</li></ul>

Skills Successfully Demonstrated		Level
Communication	• Writes own first and last name	W-1
	• Prints legibly (capitals and small letters)	W-1
	• Uses capitals to begin sentences & to differentiate certain words (I, names, days, months, street name, city, province, postal code)	W-1
Numeracy		
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To be able to write his telephone number

## Description of the Demonstration

- To write his phone number clearly and correctly

Skills Successfully Demonstrated		Level
Communication	<ul style="list-style-type: none"><li>• Prints legibly (capitals and small letters)</li><li>• Leaves spaces between words</li></ul>	W-1 W-1
Numeracy	<ul style="list-style-type: none"><li>• Reads and writes numerals from 0 to 10</li></ul>	B-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To sign his name using cursive writing

## Description of the Demonstration

- To sign name using cursive writing appropriately at the bottom of a card

## Skills Successfully Demonstrated

Level

Communication

- Writes legibly
- Prints legibly and begins to use cursive writing

W-TM-1

W-TM-1

Numeracy

Self Management

Learner's name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To buy and use a “word search book”

## Description of the Demonstration

- To purchase a simple “word search book” at the Buck’a’Roo store
- To correctly complete, and check the work done

## Skills Successfully Demonstrated

### Level

Communication	• Reads common sight words	R-1
	• Knows the alphabet	R-1
	• Uses some basic conventions of formal text to locate information (e.g. Book title)	R-1
	• Copies from printed material	W-1
	• Presents ideas in speech in a coherent sequence	S-1
	• Provides simple information to another individual through speech	S-1
Numeracy	• Demonstrates an understanding of the value of some coins (1, 5, and 10 cents)	B-1
	• Names coins up to \$2 and states value of pennies, nickels and dimes	B-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To stay within his weekly treat allowance

## Description of the Demonstration

- To write out the items he likes to buy and the cost involved
- To make lists of various items not to exceed weekly \$5 limit

Skills Successfully Demonstrated		Level
Communication	<ul style="list-style-type: none"><li>• Compiles daily lists (e.g. Shopping lists)</li></ul>	W-TM-2
Numeracy	<ul style="list-style-type: none"><li>• Names coins up to \$2 and states the value of pennies, nickels and dimes</li></ul>	B-1
	<ul style="list-style-type: none"><li>• Estimates and counts money amounts to \$1 and records money amounts using the cent symbol</li></ul>	B-TM-1
	<ul style="list-style-type: none"><li>• Makes purchases and change for money amounts up to \$10, and estimates, counts and records the value up to \$10 of a collection of coins and bills</li></ul>	B-2
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To sort out three items and count out different amounts for each

## Description of the Demonstration

- To count out 7 pink, 3 purple, and 4 yellow wrapped candies and put them into a bag

## Skills Successfully Demonstrated

Level

Communication

Numeracy

- Reads and writes numerals from 0 to 100
- Demonstrates that addition involves joining and that subtraction involves taking one group away from another

B-1

B-1

Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To identify how and to whom you complain when offensive behaviour occurs, and make a formal complaint

## Description of the Demonstration

- To find out who he should complain to
- To describe the offensive behaviour and write it down
- To speak to the individual identified as the one to complain to

## Skills Successfully Demonstrated

Level

### Communication

- Makes reasoned judgments on the accuracy and reliability of information found
- Produces pieces of writing using a variety of forms (letters, memos, brief reports)
- Organizes information to convey a central idea using well-developed paragraphs that focus on a main idea and give some relevant supporting details
- Uses simple and compound sentences
- Revises and edits work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for the reader
- Proofreads and corrects final drafts, focusing on basic grammar, punctuation and spelling
- Uses levels of language appropriate to purpose (informal/formal)
- Selects and uses words to create specific effects (e.g. Tone)

R-3

W-3

W-3

W-3

W-3

W-3

W-3

W-3

### Numeracy

### Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To identify his name and job on weekly chart schedule

## Description of the Demonstration

- To check each morning to see if his name is on the housework list
- To see what job is assigned
- To sign the chart when the job is complete

Skills Successfully Demonstrated		Level
Communication	• Reads common sight words in written sequence	R-1
	• Uses pictures and illustrations to determine the meaning of unfamiliar words	R-1
	• Identifies ways different kinds of materials are organized (lists, schedules, letters)	R-1
	• Copies from printed material	W-1
Numeracy	• Demonstrates an understanding of the passage of time by comparing the duration of various activities (e.g. Walking home will take as long as watching one television show)	M-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To e-mail his brother, who has moved away, about what he is doing each day

## Description of the Demonstration

- To follow simple text and icon instructions to get into his e-mail
- To write at a level with sufficient vocabulary to read and write meaningful sentences so he can keep in touch and tell his brother what he is doing
- To send and receive an e-mail

## Skills Successfully Demonstrated

## Level

- |               |   |        |
|---------------|---|--------|
| Communication | • Follows written instruction, up to 6 steps; instructions contain only one step per sentence (e.g. Recipe) | R-TM-1 |
|               | • Reads from a large vocabulary of common sight words (especially if related to the goal)                   | R-TM-1 |
|               | • Reads simple sentences that include only one message or instruction that is short and simple              | R-TM-1 |
|               | • Reads words and phrases   | R-TM-1 |
|               | • Expresses thoughts and feelings about ideas in a piece of writing   | R-TM-1 |
|               | • Writes answers to simple comprehension questions in sentence form   | W-2    |
|               | • Writes a simple letter (date, greeting, body, closing)  | W-2    |
|               | • Writes a short, simple paragraph (opening sentence, body, closing sentence)                               | W-2    |
|               | • Re-writes corrected material to produce a final copy  | W-2    |
|               | • Accurately uses titles and subheadings as organizers  | W-2    |
|               | • Uses phonics and memorized spelling rules (e.g. CVC) to increase accuracy in spelling                     | W-2    |
|               | • Uses a variety of sources (dictionary, word list, computer) to check spelling of unfamiliar words         | W-2    |
|               | • Chooses words that are the most appropriate for the purpose   | W-2    |

Numeracy

Self

Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #2 – Living in a group home with 24 hour supervision

**Learner's goal:** To follow commands to play Solitaire and other games on his computer

## Description of the Demonstration

- To know how to play solitaire, Mohammed must learn specific commands and vocabulary to access the game on the menu and then uses the correct keys to run the game

## Skills Successfully Demonstrated

Level

Communication	• Reads familiar, common symbols (washroom, traffic warnings, etc.)	R-1
	• Reads common sight words in written sequence	R-1
	• Uses pictures and illustrations to determine the meaning of unfamiliar words	R-1
Numeracy	• Counts backwards by ones from 20	B-TM-2

Self  
Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## **Living Environment #3:**

### **Learner lives in a supervised apartment setting with friends**

#### **Dennis**

Dennis is forty-five years old and lives in an apartment with two other males (also diagnosed as having developmental disabilities). Dennis has a support worker who works with him two nights each week. Dennis attends a sheltered workshop five afternoons a week. He now goes to school five mornings per week. Classes are held in a local library, are integrated, are multi-level in terms of literacy, and are operated by the local school board.

He has attended classes since the middle of May, 1999. When he first started classes, his attendance was quite irregular. Initially, it was arranged that Dennis would attend classes twice weekly. He attended classes four times between May and June of 1999.

His support worker from the workshop expressed a desire for Dennis to be able to take telephone messages. The literacy practitioner discussed this with Dennis and he agreed that this was truly what he wanted to work toward.

Dennis returned to the class in September, 1999. At the beginning of the term, he had a poor attendance record. The literacy practitioner and Dennis discussed this issue, and Dennis agreed that his first goal would be to regularly attend classes. Dennis was also asked if he would like to attend classes every morning. Within a short period of time, he was attending classes every morning. As well, he was, and remains, extremely punctual.

The literacy practitioner noticed that Dennis would spend a great deal of time on what appeared to be daydreaming instead of focusing on his work. When he

**Dennis** is forty-five and lives in an apartment with two other men. They have frequent supervision.

completed some literacy work, he would just sit there. Thus, the next goal that was established between Dennis and the practitioner was that Dennis was to become more independent within the classroom. Gradually, with the practitioner's help and guidance, Dennis became more focused on the task at hand, and when finished with the exercise, he would go on to another.

When Dennis had first come to the class he could not name all of the letters of the alphabet and had problems printing the letters legibly and to an appropriate size. Through various activities he has accomplished this task. He is now concentrating on recognising the letters of the alphabet out of sequence. Also, exercises have started, working with the names of the staff who work at the day program. Recently, Dennis and his literacy practitioner discussed how Dennis, with the practitioners help, could help him become more independent in other areas of his life using literacy outcomes as guidelines.

The activity that greatly assisted them was the two of them simply reviewing Dennis' weekly schedule. While Dennis was talking about things that he did during the week, the literacy practitioner asked several questions to help identify if there were areas of Dennis' life where literacy skills could help him complete certain tasks independently.

NOTE: Dennis represents individuals who have become motivated through guidance and help from the literacy practitioner. Progress is being made in a learner-centered environment. The practitioner is helping Dennis help himself.

Sample demonstrations for Dennis follow.

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To leave an informative note for friends

## Description of the Demonstration

- To write a note to say where he was, where he could be reached and when he would return

## Skills Successfully Demonstrated

### Level

### Communication

- Copies a simple letter (date, greeting, body, closing)
- Selects & correctly uses the format suited to the purpose for writing
- Prints legibly & begins to use cursive writing
- Uses phonics & memorized spelling rules (e.g. CVC) to increase accuracy in spelling
- Provides factual content accurately & completely

W-2

W-2

W-2

W-2

W-2

### Numeracy

- Demonstrates an understanding of the passage of time by comparing the duration of various activities (e.g. Walking home will take as long as watching one television show)
- Estimates and measures the passage of time in five-minute intervals and in days, weeks, months and years
- Reads and writes time to the nearest five minutes using analog clock

M-1

M-2

M-2

### Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To make and produce identity cards for various doctors

## Description of the Demonstration

- To identify card with the name, address and telephone number of one of his doctors, such as:
  - GP
  - Dentist
  - Dermatologist
  - Eye doctor

## Skills Successfully Demonstrated

Level

### Communication

- Reads common sight words
- Reads common sight words in written sequence
- Uses knowledge & experience to understand what is read

R-1

R-1

R-1

### Numeracy

### Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To deposit a cheque using an automated banking machine

## Description of the Demonstration

- To recognize commands at the bank machine and to follow instructions in order to deposit a cheque given to him on his birthday

Skills Successfully Demonstrated		Level
Communication	<ul style="list-style-type: none"> <li>• Follows written instructions, up to 6 steps, &amp; instructions contain only 1 step per sentence (e.g. Recipe)</li> </ul>	R-TM-1
	<ul style="list-style-type: none"> <li>• Uses knowledge of oral and written language structures &amp; basic elements of grammar to understand the meaning of sentences</li> </ul>	R-TM-2
	<ul style="list-style-type: none"> <li>• Uses knowledge of the organization &amp; characteristics of different forms of writing to understand &amp; use content (dictionary, directory )</li> </ul>	R-TM-2
Numeracy	<ul style="list-style-type: none"> <li>• Estimates and counts money amounts to \$1 and records money amounts using the cent symbol</li> </ul>	B-TM-1
Self Management		

Learner's Name \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To make a T.V. schedule for friends in order to share the T.V. and watch the shows they want to see

## Description of the Demonstration

- To make a weekly chart with time slots and names
- To have friends sign up for time slots and T.V. shows
- To report back at the end of the week about the success

Skills Successfully Demonstrated		Level
Communication	• Provides information in a sensible order	S-2
	• Listens and re-tells accounts of personal experience	S-TM-1
	• Compiles daily lists (e.g. Shopping list)	W-2
	• Writes legibly	W-2
	• Locates departments, organizations, and individuals with information on a topic of personal interest	R-2
	• Understands that the same sounds may be spelled differently (f/ph)	R-2
Numeracy		
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To write a thank you note to his uncle for a birthday gift

## Description of the Demonstration

- To write a thank you note to his uncle, address and post it, to thank his uncle for the money sent to him for his birthday

## Skills Successfully Demonstrated

Level

Communication

- Expresses an idea in writing
- Writes a simple letter (date, greeting, body, closing)

W-TM-1

W-2

Numeracy

Self  
Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To learn a combination lock number

## Description of the Demonstration

- To memorize a combination lock sequence correctly

## Skills Successfully Demonstrated

### Level

Communication

Numeracy

- Reads and writes number words to twenty
- Locates whole numbers to 50 on a number line

B-TM-1

B-TM-1

Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To take phone messages at a workshop

## Description of the Demonstration

- To take the name for whom the call is directed
- To check the board and transfer the call to the counselors phone if they are in
- To take the name and phone number if the counselor is not in
- To put the message in the counselor's slot

Skills Successfully Demonstrated		Level
Communication	• Uses note-taking	R-TM-2
	• Uses effective openings and closings in oral presentations (e.g. begins by asking questions of listeners; concludes by summarizing key points)	SL-TM-2
	• Responds appropriately to questions or comments	SL-TM-2
	• Uses appropriate tone of voice and gestures in interpersonal/group activities	SL-TM-2
	• Takes notes as needed	SL-3
	• Rephrases and clarifies ideas that are not clearly understood	SL-3
	• Encourages responses from others by questioning appropriately	SL-3
	• Able to converse with familiar and unfamiliar individuals	SL-3
Numeracy	• Locate whole numbers to 50 on a number line	B-TM-2
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To divide housework fairly among roommates

## Description of the Demonstration

- To identify jobs to be done and write them down
- To ask a friend to pick a job and sign their name

Skills Successfully Demonstrated		Level
Communication	• Compiles daily lists (e.g. Shopping list)	W-TM-1
	• Uses words together with pictures to create a message	W-TM-1
	• Obtains simple information from one other person through speech	S-TM-1
	• Provides information in a sensible order	S-2
	• Contributes ideas appropriate to the topic in group discussion and listens to the ideas of others	S-2
Numeracy	• Demonstrates division as distributing a quantity of something equally (i.e. Distributing 12 of something among 4 persons means each person gets 3)	B-TM-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To plan a bowling outing

## Description of the Demonstration

- To phone the bowling alley for times and cost
- To find out who wants to go
- To phone and make a reservation
- To collect the money
- To pay the bowling alley for the games reserved

Skills Successfully Demonstrated		Level
Communication	• Uses familiar vocabulary and oral language structures in conversation with instructors, tutors and peers	S-3
	• Uses linking such as and, then and but to connect ideas in speech	S-3
	• Provides simple information to another individual through speech	S-3
	• Concludes conversations in an appropriate way	S-3
Numeracy	• Adds 2 four digit numbers	B-TM-2
	• Makes purchases of and change for items up to \$50	B-TM-2
	• Divides a four digit number by a one digit number	B-3
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To join a chat line for “Trekkies”; to respond to issues and join in discussions

## Description of the Demonstration

- To follow text and icon information to get to the chat room for “Trekkies”

Skills Successfully Demonstrated	Level
Communication	R-3
• Reads longer newspaper or magazine articles	R-3
• Reads a short essay, editorial, or executive summary of a report	R-3
• Identifies root words and uses them to determine the pronunciation and meaning of unfamiliar words (root words, prefixes, suffixes, etc.)	R-3
• Recognizes patterns of word structures (e.g. “tion”) and uses them to determine pronunciation	R-3
• Describes a series of events in written word, using evidence from the work (fiction or non-fiction)	R-3
• Makes judgments and draws conclusions about the content in written materials, using evidence from the materials	R-3
• Begins to identify a writer’s or character’s point of view	R-3
• Uses conventions of formal text to locate and interpret information (e.g. Simple graphs, tables)	R-3
• Uses a dictionary or other reference resources as needed (Internet, encyclopedia)	R-3
• Uses research skills (formulates questions, compares information to a variety of sources)	R-3
• Makes reasoned judgments on the accuracy and reliability of information found	R-3
Numeracy	
Self Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #3 – Learner lives in a supervised apartment with friends

**Learner's goal:** To access the web site that has sports trivia and up-to-date scores in hockey and basketball

## Description of the Demonstration

- To expand his sight vocabulary for key words in order to arrive at his desired web site and to select from the menu the areas he wishes to “visit”
- To develop his ability to comprehend key issues in short passages or on graphs

Skills Successfully Demonstrated	Level
Communication	R-2
• Reads a short text (minimum of 2 - 3 paragraphs - may include pictures)	R-2
• Able to locate information in dictionaries and other reference texts using titles, headings, etc. But may not always be able to read all the information once located	R-2
• Uses knowledge or the organization and characteristics of different forms of writing as a guide before and during reading	R-2
• Begins to make inferences while reading	R-2
• Locates departments, organizations and individuals with information on a topic of personal interest	R-2
• Identifies various conventions of formal text and uses them to locate and interpret information (tables, charts, headings, contents, captions, etc.)	R-2
Numeracy	M-2
• Compares and orders objects by linear dimensions	M-2
• Demonstrates an understanding of the relationship between days and years, weeks and years	M-2
Self Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_



## **Living Environment #4: Learner lives in an apartment with friends and minimal supervision**

### **Tom**

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

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

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

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

Since Tom's brother plays in a hockey league, Tom tries to attend as many of the games as he can. When trips are out of town, Tom has a problem because he can't really understand the bus schedules and the cost

**Tom** is forty and lives in an apartment with friends. He has a support worker visit two or three times a month.

of the trips. However, the end of the season game is to be held in Barrie, some thirty minutes from Toronto. Tom's goal is to find out when the bus to Barrie leaves, and what the cost of the trip will be.

Costs and planning are difficult tasks for Tom. Every two weeks he receives his wages but can't really read and clearly understand his pay slip. His literacy skills will have to be improved since Tom wants to know exactly how much money he has to have to be able to plan a party for the birthday of one of his friends. As part of the party festivities, he also would like to rent a video, but once again, he will have to have the skills to be able to select, pay for, and return the video without a penalty. Signing his name has always been a problem, and therefore, when and how becomes a significant goal. Tom knows that he can succeed in attaining his goals, and has already begun to make progress by organising and planning his literacy skills program together with his literacy practitioner.

NOTE: Tom has clear goals for improvement and learning to enhance his communication skills. Indeed, his numeracy skills are also a part of his learning plan. Both are intertwined in Tom's effort towards self-improvement and self-management.

Sample demonstrations for Tom follow.

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To find out when the bus to Barrie leaves and the cost of the trip

Description of the Demonstration
<ul style="list-style-type: none"> <li>To phone the bus station</li> <li>To find out the time and cost using an automated voice answering machine</li> </ul>

Skills Successfully Demonstrated	Level	
Communication	<ul style="list-style-type: none"> <li>Determines if the person is willing or able to give or receive the desired information</li> </ul>	S-TM-1
	<ul style="list-style-type: none"> <li>Obtains simple information from one other person, through speech</li> </ul>	S-TM-1
	<ul style="list-style-type: none"> <li>Provides input by asking questions or comments</li> </ul>	S-TM-2
	<ul style="list-style-type: none"> <li>Asks for clarification</li> </ul>	S-TM-2
	<ul style="list-style-type: none"> <li>Checks own understanding by summarizing or questioning appropriately</li> </ul>	S-3
	<ul style="list-style-type: none"> <li>Able to converse with familiar or unfamiliar individuals</li> </ul>	S-3
Numeracy	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the relationship between days and years, weeks and years</li> </ul>	M-2
	<ul style="list-style-type: none"> <li>Estimates and measures the passage of time in five minute intervals and in days, weeks, months and years</li> </ul>	M-2
	<ul style="list-style-type: none"> <li>Estimates and counts money to \$1 and records money amounts using the cent symbol</li> </ul>	B-TM-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To keep a diary of appointments with doctor

### Description of the Demonstration

- To enter into a calendar diary an upcoming doctors appointment and be able to identify what other appointments he has each week
- To inform workshop personnel and others about his time commitments

Skills Successfully Demonstrated		Level
Communication	• Uses familiar vocabulary and oral language structures in conversation with instructors, tutors and peers	S-1
	• Expresses an understanding of the importance of learning to locate and use information	R-1
	• Locates departments, organizations and individuals with information on a topic of personal interest	R-2
Numeracy	• Names the days of the week in order and the seasons in order, reads analog clocks and tells and writes time to the hour and half-hour	M-1
	• Uses appropriate language to describe relative times, sizes, temperatures, amounts of money, areas, masses and capacities (e.g. Tallest and warmest)	M-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To plan a party

## Description of the Demonstration

- To plan a birthday party for 15, for one of his friends:
- Make a list of guests
- Give out invitations
- Make a list of items needed and get people to bring them
- Follow up with a phone call to remind people one day ahead

Skills Successfully Demonstrated		Level
Communication	• Completes forms that require information beyond identifying information (e.g. A simple job application)	W-2
	• Compiles daily lists	W-TM-1
	• Writes legibly	W-TM-1
	• Uses capital letters for proper nouns (holidays, place names, titles)	W-TM-1
	• Obtains simple information from one other person, through speech	S-TM-1
	• Speaks clearly and fluently	S-2
	• Provides information in a sensible order	S-2
Numeracy	• Tells and writes time to the nearest five minutes in twelve-hour notation using digital clock	M-2
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To identify a question and ask it at an “all candidates” meeting

### Description of the Demonstration

- To review campaign literature
- To identify an issue of personal importance
- To compose the question
- To ask the question at an all candidate debate
- To report back to the class

Skills Successfully Demonstrated	Level
Communication	
• Uses complex syntactical structures (e.g. Principal and subordinate clauses)	S-3
• Checks own understanding by summarizing or questioning appropriately	S-3
• Rephrases and clarifies ideas that were not clearly understood	S-3
• Encourages responses from others by questioning appropriately	S-3
• Asks questions in a sensible order	S-TM-2
• Presents information to others in a focused and organized form on a topic of mutual interest	S-TM-2
• Makes judgments and draws conclusions about the content in written materials, using evidence from the materials	R-3
• Begins to identify a writer's or character's point of view	R-3
• Uses conventions of formal text to locate and interpret information (e.g. Simple graphs, tables, etc.)	R-3
• Uses research skills (formulates questions, compares information from a variety of sources)	R-3
• Makes reasoned judgments on the accuracy and reliability of information found	R-3
Numeracy	
Self	
Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To create a weekly budget for food and share the cost with his roommates

Description of the Demonstration
<ul style="list-style-type: none"> <li>• To review the food bills for last several weeks</li> <li>• To find the average cost</li> <li>• To divide the cost by the number of roommates</li> </ul>

Skills Successfully Demonstrated		Level
Communication	• Skims and scans for information	R-TM-2
	• Uses research skills (formulates questions, compares information from a variety of sources, etc.)	R-3
Numeracy	• Recognizes and reads numbers from 0.01 to 100,000	B-3
	• Divides a four digit number by a one digit number	B-3
	• Reads and writes money values to \$1,000	B-3
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To select and rent a video

### Description of the Demonstration

- To pick a video
- To know how long the rental is allowed out
- To know how much the rental costs
- To know what time and day the video has to be back

Skills Successfully Demonstrated		Level
Communication	• Determines if the person is willing or able to give or receive the desired information	S-TM-1
	• Obtains simple information from one other person, through speech	S-TM-1
	• Rephrases to clarify ideas (e.g. What I meant was, when I think about)	S-2
	• Speaks on a variety of topic discussions using some specialized language (e.g. Meters in measurement), and select words carefully to convey intended meaning	S-2
Numeracy	• Demonstrates an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days	M-TM-1
	• Names and states the value of all coins and demonstrates an understanding of their value	M-TM-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To read and understand his pay slip items

## Description of the Demonstration

- To check the gross amount on the pay slip
- To check for income tax deductions
- To check for EI deductions
- To check for CPP deductions
- To check for vacation pay inclusions
- To compare with other pay stubs
- To inquire if the amount adds up

Skills Successfully Demonstrated		Level
Communication	• Uses a variety of reading strategies to understand a piece of writing (rereads, predicts, asks questions)	R-TM-1
	• Able to locate information and other reference texts using titles, headings, but may not always be able to read all the information once located	R-2
	• Identifies various conventions of formal text and uses them to locate and interpret information (tables, charts, headings, contents, captions)	R-2
Numeracy	• Connects proper fractions with decimals using a calculator, concrete materials, drawings and symbols	B-TM-1
	• Compares and orders decimals	B-TM-1
	• Reads and write money values to \$50	B-TM-1
	• Reads and writes money values to \$1,000	B-3
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To identify when to sign his name

## Description of the Demonstration

- To correctly decide in five different situations or five forms when to, or when not to sign his name
- Cheque
- Visitors book in a museum
- School/work forms
- Purchase overtime

## Skills Successfully Demonstrated

## Level

### Communication

- Reads common sight words
- Reads common sight words in written sequence
- Expresses an understanding of the importance of learning to locate and use information
- Identifies various conventions of formal text and uses them to locate and interpret information (tables, charts, headings, contents, captions)
- Completes forms that require only personal identifying information

R-1

R-1

R-1

R-2

W-TM-1

### Numeracy

### Self

### Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To create an exercise chart

Description of the Demonstration
<ul style="list-style-type: none"><li>• To check with his doctor about suitable exercise</li><li>• To make a chart with the activities and the number of repetitions</li><li>• To check off upon completion</li></ul>

Skills Successfully Demonstrated		Level
Communication	• Selects appropriate reading strategies (adjusts speed, takes notes, uses diagrams to organize)	R-3
	• Uses conventions of formal text to locate and interpret information (e.g. Simple graphs, tables )	R-3
	• Checks own understanding by summarizing or questioning appropriately	S-3
	• Takes notes as needed	S-3
Numeracy	• Records the results of measurement activities in a variety of ways (e.g. Graphs, memos)	M-2
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To create a housework chart which is fair to everyone

### Description of the Demonstration

- To create a chart that lists the names of his roommates, the jobs to be done and who is responsible

Skills Successfully Demonstrated		Level
Communication	• Compiles daily lists (e.g. Shopping lists)	W-TM-1
	• Uses words together with pictures to create a message	W-TM-1
	• Writes legibly	W-TM-1
	• Selects and correctly uses the format suited to the purpose for writing	W-2
Numeracy	• Name the days of the week	M-1
	• Demonstrates an understanding of the passage of time	M-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To access information on a disabilities web site that talks about disability rights

## Description of the Demonstration

- To use text or icon information to arrive at appropriate web sites, and to select appropriate sites
- To read information and be able to share it with others through discussions or in text
- To identify information that is relevant to his situation

## Skills Successfully Demonstrated

## Level

- |               |   |     |
|---------------|---|-----|
| Communication | • Reads a short text (minimum of 2-3 paragraphs - may include pictures)   | R-2 |
|               | • Reads a variety of fiction and non-fiction materials  | R-2 |
|               | • Able to locate information in dictionaries and other reference texts using titles, headings, etc. but may not always be able to read all the information once it is located | R-2 |
|               | • Uses knowledge of the organization and characteristics of different forms of writing as a guide before and during reading   | R-2 |
|               | • Identifies and describes some elements of fiction works (plot, main idea, characters, setting)  | R-2 |
|               | • Begins to develop own opinions by considering ideas from various written materials  | R-2 |
|               | • Begins to make inferences while reading   | R-2 |
|               | • Locates departments, organizations and individuals with information on a topic of personal interest   | R-2 |
|               | • Identifies various conventions of formal text and uses them to locate and interpret information (tables, charts, headings, contents, captions, etc.)                        | R-2 |

Numeracy

Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #4 – Living in an apartment with friends and minimal supervision

**Learner's goal:** To fill in the forms to get his own fishing license; he also wants to read the regulations on the Parks Canada web site on fishing in his area

### Description of the Demonstration

- To correctly fill in a fishing application form without assistance
- To share information on the Parks Canada web site with others in written or oral form, in particular those issues relating to his fishing spots

Skills Successfully Demonstrated	Level
Communication	
• Completes forms that require information beyond personal identifying information (e.g. A simple job application)	W-2
• Selects and correctly uses the format suited to the purpose for writing	W-2
• Prints legibly and begins to use cursive writing	W-2
• Chooses words that are the most appropriate for the purpose	W-2
• Reads longer encyclopedia entries	R-3
• Uses knowledge of the characteristics of different forms of writing to help select the appropriate materials for a specific purpose (e.g. A reference book)	R-3
• Makes judgments and draws conclusions about the content in written materials, using evidence from the materials	R-3
• Uses a dictionary or other reference resources as needed (Internet, encyclopedia)	R-3
• Uses research skills (formulates questions, compares information from a variety of sources)	R-3
• Edits research material	R-3

(continued next page)

Numeracy	<ul style="list-style-type: none"><li>• Demonstrates an understanding of the relationship between days and years, weeks and years</li><li>• Estimates, measures and records the capacity of containers using standard units (millimeter, litre) and compares the measures</li><li>• Estimates, measures and records the mass of familiar objects using standard units (gram, kilogram)</li><li>• Estimates and measures the area of shapes using uniform non-standard units and compares and orders the shapes by area</li></ul>	M-2 M-2 M-2 M-2
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_



## **Living Environment #5: Learner living independently with a spouse**

### **Kate**

Kate is a thirty-five year old woman who lives with her husband, Jack, in a modest, rented, two-bedroom home. Her husband can read and write and drives a delivery truck for a local cartage company.

**Kate** is thirty-five and lives with her husband in their own home.

Kate, though she has a developmental disability, has thus far managed to maintain her independence by working hard at tasks which do not require her to have literacy skills. Most of her employment has been as a house cleaner, where she is in demand because of her reliability and her meticulous work. Lately, however, Kate has been feeling that she must really learn to read and write. Her husband, although supportive, really controls the household because he can read and write. She must travel with him because he can drive. She cannot, for example, take Jack to a movie because she can't read the Entertainment section of the newspaper, nor can she figure out what is the best buy at a department store unless Jack reads the items in a bargain flyer or a newspaper advertisement to her.

Kate clearly feels that she wants more independence. She is motivated to enter a literacy program because she feels she is subordinate to her husband. Further, Kate is on medication. She desperately wants to be able to read not only her prescriptions but also her over-the-counter medicines.

Kate also wants to be able to drive. She knows she will have to learn to read and write in order to get her driver's license. Kate is enrolled in a literacy program operated by a non-profit community agency.

NOTE: Kate clearly has the interest, the motivation, and a literacy-related goal. She has shown that she has an understanding of what literacy may be all about. She looks at magazines, books, and can recognise some

words. Kate, as outlined, can work in a co-operative setting, take directions, and can stay on-task. In fact, Kate's profile is the same as anyone else who would like to enter literacy programming. Kate understands that literacy is a system, and she wants access to it.<sup>8</sup>

Sample demonstrations for Kate follow.

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<sup>8</sup> For further information about early literacy stages, see Kenneth N. Beck and Patricia Hatt, *Literacy Preparation Project for Adults with Developmental Disabilities: Training Manual*. Toronto, Toronto District School Board, 1998, pp. 22-23.

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To complete her husbands Vehicle License Plate Renewal application, take it to the license bureau and pay the required amount

### Description of the Demonstration

- To get mileage from the car
- To get the insurance papers
- To fill in the form
- To fill in the cheque for the cost
- To ensure all of the papers, stickers, etc. are correct

Skills Successfully Demonstrated	Level
Communication	• Follows written instructions, up to 6 steps; instructions contain only 1 step per sentence (e.g. Recipes) <span style="float: right;">R-TM-1</span>
	• Completes forms that require only personal identifying information <span style="float: right;">W-TM-1</span>
	• Completes forms that require information beyond personal identifying information (e.g. A simple job application) <span style="float: right;">W-2</span>
Numeracy	• Demonstrates the relationship between all coins and bills up to \$100 <span style="float: right;">B-2</span>
	• Recognizes and reads numbers from 0.01 to 100,000 <span style="float: right;">B-3</span>
Self Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To recognize various “over the counter” medicines by sight and purpose

### Description of the Demonstration

- To recognize and describe the use of and dosage of:
  - Aspirin - medicine for a stuffed head
  - Tylenol - headache medicine
  - Eno - medicine for gas and upset stomach
  - Pepto Bismol - medicine for diarrhea
  - Buckley's Mixture - cough medicine
  - cold and sinus medicine

Skills Successfully Demonstrated		Level
Communication	<ul style="list-style-type: none"><li>• Reads a variety of fiction &amp; non-fiction materials</li><li>• Begins to make inferences while reading</li></ul>	R-2 R-2
Numeracy	<ul style="list-style-type: none"><li>• Uses mathematical language to describe relative times, sizes, temperatures, amounts of money, areas, masses and capacities (e.g. Higher office building, fewer cups)</li></ul>	M-2
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To be able to write her first and last name

## Description of the Demonstration

- To write first and last name

## Skills Successfully Demonstrated

## Level

- |               |   |     |
|---------------|---|-----|
| Communication | • Write own first and last name               | W-1 |
|               | • Prints legibly (capitals and small letters) | W-1 |
|               | • Leaves spaces between words                 | W-1 |

Numeracy

Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To take her husband to the movies

## Description of the Demonstration

- To read the newspaper movie section, find the show listed, the time and the location
- To telephone the theatre and find out the cost

Skills Successfully Demonstrated	Level	
Communication	• Locates departments, organizations, & individuals with information on a topic of personal interest	R-2
	• Identifies various conventions of formal text & uses them to locate and interpret information (tables, charts, headings, contents, captions)	R-2
	• Determines if the person is willing or able to give or receive the desired information	S-TM-1
	• Obtains simple information from one other person through speech	S-TM-1
	• Skims and scans for information	R-TM-2
Numeracy	• Uses non-standard and standard units to solve measurement problems relating to oneself and one's environment	M-2
	• Reads and writes number words to twenty	B-TM-1
	• Represents multiplication as repeated addition using concrete materials (i.e. 3 groups of 2 is the same as 2 + 2 + 2)	B-TM-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To use a calculator to figure out the tax on particular items

## Description of the Demonstration

- Using a harmonized 15% tax figure, to make a list of 3 items found in a Zeller's flyer, calculate the cost, and check the receipt with the calculated cost, after the items have been purchased

Skills Successfully Demonstrated	Level
Communication	R-3
Numeracy	B-3
Self Management	B-3

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To write a letter of complaint

## Description of the Demonstration

- To correctly identify issues to be included in a complaint letter
- To identify the name and title of the individual the letter is to be sent to
- To write and mail the letter

## Skills Successfully Demonstrated

### Level

- |               |  |        |
|---------------|--|--------|
| Communication | • Begins to write for more complex purposes (to present an opinion, personal experience, event)  | W-TM-2 |
|               | • With assistance, brainstorms and organizes ideas for writing   | W-TM-2 |
|               | • Organizes and develops ideas using paragraphs  | W-TM-2 |
|               | • Produces pieces of writing using a variety of forms (letters, memos, brief reports)  | W-3    |
|               | • Organizes information to convey a central idea using well-developed paragraphs that focus on a main idea and give some relevant supporting details | W-3    |
|               | • Accurately uses graphs and captions  | W-3    |
|               | • Uses phrases appropriately to clarify meaning (e.g. For someone her age, she plays the piano very well)  | W-3    |
|               | • Selects and uses words to create specific effects (e.g. Tone)  | W-3    |

Numeracy

Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To get a bank debit card

## Description of the Demonstration

- To visit the bank and fill in the forms
- To learn the PIN number
- To keep track of spending and successfully not go over the limit

Skills Successfully Demonstrated	Level	
Communication	• Provides simple information to another individual through speech	S-1
	• Completes forms that require only personal identifying information	W-TM-1
	• Speaks clearly and fluently	S-2
	• Provides information in a sensible order	S-2
Numeracy	• Recognizes and reads numbers from 0.01 to 100,000	B-TM-2
	• Adds 2 four digit numbers	B-TM-1
	• Estimates the amount of money in a collection of coins and bills to \$50 and counts to determine the total value	B-TM-1
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To correctly read and fill in a check list found at one of her work places

## Description of the Demonstration

- To read the whole section
- To determine if the work is complete
- To check off the items completed
- To note any problems or reasons for incompleting items

## Skills Successfully Demonstrated

## Level

- |               |  |        |
|---------------|--|--------|
| Communication | • Reads words and phrases  | R-TM-1 |
|               | • Uses punctuation to help understand what is read   | R-TM-1 |
|               | • Uses knowledge of sentence structure in oral and written language to determine the meaning of a sentence | R-2    |
|               | • Writes in complete sentences (subject, object, one complete thought)                                     | W-TM-1 |
|               | • Uses underlining or letter size for emphasis   | W-TM-1 |

## Numeracy

## Self Management

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To take shirts to the dry-cleaners and pick them up

## Description of the Demonstration

- To take seven (7) shirts to the dry cleaners
- To figure out the cost using a calculator
- To note when the dry cleaning is to be picked up

Skills Successfully Demonstrated	Level	
Communication	• Presents ideas in speech in a coherent sequence	S-1
	• Provides simple information to another individual through speech	S-1
	• Concludes conversations in an appropriate way	S-1
	• Uses simple gestures, volume and tone of voice to communicate wishes	S-1
	• Determines if the person is willing or able to give or receive the desired information	S-TM-1
	• Obtains simple information from one other person, through speech	S-TM-1
Numeracy	• Estimates and measures the passage of time in five-minute intervals and in days, weeks, months and years	M-2
	• Adds and subtracts two digit numbers with and without regrouping, with sums less than 101, using concrete materials	B-TR-1
	• Names and states the value of all coins and demonstrates understanding of their value	B-TR-1
	• Demonstrates the relationship between all coins and bills up to \$100	B-2
	• Makes purchases and change for money amounts up to \$10, and estimates, counts and records the value up to \$10 of a collection of coins and bills	B-2
Self Management		

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To visit the web site of her favourite Country & Western singer, so she can learn more about him.

### Description of the Demonstration

- To use text and/or icon information to go to the web site
- To use memory to select other information sites
- To read information, and verbally or in text, be able to share the information with others

Skills Successfully Demonstrated	Level
Communication	R-3
• Reads longer newspaper or magazine articles	R-3
• Reads longer encyclopedia entries	R-3
• Uses knowledge of the characteristics of different forms of writing to help select the appropriate materials for a specific purpose (e.g. A reference book)	R-3
• Makes judgments and draws conclusions about the content in written materials, using evidence from the materials	R-3
• Begins to identify a writer's or character's point of view	R-3
• Uses conventions of formal text to locate and interpret information (e.g. Simple graphs, tables)	R-3
• Uses a dictionary or other reference resources as needed (Internet, encyclopedia)	R-3
• Uses research skills (formulates questions, compares information from a variety of sources)	R-3
• Makes reasoned judgments on the accuracy and reliability of information found	R-3
Numeracy	
Self Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_

# Demonstration Record of Successfully Acquired Skills

**Learner's name:** Living Environment #5 – Living independently with a spouse

**Learner's goal:** To be able to use the CBC Morning Show web site to give her reactions to items discussed

## Description of the Demonstration

- To follow written and icon directions to reach the CBC website
- To write in the format and the level that will ensure that her comments will be taken seriously

Skills Successfully Demonstrated	Level
Communication	S-3
• Uses vocabulary learned in other areas in a variety of contexts	S-3
• Identifies appropriate uses for slang and colloquial language	S-3
• Checks own understanding by summarizing or questioning appropriately	S-3
• Produces pieces of writing using a variety of forms (letters, memos, brief reports, etc.)	W-3
• Organizes information to convey a central idea using well-developed paragraphs that focus on a main idea and give some relevant supporting details	W-3
• Provides factual content accurately and completely	W-3
• Revises and edits work, seeking feedback from others and focusing on content, organization and appropriateness of vocabulary for the reader	W-3
• Proofreads and corrects final drafts, focusing on basic grammar, punctuation and spelling	W-3
• Identifies synonyms and antonyms	W-3
Numeracy	
Self Management	

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_ Date: \_\_\_\_\_



## **Observations and Recommendations**

**Literacy practitioners should be provided with sufficient time to get to know the learner's needs** as related to his or her individual lifestyle. Without this preparatory time to assess, and without the learner's being able to identify his or her own goals, the likelihood of success is minimal.

**Learners must have an identified literacy need to work toward.**

After exhaustive investigation of a multitude of skills , as found in the *Working With Learning Outcomes* document, there is no question that **adults with developmental disabilities can succeed.**

**The Learning Outcomes process can facilitate closer communication** between literacy practitioners, workers/counsellors and families.

**Research confirms the resolve of literacy practitioners interviewed to grow and learn** in order to help adults with developmental disabilities in the literacy process.

The interviews provided many opportunities for literacy practitioners to share **literacy success stories.**

Literacy practitioners reiterated the basic premise that adults with developmental disabilities may not move through the five levels of the Matrix, but given the plethora of skills within each level, **there is plenty of room for growth and development of practical literacy skills.**

Literacy practitioners agree that the **Demonstrations provided a concrete goal to the learning process** and could be used, when advisable, as an exit assess-

ment. The fact that the demonstrations describe concrete, “hands on” action enables learners with developmental disabilities to appreciate their success in a tangible form. For example, some practitioners felt that the demonstrations could be written as a form of accomplishment and presented to learners as a Certificate of Achievement (one is included in the Appendices).

Some literacy practitioners and funders have felt that it has been extremely difficult to move some learners out of programs. **The Learning Outcomes process both identifies movement and the lack of movement,** enabling a fairer and more objective assessment.

It became evident during the interviews and workshops that there was an enormous **need for continued in-service training in the area of literacy vis-à-vis adults with developmental disabilities.**

## Appendix 1: Literacy Stages Chart

This is a chart found in the training manual entitled *Literacy Preparation Project for Adults with Developmental Disabilities*.<sup>1</sup> The chart describes stages of literacy preparedness for individuals up to Stage Three, who are ready and appropriate for community literacy programs.

Stage one: individuals who	Stage two: individuals who	Stage three: individuals who
<ul style="list-style-type: none"> <li>● appear to have the potential to acquire literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>● have indicated an interest in acquiring literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>● are prepared to acquire literacy skills and willing to attend class</li> </ul>
<ul style="list-style-type: none"> <li>● have some problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>● ask what print says</li> </ul>	<ul style="list-style-type: none"> <li>● like to look at magazines, books</li> </ul>
<ul style="list-style-type: none"> <li>● learn new tasks</li> </ul>	<ul style="list-style-type: none"> <li>● know how to hold book/magazine/print</li> </ul>	<ul style="list-style-type: none"> <li>● want information from print material</li> </ul>
<ul style="list-style-type: none"> <li>● are interested in their surroundings</li> </ul>	<ul style="list-style-type: none"> <li>● discriminate print / design material</li> </ul>	<ul style="list-style-type: none"> <li>● recognize a few letters</li> </ul>
<ul style="list-style-type: none"> <li>● are aware others read</li> </ul>	<ul style="list-style-type: none"> <li>● can suggest a personal use for literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>● recognize some words, such as "stop"</li> </ul>
	<ul style="list-style-type: none"> <li>● enjoy print material</li> </ul>	<ul style="list-style-type: none"> <li>● can work in a co-operative setting</li> </ul>
	<ul style="list-style-type: none"> <li>● can recognize their name in print</li> </ul>	<ul style="list-style-type: none"> <li>● take direction</li> </ul>
		<ul style="list-style-type: none"> <li>● can stay on task</li> </ul>

<sup>1</sup> Beck, Kenneth N. and Hatt, Patricia. *Literacy Preparation Project for Adults with Developmental Disabilities*. Toronto, Toronto District School Board, 1998.

## Appendix 2: Research Activities 1998-1999

<b>Date</b>	<b>Location</b>	<b>Participants</b>
October 19	London	Small groups of literacy practitioners / workers / counsellors
November 24-25	Toronto	Learning Outcomes meeting ( <a href="#">Ontario Ministry of Education and Training</a> )
January 5	Sarnia	Literacy practitioners and workers/counsellors
January 15	Toronto	Literacy practitioners
January 21	Toronto	Literacy practitioners
January 25	Toronto	Literacy practitioners
January 26	Toronto	Literacy practitioners
February 3	Sturgeon Falls & North Bay	Two groups of literacy practitioners and workers/counsellors
February 5	Barrie	Literacy practitioners and workers/counsellors
February 8	Kingston	Literacy practitioners
February 11	Toronto	Support worker
February 12	Etobicoke	Day-long workshop on learning outcomes and demonstrations
February 15	Toronto	Support worker
February 18	Toronto	Literacy practitioner
February 22	Toronto	Literacy practitioner
February 24	Haliburton	Focus group at the Haliburton Association for Community Living
March 1-2	Dryden & North Bay	Two groups of practitioners and workers
March 22	Toronto	Community workers, literacy practitioners, workers/counsellors sponsored by <a href="#">Metro Toronto Movement for Literacy</a>

March 13, 18 & 19	Toronto	Assessment workshops delivered by Ontario Literacy Coalition for school boards, community based training and colleges
June 8	Toronto	Toronto District School Board literacy practitioners
June 14	North Bay	Literacy practitioners and workers/counsellors
June 21	Kingston	Literacy practitioners and workers/counsellors
June 24	Toronto	Literacy practitioners, community workers, workers/counsellors, Metro Toronto Movement for Literacy
September to February	Toronto	Meetings with 75 learners around goals and needs

## **Appendix 3: Interview Questions**

At these meetings and focus groups, participants were asked to discuss and comment on the following questions, which were put in the form of a semi-structured questionnaire.

1. How do you see the outcomes based on the literacy process having a positive effect on Adults with Developmental Disabilities?
2. Do you see that process having potential barriers?
3. If you see potential barriers created by this process, what are they?
4. Do you feel that adults with developmental disabilities can benefit from the Learning Outcomes process? If yes, how? If no, why not?
5. Are you concerned by the need to develop demonstrations for adults with developmental disabilities that reflect their life and needs?

Certificate of  
**Achievement**

awarded to

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for successful completion of the following Demonstrations

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date

affirmed by

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## **Appendix 5: Some Useful References**

Beck, Kenneth N. *Best Practices in Literacy for Adults with Developmental Disabilities*. Toronto, Ontario Ministry of Education and Training, 1998.

Beck, Kenneth N. and Hatt, Patricia. *Literacy Preparation Project for Adults with Developmental Disabilities*. Toronto, Toronto District School Board, 1998.

CABS. *Common Assessment of Basic Skills: Using a Learning Outcomes Approach*. Literacy Link Eastern Ontario, September 1997, second edition.

Ewing, Guy. *The Reason I Joined This Program... Creating a Statement of Learner Goals for Program Planning*. Toronto, North York Board of Education, 1997.

*Frontier College Tutors Handbook: A Guide to Student-Centered Individualized Learning*. Toronto, Frontier College Press, 1997.

*Goal Setting for Learners*. Milton, Ontario, Halton Adult Learning Network, 1997.

*Goal Setting for Learners: Instructor's Manual*. Milton, Ontario, Halton Adult Learning Network, 1997.

Moar, Terrie. *Progress Plus: Facilitators Handbook for Continuing Education*. Selkirk, Manitoba, Lord Selkirk School Division, 1996.

*Working With Learning Outcomes: Validation Draft*. Toronto, Ontario Ministry of Education and Training, 1998.

## How to Read the Demonstrations

The samples start by naming the learner and the learner’s goal. This is followed by a restatement of the goal in terms that allow the learner and others to assess whether that goal has been achieved. The large middle section is a point-by-point breakdown of those skills into terms set out in the Learning Outcomes document.

The Learning Outcomes document names three categories of learning: Communications, Numeracy and Self-management. Communications and Numeracy are divided into specific Outcomes, each assigned a letter:

### Communications Category

- Outcome 1: Read with understanding for various purposes **R**
- Outcome 2: Write clearly to express ideas **W**
- Outcome 3: Speak and listen effectively **S**

### Numeracy Category

- Outcome 1: Perform basic operations with numbers **B**
- Outcome 2: Use measurements for various purposes **M**
- Outcome 3: Solve geometric problems not used
- Outcome 4: Manage data and probability not used
- Outcome 5: Use patterning and algebra not used

Self Management Category not used

Each of these Outcomes is broken down by skill-sets. Progress within the skill-set is measured in levels. Each level of a skill-set contains markers of success and “transition markers”, which show that the learner is ready to move to the next level of that skill-set. In the sample demonstrations, **the level is indicated by a number**, and **transition markers are indicated by TM**.

Like this:

Category	<ul style="list-style-type: none"> <li>• Verbal description of success or transition marker</li> </ul>	Outcome letter- (Transition Marker)- Level number
----------	--	---

For example:

**Appendix 6: How to Read the Demonstrations**

Numeracy	• estimates and measures the passage of time using minutes and hours	M-TM-2
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In the Numeracy  
Category

This is the precise skill being developed

It is within the  
Measurement  
Outcome of the  
Category, and is a  
Transition Marker  
from Level 2

You could read it as: “estimates and measures the passage of time...” is a transition marker between levels two and three of a skill-set in the Measurement Outcome of the Numeracy Category.

The form closes with a space for the learner’s signature, an affirmation, and a date, to be used when the goal named at the top has been reached.