

No ADULT Left Behind



**STUDENT-FOCUSED INSTRUCTION
STRATEGIES AND CONSIDERATIONS FOR
WITH ADULT LEARNERS WITH DISABILITIES**

**PART ONE
11/4/2021
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X-CEL EDUCATION**

Goals for today



- Define disability and inclusion, explore tools to identify disabilities
- Identify some common learning disabilities and look at some strategies and activities that can help students become self-actualized learners

Intros



- Name
- Program and location
- What do you hope to get out of these two workshops?

Defining Disability



The Medical Model of Disability

As modern medicine became widely established through the late-1800s, disability began to be seen primarily as *a diagnosis*. Disability was seen primarily as an impairment of the self. It's something *wrong* with a person, and it can be identified and labeled. This quickly became the primary cultural way of defining disability.

The Social Model of Disability

Starting in the 1980s, the disabled community started proposing and advocating for a different way of thinking about disability: the social model. The idea behind the social model of disability is that through this lens, disability arises as a product of a person's social and physical environment. Disability is not something inherent to a person, but arises as a result of the environment that they are in. It's not a diagnosis that disables someone; it's the person's *environment* that disables them.

Disability Characteristics



- **Disabilities can be either visible or hidden.**
- **Disability covers such a wide swath of diagnoses.**
- **Disability is actually incredibly common.**
- **Disability can be a temporary thing, and it can be acquired over time.**

Think about:



Looking at the following statistics, try and find something that:

- Reinforces what you already knew
- Surprises you
- Generates a question in you mind

Disability Statistics



- Youth with disabilities are four times more likely to become involved in the juvenile justice system.
- 22% of students with disabilities don't complete high school, compared to 9% of students without disabilities.
- 80% of youth with learning disabilities are bullied at school, and this frequency is greater for youth with disabilities that affect their appearance.
- In 2015, 77% of working-age people with disabilities were unemployed, compared to 27% of people without disabilities.
- Even when they find work, people with disabilities make 37% less money than their comparable peers without disabilities.
- 34% of adults with disabilities live in households with total incomes less than \$15,000, versus 12% of the population without disabilities.

Discrimination Considerations



Ableism: discrimination against people with disabilities.

- There's the way we equate all disabilities as equaling “incapable” and “inferior.” We set low expectations for people with disabilities, and are surprised when people with disabilities speak up for themselves.
- If you have a visually apparent disability, there's the assumption that you also must have an intellectual disability of some kind.
- There's our word choice around disability.
- Inspiration porn.

Discrimination Considerations



Stella Young

https://www.youtube.com/watch?v=SxrS7-I_sMQ

Americans with Disabilities Act (1990)



- Civil rights law that prohibits discrimination based on disability.
- Title III prohibits discrimination by public entities, including both for-profit organizations and nonprofits, requiring them to provide reasonable accommodations that allow full participation of people with disabilities.
- Even non-profits who providing programming to youth and families, are *legally required* to make things accessible to people with disabilities.
- “reasonable accommodations”-- modifications that allow students with disabilities to have equal access to an enriching education.

What is inclusion?



- Inclusion is *proactive*. Planning from the beginning so there are as few barriers as possible that would keep people from being able to access your program, regardless of their ability or disability.
- Allows for *meaningful participation*. “Diversity is being invited to the party; inclusion is being asked to dance.”

Identifying Disabilities



- 80% of people have hidden disabilities which may have never been diagnosed or treated properly. The student may not even know.
- Building trusting relationships
- Boston Common Accessibility Assessment Tool (BCAAT)
- School IEP (Individualized Educational Plan)
- Massachusetts Rehabilitation Commission
- Primary care physician
- Online tools

Learning Disabilities



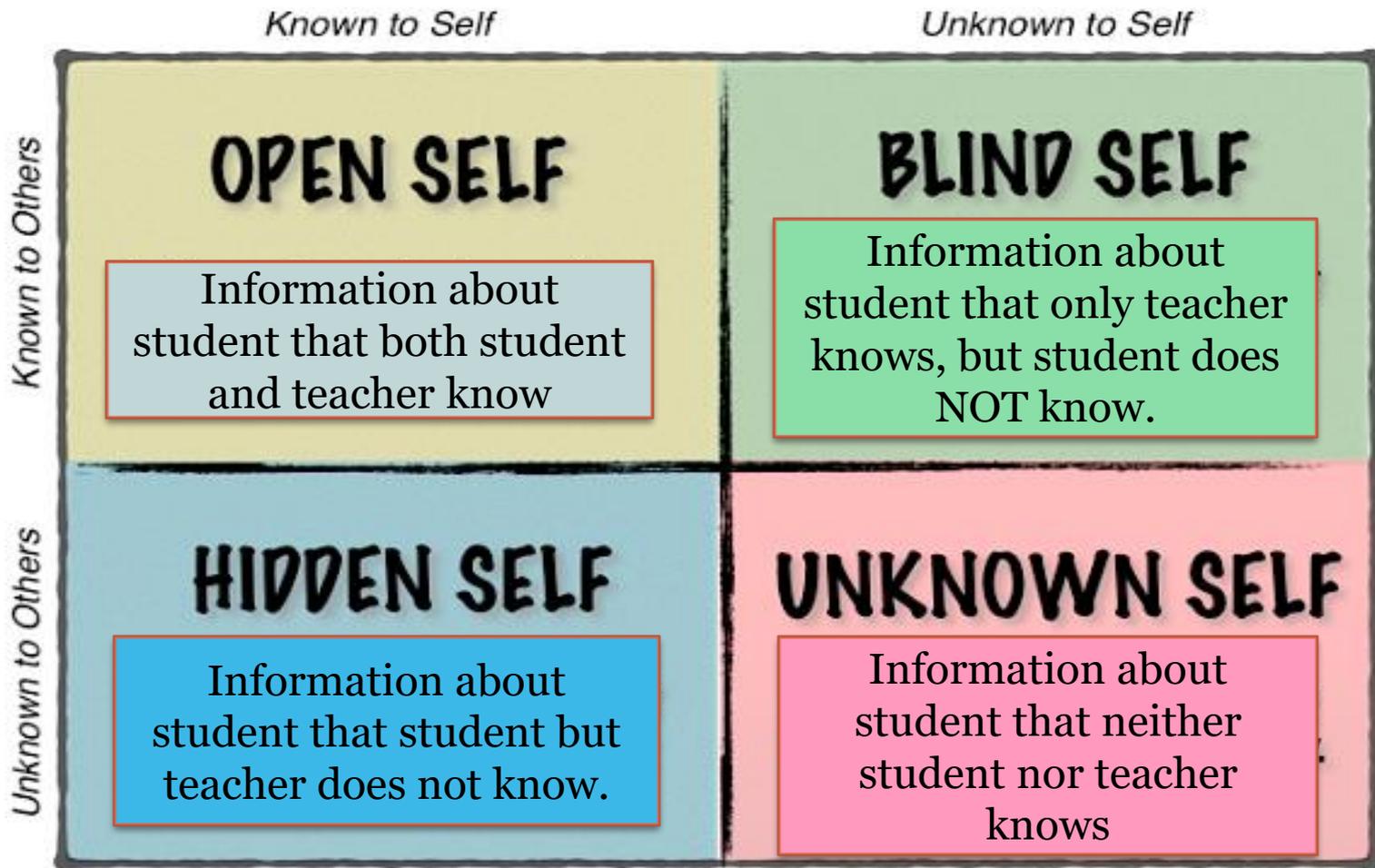
Common Types of Learning Disabilities		
Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

Self-Actualized (self-regulated) Learners

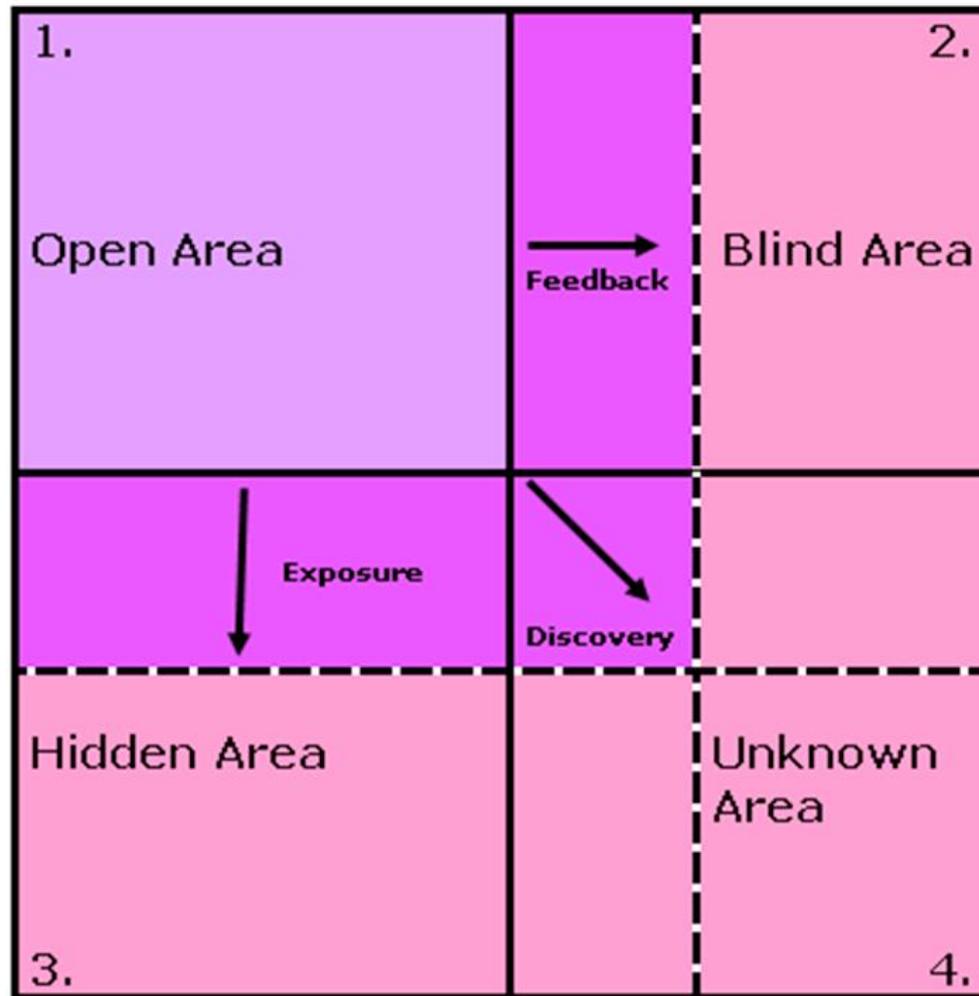


- Know their own learning strengths and weaknesses.
- Know what helps and hinders their learning.
- Set short-term goals that are specific and relevant to long-term goals.
- Work strategically
- Self-monitor effectively.
- Approach tasks in a flexible manner.

Johari Window



Process and Growth



Feedback



- Timely
- Specific
- Focused
- Strengths based
- Process oriented
- Actionable
 - Include information that can lead to improvement
- Effective feedback should lead to:
 - Greater self-awareness
 - Improved performance

Scaffolded learning strategies



- Cue students to **KNOW** what to do instead of **TELLING** them what to do.
- Help students to develop the self-talk they need to cue themselves
- Accommodate bottom up processes that are weak and drain cognitive energy. For e.g.
 - Processing speed (provide extra time, automatize math facts, spelling etc. to increase fluency)
 - Memory (use tools like mnemonics, color coding to help students remember information and procedures)

Best Practices



- Adjust the pace of instruction
- Provide structure
 - Pre-teach foundational skills
 - Break tasks down into smaller steps
 - Provide step-by-step instructions
 - Teach how the parts are connected to the whole

Best Practices continued



- Support weak working memory
 - Provide cheat-sheets or mnemonics to help students remember sequences of steps.
 - Provide practice to automate basic skills
- Provide formative and prompt feedback
- Periodically review previously learned skills and content.

Next meeting



- Reflect and explore case studies
- Explore Universal Design for Learning best practices
- Identify and describe more inclusive activities and strategies
- Discuss HiSET/GED accommodations in more depth

November 19, 1-2:30pm

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