

Making Adult Education Accessible to Students with Learning Disabilities

Five steps (1-5) programs can take and four steps (A-D) teachers can take to ensure that students with disabilities can access education and understand their options for evaluation.

1. Programs orient student to their rights and responsibilities.

2. Programs provide the opportunity for a student to disclose their disability.

Teachers plan activities and instruction (A).

1: Orientation
to rights

2: Opportunity
to disclose

3 & B: Teacher Guides Students to
Check for Barriers to Communication
and Participation in Class

3. Teachers orient students to classroom (B).

Teachers evaluate student progress (C).

4. Teachers discuss progress evaluation with student and document with notes (D).

5. One type of staff position should be responsible for guiding and documenting the conversations that list next step options for students. Programs can choose whether this is the teacher or another support staff.

A: Teacher Plans for
Accommodations and
Differentiated
Instruction

Differentiated
Instruction

C: Teacher evaluates
student progress

4 & D: Teacher and
Student Mutual
Evaluation of Progress

5. Student and Program
Summarize Students'
Next Step Options.
Student Chooses Steps
To Take. Program
screens all students who
are re-enrolling in the
same class level.

