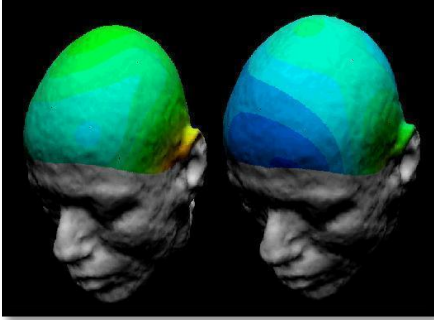**Disabilities Training Descriptions**

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.

Day 1 is an introduction to AD/HD, and includes the history of AD/HD, 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. Day 2 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. Day 2 of the workshop 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-IV 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-morbidity 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.
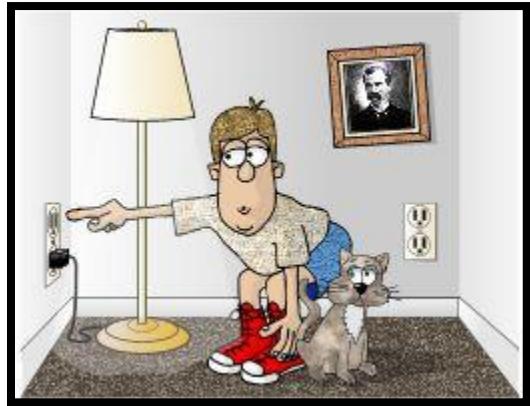
To schedule this workshop at your program's location, please contact Patti White at prwhite@madisoncounty.net or 800.569.3539. Programs are encouraged to invite other nearby programs in their region to attend the scheduled training.

Don't Panic! – ½ **day or 1 day**

The purpose of *Don't Panic!* is to raise awareness regarding the facts about panic disorder. Additionally, the workshop is designed to give teachers practical and affordable strategies to use when teaching adults who have panic disorder. The workshop is a brief overview of adults with panic disorder and how it may affect their performance in a GED or literacy program. The session includes information about definition, symptoms, causes, DSM-IV criteria, GED accommodations, instructional modifications, and treatment. Handouts will include resources and references for further follow-up.

Course Objectives
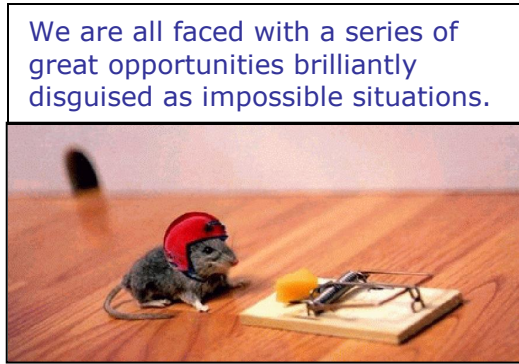Participants will be able to:
- Complete and interpret a panic disorder screening checklist;
- Review the history of panic disorder;
- Define panic disorder;
- Recognize characteristics/symptoms of panic disorder in adults;
- Differentiate among the various types of anxiety disorders;
- Access and discuss current research regarding panic disorder;
- Examine the effects of panic disorder on life in general;
- Identify DSM-IV criteria for panic disorder diagnosis;
- Distinguish among various treatment procedures and for panic disorder, including pharmaceuticals and alternative treatment approaches;
- Identify procedures for helping a student with panic disorder request accommodations on the GED Tests;
- Obtain forms for students' use in requesting and receiving GED accommodations for panic disorder;
- Apply a minimum of five classroom coping strategies and/or assistive technology devices with adult students who have panic disorder; and
- Locate national and local resources for adults with panic disorder.

The workshop is available as a half-day or full-day training; whatever is most convenient for the program. The full-day workshop includes more time examining appropriate and effective instructional strategies and assistive technology for teaching students with panic disorder. A full-day's session begins at 9:00 am and ends at 4:00 pm. Participants are on their own for lunch. A half-day session may be scheduled for either the morning or afternoon hours.

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 educators and literacy providers 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 recommending that the Payne tool be used primarily 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 participants to have opportunities to practice using the inventory between sessions and to absorb and review the knowledge and skills learned at each session.

Upon completion of the course, each program or satellite center (**not each individual**) will receive the LD Comp. Toolkit to support subsequent application of course content in program classrooms. If the program or satellite already has a kit from a previous individual's participation in the training, the program will **not** receive another kit; rather, the participant should be allowed to use the kit contents already available at their center.

LD Comp. Toolkit Contents				
				Updated 06/06
Company	**Telephone**	**Item #**	**Product Description**	**Retail**
OCI Valley Tronics	800.884.5250	LM-6000B	Speaking Language Master	179.95
Hamilton Electronics	800.631.0868	HA-7 HA-802	Mono/Stereo Headphones Cassette Recorder with Counter	18.00 49.99
Dallas Pen	800.259.7367	PR-600	Aurora Handheld Printing Calculator	37.99
Dallas Pen	800.259.7367	AVE)3270	Magnetic Sheets, 3-pack	14.99
The Douglas Stewart Company	800.279.2795	10753	Inspiration software	69.00
LS & S	800.468.4789	LHS151	Talking calculator	11.95
Kagan	800.933.2667	LGLW	Brain Boosters – Inspired Thinking CD	15.00
Time Timer	877.771.8463	646323	Original Time Timer	34.99
Harebrain, Inc.	763.535.4240	WPSXL1	Whisper Phone, Large	10.00
Rock n' Learn	800.348.8445	RL905 RL906	Multiplication Rock (CD) Addition/Subtraction Rock (CD)	12.99 12.99
Educational Insights	800.995.4436	EI3058	Coins & bills tray	12.99

Hawthorne Education Services	800.542.1673	03820	Learning Disability Intervention Manual	32.00
Learning Resources	800.222.3909	LER0615	Rainbow Fraction Tiles	10.99
Attainment Company	800.327.4269	AT-S01	Step Pad	29.00
Local discount stores			Rubbermaid tubs Tactile Enhancers	10.00 15.00
TOTAL				**577.82**

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;
- Access AALRC funding, when applicable, for the formal evaluation process;
- 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;
- Describe a process for students to obtain funding for additional assistive technology tools through the Arkansas Alternative Financing Program;
- Obtain and utilize the *Vision Therapy Assessment* screening software for screening students for developmental vision problems;

- 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. Those who complete the training will be eligible to receive an *LD Toolkit* for their local program. The toolkits contain instructional manipulatives, software, assistive technology items and much more. *Programs may not receive more than one toolkit per program, unless the participant is in a satellite program with no access to the existing toolkit.*

This workshop series is conducted bi-annually at the AALRC in Little Rock, and is limited to twelve (12) 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:
- Identify areas of caution when applying a learning disabilities label;
- 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;
- Access AALRC funding, when applicable, for the formal evaluation process;
- 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:
- Explain the pros and cons of learning styles inventories;
- Complete a sample learning style inventory;
- Determine possible instructional modifications for students with learning disabilities;
- Define multisensory instruction;
- Apply multisensory instruction techniques in adult education classrooms;
- Determine appropriate methods and applications of "chunking" information;
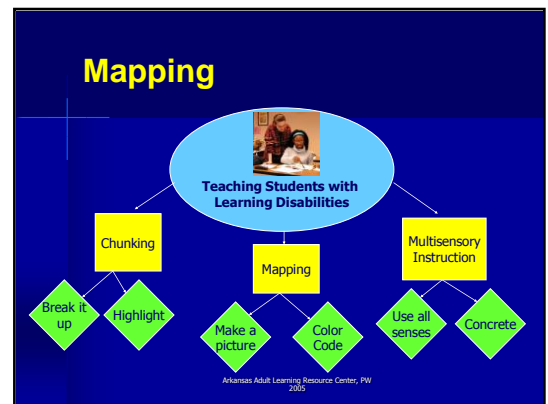
- Create graphic organizers;
- Apply the use of color to find the main idea of a reading passage;
- Apply the use of paragraph frames to facilitate reading comprehension; and
- Determine possible applications for available assistive technology devices in adult education classrooms.

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 101 for Literacy – 1 day
(Available upon local program request – can also do an abbreviated 3-hour version for evening workshops)

This one-day workshop is designed to introduce volunteer literacy tutors 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 tutoring services for adults with learning disabilities.

Course Objectives

Participants will be able to:
- Explain the definition of learning disabilities;
- Access current research regarding adults and learning disabilities;
- Identify characteristics of adults with learning disabilities;
- Apply specific characteristics of adults with learning disabilities to instructional strategies;
- Recognize positive characteristics of adults with learning disabilities;
- Integrate individual students' strengths in the tutoring process;
- Recognize the need for implementing a process of screening adults for learning disabilities;
- Apply the screening process in the local literacy program;
- Identify which students may be eligible for assistance with learning disabilities diagnosis from the AALRC;
- Apply the Arkansas Adult Learning Resource Center (AALRC) referral process for learning disabilities diagnosis;
- Access AALRC funding, when applicable, for the formal evaluation process;
- Implement system change procedures in the local program to meet the needs of adults with learning disabilities more effectively and appropriately;
- Identify sample instructional and testing accommodations for adults with learning disabilities;
- Discuss the value of metacognitive skills instruction as part of the tutoring process for students with learning disabilities;
- Apply instructional strategies for effectively meeting the learning needs of adults with learning disabilities;
- Access assistive technology from the AALRC; 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 Literacy – 1 day
(Available upon local program request – can also do an abbreviated 3-hour version for evening workshops)

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

The focus of the workshop is demonstration and hands-on activities. Also included is an introduction to the assistive technology items available for checkout through the AALRC library.

Course Objectives

Participants will be able to:

Pink	Green	Yellow	Blue	Orange	White
neighborhood	is	a	to	intelligent	!
workplace	are	an	below	hungry	,
school	going	the	above	demanding	.
supervisor	eats	A	across	beautiful	?
student	believes	An	over	helpful	;
dog	appears	The	behind	interesting	,
place	follows		of	challenging	.
opportunity	tries		under	silly	.

- Complete a sample learning style inventory;
- Explore the benefits of using graphics in tutoring sessions;
- Determine possible instructional modifications for students with learning disabilities;
- Define multisensory instruction;
- Apply multisensory instruction techniques in tutoring sessions;
- Determine appropriate methods and applications of "chunking" information;
- Create alphabet cards;
- Create color-coded parts of speech for sentence-writing;
- Create graphic organizers;
- Apply the use of color to find the main idea of a reading passage;
- Apply the use of paragraph frames to facilitate reading comprehension; and
- Determine possible applications for available assistive technology devices in tutoring sessions.

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.