April 28, 2016 RIDE Adult Education LD Designee Training

WELCOME!

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RI Adult Education LD Specialist
General Program Visit Feedback

FIRST: THANK YOU ALL!
For sitting down and talking at length about the minute details of your intake process, and for your honesty about challenges!
Intake Best Practices
SIGNAGE

The Learning Lounge at the Library
Connected learning for adults

Need Help Meeting Your Learning and Career Goals?

- Free
- Technology-enabled learning
- No appointment necessary
- All skill levels welcome

Learning Lounge Hours
Monday, 1-4
Tuesday, 9:30-12:30
Thursday, 1-4

Providence Public Library

Take the Elevator to the 5th Floor

The Learning Lounge at the Library
Connected learning for adults
Maps of Class Sequence Within Program

What does the reading exam result mean?

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Course Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 – 180</td>
<td>Beginning ESOL 1</td>
<td></td>
</tr>
<tr>
<td>181 – 190</td>
<td>Beginning ESOL 2</td>
<td></td>
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<tr>
<td>191 – 200</td>
<td>Beginning ESOL 3</td>
<td></td>
</tr>
<tr>
<td>201 – 210</td>
<td>Intermediate ESOL 1</td>
<td></td>
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<tr>
<td></td>
<td>Beginning Basic Education</td>
<td></td>
</tr>
<tr>
<td>211 – 220</td>
<td>Intermediate ESOL 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Intermediate Basic Education</td>
<td></td>
</tr>
<tr>
<td>221 – 235</td>
<td>Advanced ESOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High Intermediate Basic Education</td>
<td></td>
</tr>
<tr>
<td>236 – 245</td>
<td>Low Adult Secondary Education (High School)</td>
<td></td>
</tr>
<tr>
<td>246 – 260</td>
<td>High Adult Secondary Education (High School)</td>
<td></td>
</tr>
</tbody>
</table>

Exam 1 Date: ______________________  Result: ______________________
Intake Trouble Spots

CONSISTENCY:
Interviews, class placement, acceptance to programs conducted informally.

Recommendation:
Use script for intake conversations – even if conversation wanders, use a checklist to figure out if a person is the right fit.

In case of questions, program should have a written guide for how they group students and what criteria are used for placement or referral elsewhere.
Intake Best Practices

Yearly Calendar with Managed Enrollment
(Students entered into class at the start of instructional units. Units can be tailored to program need (most commonly quarters or trimesters). In some cases small class rooms with one on one tutoring capacity can make rolling admissions work, but it should not happen without distinct orientation outside of and before class.)
Referrals!
Many programs refer low level students elsewhere, but there is no follow up. LD students enroll to receive service, but after referral are lost. Need policy on where to send students and how to track unmet needs.

Annecdotally the state needs:
- Writing classes for ELLs.
- Specific services for ELLs not literate in first language.
- Specific reading / phonics services for struggling readers.

A STARTING POINT:
Most programs offering ESL/ABE/ASE already use similar schedules. We could identify common sets of 2 week intake periods (using 2 core calendars: trimesters and quarters) when students can easily move from program to program as needed.
General Program Visit Feedback

Common Challenges: Students at Very Low Literacy Levels

- ELL students who have no native language literacy

- Native language speakers at lowest level of ABE (some diagnosed with Intellectual Disabilities)
Recommendation for LD Screenings in RI Adult Education: 5 Key Elements

Not as long as it sounds!

Flexible and Serviceable!

Most programs already have a step or three in their current process!
What is the screening process for?

To maximize effective use of time spent in class and reduce frustrating wait-time for students who need help.

To scaffold students’ self-advocacy skills by guiding them to an awareness of how they learn best.

To provide a consistent, non-discriminatory process to decide which students should be recommended for formal evaluation.
5 Element Screening Overview

1) Prepare Students to Advocate for Themselves (5 minutes at first orientation)

2) Give Students an Early Opportunity to Request Accommodations (2-5 questions on registration form)

3) Student Identification of Class Success Strategies (short checklist or longer screening)

4) Identification of Student Instructional Needs Using General Content and Level-based checklists and tools
   For Ex: Instructional Reading Needs Screening for Grade Levels 4 - 9

5) 1:1 Student Progress Review After First 12-20 Hours of Class and Regular Review of Learning and Instructional Strategy Effectiveness (15 minute meetings, documented)
Proposed Screening Element 1

Inform Students of Their Responsibilities and Rights as Adult Students

Student is **Responsible** for Working With Teacher to Identify Conditions and Strategies Necessary to Their Classroom Success

Student has a **Right** to Have Their Learning Needs Met if Program can Reasonably Do So.
Proposed LD Screening Element 1, cotd.

The purpose is to highlight the legal difference between child and adult students, and to prepare adults to work with staff to identify the means of representation, expression and engagement that work best for them.
Proposed LD Screening Element 2

Provide an Early Opportunity for Disclosure and Request of Accommodations
Proposed LD Screening Element 2

Did you have an IEP in school? ..........................  □ Yes  □ No  
(Individual Education Plan – this means you received special education services, for example, special education classes)
If yes, describe: ____________________________________________

How would you rate your experience in school:
□ negative  □ fair  □ positive

Do you think you need glasses? .................................  □ Yes  □ No
Were you prescribed glasses? ...............................  □ Yes  □ No
Do you wear glasses/contacts? ..............................  □ Yes  □ No
Do you have any hearing difficulties? .................  □ Yes  □ No

How would you rate your computer skills:
□ poor  □ fair  □ good  □ excellent

Do you have access to a computer that you can use for email?
□ Yes  □ No
Early Opportunity for Disclosure is Essential to Complying with ADA. Students who have diagnosis and are able to self-advocate should have a clear path to requesting accommodations.
Elements 3 and 4 would involve RIDE supporting the development of a set of short checklists and assessment tools.
Proposed LD Screening Element

3

Identify and Make a Plan to Remedy Basic Barriers to Learning

Student Identifies Class Success Strategies
This Learner Questionnaire is an example of screening tools currently available that are longer and roll many elements into one.

The elements highlighted in yellow could be part of a self-guided student process to identify success strategies.

A tool would include sections to help students plan for what they need (ex: large print texts) or seating in a particular classroom location.

Results would be shared with teachers as student joins class.

Learner Questionnaire

1. Which of the following areas do we need to work on to help you achieve your goals? Please check all that apply.

   ____ Reading (Do you read very slowly or have difficulty seeing the words?)

   ____ Seeing things around the room, like the blackboard or posters.

   ____ Writing/Spelling (Do you have problems like mixing up letters or writing very slowly?)

   ____ Doing math (Do you get numbers out of order or get confused by word problems?)

   ____ Paying attention (Is it hard for you to listen to the teacher for more than a few minutes?)

   ____ Staying on track (Do you get bored or distracted easily?)

   ____ Getting used to changes in the classroom (Do changes in the classroom make you uncomfortable?)

   ____ Remembering (Is it hard to remember new things?)

   ____ Getting frustrated (Do you get angry or upset when trying to learn?)

   ____ Hearing the teacher (Do you get confused by noise around you, or is it hard for you to hear unless you sit near the person who is talking?)
Proposed LD Screening Element

Identification of Student Instructional Needs Using General Content and Level-Based Checklists and Tools.
Example of Content Based Screening Tool Currently Used by Many ELL Programs

<table>
<thead>
<tr>
<th>Scoring Rubric:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute Beginner</td>
</tr>
<tr>
<td>CANNOT respond to most questions (can only answer first three questions).</td>
</tr>
</tbody>
</table>
One on one meetings to review strategy and instructional choices after first 12-20 hours of instruction, and at the end of each session.
Sample Progress Report for End Of Session
Includes Not Only CASAS, but also Attendance and Results of a Short Custom Exam

Student Name: 
Teacher Name: 

Date: 
Current Level: 
Schedule: 

CASAS score _______________________

- Below current level = 50%
- At current level = 60%
- Above current level = 90%
- More than 5 points above current level = 100%

Entrance Exam Score _______________________

Final Score _______________________

Attendance _______________________
If attendance is above 90% add 5 points to final score.

CASAS score = 33%
Entrance exam test = 67%

Student must have a minimum score of 70% in order to progress to the next higher level.
http://riaepdc.org/draft-learning-differences-ld-resources-draft/
Additional Resource Updates

GED Accommodations: Before requesting, have student try GED Ready at 200% extra time.

1-877-392-6433

I communicated with GED TS about the guidelines that they are using to approve or deny requests. In one program I heard that the same paperwork was sent in 3 times for a student before it was approved? Other successes? Challenges?
Additional Resource Updates

If referring to ORS, and student is not yet ORS case, email me so that I can connect you with Sharon Morra

Diagnosis: Some Context for the Diagnosis of Intellectual Disability (formerly Mental Retardation)
Possible Screening Tools for Struggling Students
Read This:

НОЖ
Does This Help?

НОЖ

Ж = zh (pleasure)
H = n (not)
O = o (more)
the Mechanics of Reading

Effective Reading Can Be Broken Into 4 Parts:

The first two are the most basic:
1) **Decoding** Ability (Can you sound it out?)
2) **Vocabulary Knowledge** (Do you know what it means?)

In order to read effectively for meaning, you must have these first two, and:
3) **Fluency** (Can you read smoothly?)

Once you can smoothly read a text and you know what the words mean, you are ready for:
4) **Comprehension**
the Quick Adult Reading Inventory

1) Start slightly below tested reading level.

2) When the student has difficulty, notice the kind of difficulty (e.g. long pause before reading word, making up endings, complete inability)

3) What do you and the student do with the information? Inventory tells whether or not decoding instruction is needed. You should know which (if any) teachers in your program incorporate this instruction and group students in these classes. Whether or not your program has the capability, you should keep a record of the need because it may be indicate the need for better decoding instruction capability in the state.
Your Challenging Learners

1) What have you tried so far – share with a partner.

2) What will you try next?

3) Do you need resources to proceed?

We skipped this for time reasons!
April - June Feedback!

Let me know what you think:

- Check out PDC site LD resources- especially the screening tools, I will email when they are ready for review. Let me know what works and what doesn't!

To support your work I will:

- Follow up with resources for the challenging learner cases that you brainstormed about today.
- Document what your program needs to meet student need (difficulties with accommodation requests, students waiting for services)
FINALLY

• Choose Action Step for next time:
  • **Either** Work on Your Program’s Intake
  • **Or** Assess Decoding Skills of Struggling Students

• Opportunity for More Detailed discussion: Advisory Council Meetings usually at the PDC 9:30 AM on Tuesday Mornings. Next Meetings: May 17, June 14

Thank You For Your Participation!