

Instructional Strategies For Teaching Adults With Learning Disabilities

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By the end of this presentation you will be able to:

Define learning disabilities

Recognize learning disabilities

Use appropriate instructional strategies



What comes to mind
when you hear the term...

Learning Disability

Definition of Learning Disability

⇒ A disorder in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell, or do mathematical calculations.

⇒ Average or above-average intelligence

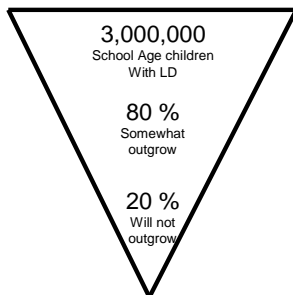


NOTES

Some Behaviors of Adults with Learning Disabilities

- Has difficulty telling or understanding jokes
- Misinterprets social cues
- Has difficulty following a schedule, being on time, or meeting deadlines
- Finds it difficult to memorize
- Gets lost easily driving or in large buildings
- Has difficulty reading the newspaper
- Spells the same word differently in one document
- Has difficulty balancing a checkbook
- Reads well but does not write well, or writes well but does not read well
- Is able to explain things orally, but not in writing

Statistics



1 out of 10 adults in the workplace has a learning disability

NOTES

American with Disabilities Act (ADA)

- 1990
- Employers with 15 or more employees
- Employee must self-identify
- Employer must make reasonable accommodations

Dyslexia

5 % of general population has severe dyslexia

Another 10 % of general population has mild dyslexia

Visual Dyslexia

Auditory Dyslexia

Dysgraphia

Dyscalculia

Visual Dyslexia

- Nothing wrong with their eyesight!
- Trouble interpreting what is seen in print
- Reversals and scrambles happen without warning

b	d
u	n
p	q
was	saw
April	Apirl

Auditory Dyslexia

- Nothing wrong with their hearing!
- Inability to hear phonics
- Difficulty in developing long-term memory for accurate spelling
- Comprehend less than half of oral information they hear first time

making	Make	o'clock	o'clock
every	very	cabin	Carib
moving	move	wear	Ware
found	ford	single	Singly
fine	find	family	family
paint	pant	getting	geting
homesick	homestink	aid	ady
delay	Day	blame	Blay
hardly	hardy	crowd	Cod
bite	bity	taken	tan
snake	Skak	leaving	liven
task	fast	coast	Cause
true	turn	parade	pardy
		true	thor

Figure 1.4. Spelling looks like this when the left auditory cortex fails to receive hard/fast, soft/slow sound chunks in the right sequence. Tone deafness to soft/slow vowels and consonants made it impossible for this 27-year-old man to build long-term memory of correct spelling patterns.

NOTES

Dysgraphia

- Inability to master finger control necessary for good penmanship
- No matter how hard they try to write neatly, it is impossible to produce tidy work.

then i decid id to go home.
 and then i receive a letter,
 and a box and it was from
 my gran mother and gran
 father, it was uelect ic tra n
 with s i ne tha t sa de all a
 bord for canada, then
 i ask my mother he w to sp il
 artic,

Figure 9.2. The assignment was to write a paragraph about a childhood memory related to a birthday experience. The student who produced this dysgraphic writing could not read it later. The instructor guided him in separating the words and lines (see Figure 9.3). When each word and line were spaced, it was easy to decode this story.

Then I decided to go home. And then I received a letter and a box from my Grandmother and Grandfather. It was an electric train with a sign that said All Aboard for Canada. Then I asked my mother how to spell Arctic.

Dyscalculia

- Difficulty with math operations of all types
- Inability to remember whether to start on the right, left, top, or bottom

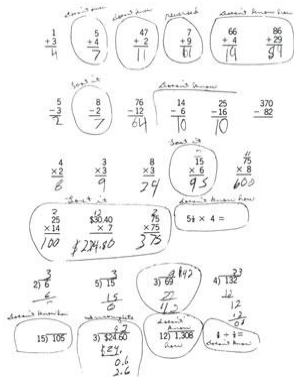


Figure 1.8. This 29-year-old woman has dyscalculia. She has never been able to learn arithmetic computation. She attended school 13 years, including kindergarten. No matter how hard she tries, she cannot build long-term memory for arithmetic information. With a hand calculator, she can work math problems correctly.

Scotopic Sensitivity

- Nothing wrong with their eyesight!
- Black print on white looks distorted
- Prefers reading in low light
- Runs finger under print
- Complains of stinging eyes

NOTES

Luis squeezed Maria's hand as they felt the airplane dip downward for the last time. Together they held their breath waiting for the squeal of tires against the runway. Suddenly they felt the landing bump. Then the airplane roared with a mighty backward push. The airplane slowed its race down the runway. Through their tears of joy Luis and Maria heard the voice of the cabin attendant saying: "Welcome to Dallas/Fort Worth. Please remain seated until the aircraft has come to a complete stop at the terminal. Have a good day in the Dallas area, or wherever your travel may take you."

Swirl Effect As the eyes focus on a particular word, lines begin to swirl like a rotating wheel.

Fade Out Effect Inside portions of words begin to fade in and out in a pulsing rhythm.

Smudge Effect Letters and words move sideways and stack on top of each other, then move apart. The page is filled with moving black smudges that are impossible to read.

Moving Rivers Effect Words slide sideways, opening rivers of moving space that cascade up and down the page.

Figure 1.10. Persons who have Scotopic Sensitivity syndrome see these kinds of moving distortions as they try to read.

Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder

ADHD	ADD
Fidgets, squirms, can't stay seated	Mind drifts off
Easily distracted by what goes on nearby	Short attention span of 60 to 90 seconds at a time
Can't wait for his/her turn, blurts out	Comes back to attention like waking up in off and on cycles
Too quick to argue	Absent minded, loses things, poorly organized
Doesn't finish what is started, cannot keep paying attention, is easily bored	Learned information is filled with gaps
Talks excessively, interrupts, butts in, does not listen	Needs reminders to finish things

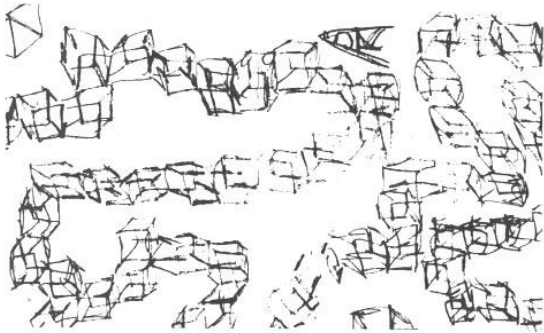
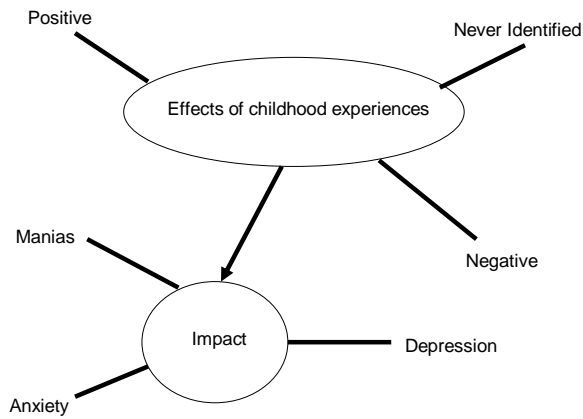


Figure 10.2. John has developed this elaborate doodling system that transfers enough random mental energy through his fingers onto paper to enable him to listen well for long periods of time. If he stops doodling, his ability to listen falls apart.

Emotional Impact



What Adult Educators Can Do

“What should I know about the way you learn in order to make this learning experience successful for you?”

Jane Greer is a founding partner of The Real Estate Learning Group®, a training and consulting company in Portland, Maine. She has two decades of experience in designing, developing and delivering workplace learning in a number of industries – real estate, disability insurance, financial services, and veterinary diagnostics. Jane has expertise in organizational development and performance consulting as well as leadership development.

A graduate of Dartmouth College with a degree in engineering, Jane earned a Master of Science Degree in Education with a concentration in adult education and training from St. Joseph's College. She is currently pursuing studies in New Media.

A "techie" at heart, Jane has particular interest in the effective use of technology in teaching, learning and administration. She has recently introduced a cost-effective learning management system called RoundAbout that is specifically designed for the real estate training industry.

For more information or to have Jane speak at your upcoming event, please contact Jane Greer at jane@trelg.com or 800-796-5308 or visit her web sites at www.trelg.com and www.roundaboutsoftware.com.