

Learning to Achieve:

A Research-Based Training on Serving Adults with Learning Disabilities

▶ **What can participants expect from *Learning to Achieve*?**

Learning to Achieve is a five-day training program designed to help adult education and vocational training practitioners, social workers, and other human service providers understand learning disabilities (LD) in adults and learn how to actively support adults with LD in educational and workplace settings. The training will also prepare participants to share what they have learned with interested colleagues who did not attend the training.

▶ **What materials will participants receive?**

Participants will receive a hard copy and electronic version of the training with scripted trainer notes, a trainer resource guide, and other related training materials.

▶ **Who will pay for the training?**

The training will be at no cost to the participants. The National Institute for Literacy will pay for the trainers, facilities and materials, as well as participants' travel costs, hotel, and per diem. States will make arrangements for substitutes, if necessary, during the five-day *Learning to Achieve* training and subsequent follow-up training given by participants to their colleagues.

▶ **What are the participant requirements?**

- Complete the entire 5-day *Learning to Achieve* training
- Enter an agreement with the National Institute for Literacy to disseminate the *Learning to Achieve* materials by training a minimum number of colleagues (that number will be determined by state officials in consultation with the Institute, and states will provide assistance in the recruiting process)
- This follow-up training should cover 4-5 modules from the *Learning to Achieve* materials, and should take place within 6 months from the completion of the original training

▶ **What are the training objectives?**

By the end of this course, participants will:

- Be knowledgeable about the most recent rigorous research as it relates to adults with LD
- Have strengthened their training skills through practice with *Learning to Achieve* materials
- Know the definitions of LD
- Understand the concept of self-determination and how it can help adults with LD
- Know the LD-related legal, confidentiality, and self-disclosure issues
- Be able to identify the testing and instructional accommodations appropriate for adults with LD

- Understand the testing and accommodation considerations for English language learners
- Be able to discuss tutoring issues and instructional approaches for individuals with LD
- Be able to describe considerations and strategies on how to teach basic reading to individuals with LD
- Understand the instructional approaches specific to assisting adults with LD in learning academic content
- Be able to identify issues adults with LD may face in writing

▶ **Module Overview:**

- **Trainer Skills** – Learn skills and techniques associated with effective training
- **Definition of Learning Disabilities** – Discuss differences in the definitions of learning disabilities and the consequences for adults with LD
- **Self-determination** – Consider ways in which service providers can support adults with LD in developing self-determination to achieve their goals
- **Legal Issues** – Identify the legal, confidentiality, and self-disclosure issues that apply to service providers working with adults with LD
- **Accommodations (online)** – Describe testing and instructional accommodations appropriate for individuals with LD
- **English Language Learners** – Identify testing and accommodation considerations for English language learners
- **Tutoring** – Review issues tutors can face as well as instructional approaches that can assist adults with LD in becoming successful learners
- **Basic Reading** – Describe considerations and strategies for working with adults with LD who struggle with word recognition
- **Content** – Learn instructional approaches that can assist adults with LD learn academic content
- **Writing** – Identify issues adults with LD may face in writing and methods to help adults structure their writing

▶ **How is this training different from *Bridges to Practice* or STAR?**

Learning to Achieve is replacing *Bridges to Practice*, the National Institute for Literacy's previous training for practitioners who work with adults with LD. *Learning to Achieve* is based on the most recent rigorous research on LD, addresses new topics such as English language learners and LD, provides a standard set of materials, and offers numerous opportunities to practice training techniques.

The U.S. Department of Education's Student Achievement in Reading (STAR) project focuses exclusively on helping practitioners teach reading more effectively while *Learning to Achieve* covers a wide range of issues relevant to adults with LD. The portion of *Learning to Achieve* that addresses reading instruction uses the same foundational reading research used in STAR so a consistent message is delivered. States may choose to participate in STAR or *Learning to Achieve* or both or neither. Participation in the two programs is not linked.

Trainer Biographies

▶ **Shannon Peters**

Shannon Peters, Ph.D. is a director at TATC Consulting and leads TATC's practice in the area of disability management with more than 13 years of experience in adult learning and organizational development consulting in the private, federal, state, and local sectors. She is an accomplished project manager, team facilitator, researcher, curriculum designer, trainer, and executive coach.

In her leadership roles with both The George Washington University and TATC, Dr. Peters has led a wide scope of organizational development and training programs as well as provided technical guidance and oversight to ensure superior quality of products and services.

A primary area of interest and expertise for Dr. Peters is facilitating the empowerment of individuals with disabilities and those professionals who work with them to maximize employment, economic self-sufficiency and independence, and overall physical and psychological well-being. Dr. Peters has led a variety of projects in the area of disabilities and has ongoing relationships with organizations such as the National Council on Rehabilitation Education, the Regional Rehabilitation Continuing Education Programs, State Vocational Rehabilitation Agencies, the American Association of People with Disabilities (AAPD), and the Office of Disability Employment Policy of the US Department of Labor.

Dr. Peters has considerable experience working with multidisciplinary teams including healthcare professionals, rehabilitation professionals, social workers, psychologists, nurses, and medical doctors within Federal agencies and state and community healthcare organizations. Dr. Peters has experience coaching and developing teams in a number of areas including: leadership coaching, organizational culture and learning coaching, high performance teams and individual coaching, and career coaching. A specialty of Dr. Peters is leadership coaching using a resiliency model. Her leadership coaching focus area has included performance coaching to meet specific agency results, personal coaching to help achieve life balance and perspective, skill training in specific areas (i.e., conflict management, technical skills, interpersonal skills), succession planning, helping with managing transitions, and finding new vision and strategy planning.

Dr. Peters keeps up with the most recent research in the areas of organizational development, counseling, and disabilities as a member of The George Washington University, Counseling, Human and Organizational Development Department where she instructs Career Counseling, Assessment, Theories of Counseling, Interview Skills, and Substance Abuse Counseling.

▶ **Juliana Taymans**

Juliana Taymans, Ph.D. is a Professor of Special Education within the Transition Special Education program at the George Washington University in Washington, DC. She teaches and advises graduate students preparing to be special education teachers at the secondary level with a focus on services to students with learning disabilities. In that role she worked with a team of faculty and research staff in the Urban Initiative, a nine-year collaboration with the District of Columbia public schools that provided pre-service and in-service professional development aimed at improved literacy services.

Dr. Taymans has worked as a special education teacher on both the elementary and secondary levels. As an adult educator she taught social studies in adult secondary education and English as a second language. She is currently a volunteer with the Washington Literacy Council's family literacy program.

Dr. Taymans is actively involved in correctional education. She is co-author of *Thinking for a Change*, a cognitive-behavioral program used throughout correctional systems in the United States. She regularly offers training and technical assistance to correctional programs.

Dr. Taymans is also associated with the University of Kansas, Center for Research on Learning. She has contributed to the Center's publications and is a professional developer in learning strategies and content enhancements.

▶ **Sarah Campbell**

Sarah Campbell has extensive experience working in organizational development and training consulting in both private organizations and federal, state and local government agencies, including the U.S. Department of Health and Human Services, the U.S. House of Representatives, the Centers for Disease Control and Prevention, the National Institute for Literacy, and the U.S. Department of Labor. Ms. Campbell's unique background in the field of Positive Psychology contributes significantly to her work in leadership development, goal-setting theory, effective communication techniques, and worksite wellness.

Ms. Campbell has a particular interest in the area of disability management and has worked with the Office of Disability Employment Policy of the US Department of Labor and the Office of Diversity at the Centers of Disease Control and Prevention to develop related training programs.

Another one of Ms. Campbell's areas of expertise is using a resiliency model in organization development interventions and coaching. She is a certified Resiliency trainer through the University of Pennsylvania and has used this certification in her work with numerous public and private sector clients to help individuals better manage their non-resilient thinking and decrease stress levels.

As a certified professional in the Myers Briggs Type Indicator (MBTI), Ms. Campbell has designed and delivered numerous workshops using the MBTI to coach participants in career and life choices. She has used the MBTI with clients to help work teams and individuals understand and accept their unique differences and to build a framework to enhance team effectiveness, strengthen relationships, cultivate leadership skills, deal with conflict, manage diversity, and to successfully handle change.

Before completing her Master of Applied Positive Psychology (MAPP) degree at the University of Pennsylvania, Sarah received her B.S. in Psychology from the University of Pittsburgh.

Learning to Achieve Agenda

- ▶ Several weeks before the training begins, participants will receive an online module via email on LD accommodations. Participants should plan on spending at least one hour completing the module.
- ▶ During the training, there will be a break in the morning and in the afternoon of each day.
- ▶ Lunch will be provided each day.
- ▶ One day of the training, dinner will be provided and an expert scientist in the field will give a presentation afterwards.
- ▶ Participants should note that this is an intensive training program, and expect to spend time in the evenings preparing for the following day.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning: 8:30 – 12:15</p> <ul style="list-style-type: none"> • Opening, Background, and Introductions • Trainer Skills • Definition of LD <p>Afternoon: 1:15 – 4:30</p> <ul style="list-style-type: none"> • Definition of LD (continued) • Self-determination 	<p>Morning: 8:30 – 12:45</p> <ul style="list-style-type: none"> • Practice Definition of LD • Practice Self-determination <p>Afternoon: 1:45 – 4:30</p> <ul style="list-style-type: none"> • Legal Issues • Review and debrief online Accommodations modules 	<p>Morning: 8:30 – 12:00</p> <ul style="list-style-type: none"> • Practice Legal Issues • Practice Review and debrief online Accommodations module <p>Afternoon: 1:00 – 4:30</p> <ul style="list-style-type: none"> • English Language Learners (ELL) • Tutoring • Basic Reading 	<p>Morning: 8:30 – 11:30</p> <ul style="list-style-type: none"> • Content • Writing <p>Afternoon: 12:30 – 4:30</p> <ul style="list-style-type: none"> • Trainer Skills 	<p>Morning: 8:30 – 12:30</p> <ul style="list-style-type: none"> • Practice Tutoring/Content • Practice Basic Reading/Writing <p>Afternoon: 1:30 – 4:30</p> <ul style="list-style-type: none"> • Discussion on other topics and questions • Wrap up and evaluation