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).

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.

prepared by Beatrice McGeoch RI Adult Ed. LD Specialist June 2017
A: Teacher Plans for Accommodations and Differentiated Instruction

Student Enrolls in Program

1: Orientation to rights

2: Opportunity to disclose

C: Teacher evaluates student progress

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

If Barriers Found, Program Advises Student to Visit Health Care Provider

Student Exits with:
Copy of Progress Evaluation Options for Next Steps

4 & D: Teacher and Student Mutual Evaluation of Progress

Student Enrolls in Same Class or Another Class

Differentiated Instruction

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.

Program Adds Progress Note to CALIS

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