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

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

3,000,000 School Age children With LD
80 % Somewhat outgrow
20 % Will not outgrow

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

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.

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.
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
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

Fidgets, squirms, can’t stay seated
Easily distracted by what goes on nearby
Can’t wait for his/her turn, blurts out
Too quick to argue
Doesn’t finish what is started, cannot keep paying attention, is easily bored
Talks excessively, interrupts, butts in, does not listen

Mind drifts off
Short attention span of 60 to 90 seconds at a time
Comes back to attention like waking up in off and on cycles
Absent minded, loses things, poorly organized
Learned information is filled with gaps
Needs reminders to finish things

Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder
Emotional Impact

Effects of childhood experiences

Positive

Never Identified

Negative

Manias

Impact

Depression

Anxiety

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.