The (name of program) Adult Education Program employs a variety of screening tools and processes to determine whether or not a student may have a learning disability. The specific tools used in the process may vary, depending on the needs of the individual student, and information obtained from the student in an initial interview.

The screening tools that may be components of a screening process include:

* 1. **Informal interview**
		1. This may occur during the intake process, which is conducted by (name of intake person). Such interviews typically occur when a student discloses a previously diagnosed learning disability or describes learning and behavioral characteristics associated with adults who have learning disabilities. (name of intake person or ADA Coordinator) will follow up on a previous diagnosis disclosure – with the student’s written permission – by attempting to obtain school records needed to request GED accommodations, or if the student has been out of school more than 5 years, beginning the AALRC’s referral process for obtaining a current, valid learning disabilities evaluation. If the student does not disclose any previous LD diagnosis, but does disclose and/or demonstrate learning and behavioral characteristics associated with adults who have learning disabilities, (name of intake person or ADA Coordinator) may administer the Washington State Learning Disabilities Screening (if not already administered) and/or suggest a meeting among the student, (name of intake person or ADA Coordinator), and the TABE examiner, (name of TABE examiner), to discuss the possibility of conducting the TABE Survey Test both with and without accommodations to better determine the possibility of an undiagnosed learning disability.
		2. Sometimes an informal interview or discussion occurs during the instructional process, when a student discloses a previously diagnosed learning disability to his/her teacher (e.g., the student tells the teacher about previous classes in Special Education or Resource) or when the student describes and/or demonstrates learning and behavioral characteristics associated with adults who have learning disabilities. The teacher will follow up on a disclosure – with the student’s written permission – by asking (name of ADA Coordinator)to obtain school records needed to request GED accommodations, or if the student has been out of school more than 5 years, asking (name of ADA Coordinator) to begin the AALRC’s referral process for obtaining a current, valid learning disabilities evaluation. If the student describes and/or demonstrates learning and behavioral characteristics associated with adults who have learning disabilities, but does not disclose a previous diagnosis, the teacher may refer the student to (name of ADA Coordinator) for further screening as described in (1)(a) above.
		3. Informal interviews may occur following testing (TABE, GED Practice Test, or GED Tests). Post-testing interviews may be conducted when the testing examiner observes learning and behavioral characteristics associated with adults who have learning disabilities during testing, or when testing reveals significant score discrepancies among content areas, which is often characteristic of adults with learning disabilities. The interview will also be conducted if the student scores below a 4.9 grade level in any area of the TABE test. Testing examiners who conduct an informal interview will follow up – with the student’s permission – by re-testing the student with accommodations to better determine the possibility of an undiagnosed learning disability and the possible need for a formal LD evaluation referral. If the student discloses a previously diagnosed LD diagnosis to the testing examiner, the examiner will refer the student to (name of ADA Coordinator) to initiate the referral process as described in (1)(a) above.
	2. **Informal observation** *(e.g.,* low TABE scores, distractibility, sub-vocalizing, hearing/vision problems, processing speed, lack of progress, other characteristics of adults with learning disabilities, etc.)
		1. If (name of intake person or ADA Coordinator), a teacher, or a testing examiner observes the student demonstrating characteristics of adults with learning disabilities, the screening process described above in (1) will follow. The need to move to the process of interviews and re-testing with accommodations, and/or referring the student for formal LD evaluation will be determined on an individual basis, largely determined by the intensity and frequency of the characteristics plus the student’s progress or lack thereof.
	3. **Washington State Learning Disabilities Screening** (13-Question Tool)
		1. This screening tool will be administered to students by (name of person/people who do LD screening) when deemed necessary according to the observations and interviews described in (1) and (2) above.
	4. **Test/re-test with and without accommodations** (TABE and/or GED Official Practice Test).
		1. This screening process will be administered by the testing examiner, (name of examiner) when warranted by the other screening procedures described in (1), (2), and (3) above.

If the (name of program) Adult Education program’s screening process indicates a likelihood of an existing – but never diagnosed – learning disability, the program will follow the Arkansas Adult Learning Resource Center’s (AALRC) referral process at <http://aalrc.org/resources/ld/referralProcess.aspx> to obtain a current, valid learning disabilities evaluation for the student if the student agrees to participate in the diagnostic process in order to request and receive accommodations on the GED tests.

Likewise, when a student discloses a prior learning disabilities diagnosis, the (name of program) Adult Education program will take the necessary steps to obtain said documentation if the student gives his/her permission. The student may bring the documentation to the center or sign a confidential release of information form to allow the center to request a copy of the information. If the documentation is older than five years, the (name of program) Adult Education program will follow the AALRC’s referral process to obtain a current, valid learning disabilities evaluation for the student.

After the student has been diagnosed, the adult education program will track all instructional and testing accommodations using the “Accommodations Selection Record,” from the University of Kansas Center for Research on Learning Disabilities’ publication, *Accommodating Adults with Disabilities in Adult Education Programs* (see attached form).

Throughout the (name of program) Adult Education’s screening, referral, instructional and testing process, any questions or problems concerning students with disabilities or students with possible disabilities will be directed to Patti White, M.Ed., Disabilities Project Manager, AALRC.

In the event that a student requires assistive technology (AT) to accommodate his/her learning disability, the (name of program) Adult Education program will contact Klaus Neu, Media Coordinator, AALRC, to obtain necessary AT devices from the AALRC library or to locate AT devices that are not available through the Arkansas Adult Learning Resource Center’s library.