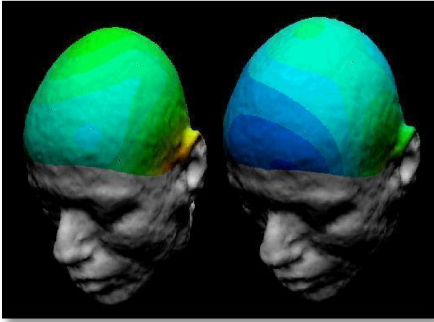


Disabilities Training Descriptions

Demystifying AD/HD – 1 day



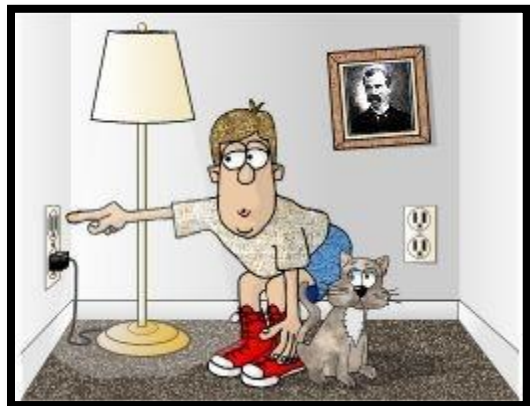
The purpose of *Demystifying AD/HD* is to raise awareness regarding the facts about Attention Deficit/Hyperactivity Disorder (AD/HD) as well as to dispel some of the myths and misperceptions of the disorder. Additionally, the workshop is designed to give teachers practical and affordable strategies to use when teaching adults with AD/HD.

This workshop is a general introduction to AD/HD, and includes the history of AD/HD, DSM-5 definition, screening tools, medication and treatment, and characteristics of adults with AD/HD including positive attributes. Since the content of the workshop is research-based, much of the current research involves children with AD/HD. This part of the content, including subsequent discussion and a short video, comprises approximately two hours of parental involvement for children and adolescents with AD/HD. The second half of the day focuses on teaching adults with AD/HD, and includes the GED accommodations request process, coping skills and strategies, AD/HD in the classroom and workplace, and online resources. This portion of the training is structured to model appropriate and effective instruction for adults with AD/HD, including frequent breaks and a variety of hands-on activities and multisensory instructional techniques.

Course Objectives

Participants will be able to:

- Complete and interpret an AD/HD screening checklist;
- Review the history of AD/HD;
- Define Attention Deficit Hyperactivity Disorder (AD/HD);
- Recognize characteristics of AD/HD in adults;
- Explain how positive attributes of AD/HD can contribute to an individual's success in reaching short- and long-term goals;
- Access and discuss current research regarding AD/HD;
- Examine the difference between AD/HD facts and myths/rumors;
- Identify DSM-5 criteria for AD/HD diagnosis;
- Identify procedures for helping a student with AD/HD request accommodations on the GED Tests;
- Obtain forms for students use in requesting and receiving GED accommodations for AD/HD;
- Summarize the co-morbid aspects of AD/HD;
- Distinguish AD/HD medications and treatment plans;
- Apply a minimum of five classroom coping strategies with adult students who have AD/HD; and
- Locate national and local resources for adults with AD/HD.



To schedule this workshop at your program's location, please contact Patti White at prwhite@madisoncounty.net or 800.569.3539. Programs are encouraged to invite other nearby programs in their region to attend the scheduled training.

***Learning Disabilities Comprehensive Workshop Series (LD Comp.) – 8 days**

The LD Comp. workshop employs the Payne-Jordan Learning Inventory as a learning needs tool which allows adult education teachers and literacy tutors to informally determine a student's specific strengths and weaknesses, apply appropriate interventions and accommodations, and if needed, refer the student to appropriate agencies or service providers for further assistance or evaluation. We recommend that the Payne tool be used primarily by teachers and tutors to determine instructional methods for students with special learning needs as part of a comprehensive LD screening process in adult education and literacy programs.

We are all faced with a series of great opportunities brilliantly disguised as impossible situations.



LD Comp. is an in-depth workshop series that progresses over the course of several months, with a total of eight days in four sessions. This format allows the teachers and tutors to have opportunities to practice using the inventory between sessions and to absorb and review the knowledge and skills learned at each session.

Course Objectives

Participants who complete this workshop will be able to:

- Discuss the definition of learning disabilities;
- Recognize and apply components of the definition to specific adult behaviors and manifestations;
- Access and discuss current research, theories, and empirical results regarding adults and learning disabilities;
- Identify characteristics of adults with learning disabilities;
- Apply specific characteristics of adults with learning disabilities to screening for learning disabilities, instructional procedures, accommodations, and strategies;
- Determine a process for screening adults for learning disabilities at critical points in both intake and instruction;
- Identify and practice the appropriate procedure for introducing an adult student to the process of screening for learning disabilities;
- Obtain a validated learning disabilities screening tool for adults;
- Apply the screening process in the local adult education program;
- Identify and practice the appropriate procedure for following up the process of screening for learning disabilities;
- Determine both local and state systems' change needs for implementing the process of screening adult students for learning disabilities in the local adult education program;
- Identify procedures for helping a student with learning disabilities request accommodations on the GED Tests;
- Obtain forms for students use in requesting and receiving GED accommodations;
- Apply the Arkansas Adult Learning Resource Center (AALRC) referral process for learning disabilities diagnosis;

- Apply Wechsler subtest scores to interpretation of LD evaluation regarding instructional strengths and challenges;
- Implement system change procedures in the local program to meet the needs of adults with learning disabilities more effectively and appropriately;
- Identify federal civil rights laws designed to protect adult students with disabilities;
- Evaluate sample instructional and testing accommodations for adults with learning disabilities;
- Choose appropriate assistive technology tools from the AALRC library or elsewhere to best meet individual students' needs;
- Evaluate and apply instructional strategies and/or accommodations for effectively meeting the learning needs of adults with learning disabilities; and
- Access external and internal resources for further information about adults with learning disabilities.

Participation in each session is mandatory to complete the course and receive full professional development credit.

This workshop series is conducted bi-annually at the AALRC in Little Rock, and is limited to ten (10) participants. Participation will be determined on a first-come, first-served basis.

LD 101 for Adult Education – 1 day

This one-day workshop is designed to introduce adult education providers to basic information about adult students who have or may have learning disabilities. The purpose of the workshop is to disseminate research-based information that targets the provision of effective and appropriate educational services for adults with learning disabilities. Some components of the workshop are based on a national training initiative coordinated by the National Institute for Literacy, *Bridges to Practice*; specifically, definition, characteristics, and legal issues.

The training includes information specific to Arkansas Adult Education programs regarding screening adult students for learning disabilities and accessing state resources to obtain learning disabilities diagnoses for adult students when applicable and appropriate. Also included are procedures for requesting accommodations on the GED tests for students with diagnosed learning disabilities.



Course Objectives

Participants will be able to:

- Paraphrase the definition of learning disabilities according to the National Joint Committee on Learning Disabilities (NJCLD) definition;
- Apply components of the NJCLD definition to specific adult behaviors;
- Access current research theories and empirical results regarding adults and learning disabilities;
- Identify characteristics of adults with learning disabilities;
- Apply specific characteristics of adults with learning disabilities to instructional procedures, accommodations, and strategies;

- Recognize the need for implementing a process of screening adults for learning disabilities at the point of student intake;
- Identify and practice the appropriate procedure for introducing an adult student to the process of screening for learning disabilities;
- Obtain a validated learning disabilities screening tool for adults;
- Apply the screening process in the local adult education program;
- Identify and practice the appropriate procedure for following up the process of screening for learning disabilities;
- Identify system change needs for implementing the process of screening adult students for learning disabilities in the local adult education program;
- Identify procedures for helping a student with learning disabilities request accommodations on the GED Tests;
- Apply the Arkansas Adult Learning Resource Center (AALRC) referral process for learning disabilities diagnosis;
- Implement system change procedures in the local program to meet the needs of adults with learning disabilities more effectively and appropriately;
- Identify federal civil rights laws designed to protect adult students with disabilities;
- Identify sample instructional and testing accommodations for adults with learning disabilities;
- Apply instructional strategies for effectively meeting the learning needs of adults with learning disabilities; and
- Access resources for further information about adults with learning disabilities.

To schedule this workshop at your program's location, please contact Patti White at prwhite@madisoncounty.net or 800.569.3539. Programs are encouraged to invite other nearby programs in their region to attend the scheduled training.

LD 201 for Adult Education – 1 day

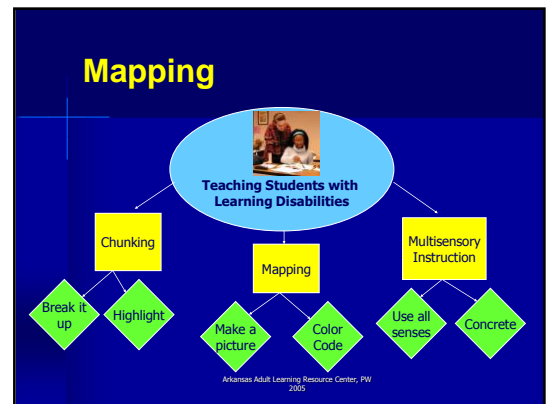
This one-day workshop is the **follow-up** for *LD 101 for Adult Education*. The purpose of this workshop is to introduce adult education providers to basic instructional methods, materials, and strategies for adult students who have or may have learning disabilities. **Participants must have completed LD 101 for Adult Education prior to attending this follow-up.**

This workshop is light on lecture and heavy on hands-on activities, which include using manipulatives and graphic organizers to teach core subject content. Also included is an introduction to the assistive technology items available for checkout through the AALRC library.

Course Objectives

Participants will be able to:

- Apply the concept of "wait time" for their instruction with students who have diagnosed learning disabilities;
- Explain the pros and cons of learning styles inventories;
- Complete a sample learning style inventory;



- Determine possible instructional strategies and modifications for students with learning disabilities;
- Define and apply direct, explicit instructional strategies;
- Understand and practice the method of student paraphrasing for instruction;
- Create graphic organizers for various content areas, including reading and writing;
- Determine possible applications for available assistive technology devices in adult education classrooms, and
- Identify metacognitive skills and how they relate to reading comprehension.

To schedule this workshop at your program's location, please contact Patti White at prwhite@madisoncounty.net or 800.569.3539. Programs are encouraged to invite other nearby programs in their region to attend the scheduled training.