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ABSTRACT

This handbook is intended to provide Tri-County Technical College (TCTC) faculty and staff with strategies and resources for teaching and advising students in special populations as defined in the 1990 Perkins Act. Listed first are general tips for setting a positive tone. The remaining three sections discuss the characteristics of students with the following special needs and classroom/counseling strategies for meeting those needs: physical disabilities (mobility-impaired, hearing-impaired, and visually impaired students); learning disabilities (disabilities affecting the learning of oral, written, math, and study skills); and limited English speaking ability. Appendixes constituting approximately two-thirds of the handbook contain the following: lists of services for special needs students available at TCTC and in the surrounding community; list of books and videotapes available through the Partnership for Academic and Career Education (PACE) office; and a booklet from the HEATH Resource Center detailing national resources for adults with learning disabilities. Included in the booklet are the following: guidelines for assessing students' needs and locating professionals to conduct assessments; learning disabilities checklist; annotated lists of 56 resource organizations and 20 resource publications. A wide variety of resource organizations are represented, including national resource centers, literacy organizations, employment services/networks, information networks, and agencies/programs providing postsecondary training and residential housing. (MN)

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Strategies for Success: Teaching and Advising Special Needs Students

by

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■ Introduction ■

This handbook is intended to present Tri-County faculty and staff with strategies and resources for successfully teaching and advising students who fall under the category of "special populations." The Carl D. Perkins Vocational and Applied Technology Education Act defines "Special Populations" as

> individuals with handicaps, educationally and economically disadvantaged individuals, individuals of limited English proficiency, individuals who participate in programs designed to limit sex bias, and individuals in correctional institutions.

The Act defines "Disadvantaged" as

> individuals (other than individuals with handicaps) who require special services and assistance to enable them to succeed in vocational education programs, members of economically disadvantaged families, academically disadvantaged students, migrants, individuals of limited English proficiency, dropouts, and potential dropouts.

The Perkins Act is the legislation that provides the funding for Tech Prep, which is received yearly by Tri-County and other members of the PACE Consortium. One of the goals of the Tech Prep initiative is to improve the classroom exerience for all students, including those students who are considered to have special needs.

Because some of the individuals described by the Perkins definitions participate in programs designed specifically for them (e.g. HASP, EDWAA, JTPA), this handbook will be divided into three areas that are not already addressed by specific programs at Tri-County:

- Physically disabled students
- Learning disabled students
- Non-native English speakers.

The term "special needs students" will be used to describe,in a non-discriminatory way, all of these students.Each section in the handbook will include information on classroom and advising strategies appropriate for the individuals discussed. Appendix A lists services available at Tri-County Technical College for special needs students. Appendix B lists community resources. Appendix C contains a catalogue of books and videotapes available through the PACE office, and Appendix D contains additional reading materials.

■ General Tips...Setting a Positive Tone ■

If you are wondering whether or not special needs students find your classroom or office comfortable, use this checklist to "rate" yourself:

1. Do you tend to generalize about individuals with special needs by referring to them as a group, as in "the deaf," "most blind students," or "all foreign students..."? If so, you may be implying that all individuals sharing the same condition or special need are identical.

2. Do you use outdated terminology with negative overtones like "afflicted" or "crippled"? If so, you are perpetuating stereotypes that individual with special needs are sick or should be objects of pity.

3. Do you tend to identify a person by a condition or need, as in "Sara, the foreign student" or "Henry, the blind student"? If a situation does not require this type of identification, why do so? You may be limiting your own and others' understanding of a student's potential.

4. Do you know what terminology is appropriate to specific situations? Generally speaking, if your communication concerns laws and regulations, the correct legal terms are "disabled," "handicapped," and "disadvantaged." For everyday situations, however, a more acceptable term is "special needs."

5. Are you willing to be flexible? Special needs students do not ask to have standards lowered for them in your classroom; they need to be accommodated in a way that makes it possible for them to reach those standards. You can make that possible with a flexible, student-centered attitude.

6. Do you use mostly lecture or lecture/discussion as a classroom methodology? Research supports the use of cooperative learning or project-based learning as methodologies that make material more accessible to special needs students (as well as promoting gender fairness in the classroom).

■ Students with Physical Disabilities■

Typically, physically disabled students at Tri-County Technical College fall into these general groups:

- ▸mobility-impaired students (who may have difficulty moving, writing, walking or who may be in wheelchairs);
- ▸hearing-impaired students;
- ▸visually impaired students;
- ▸students with miscellaneous disorders that may impair their ability to read, write or complete tests.

While a student who is physically disabled may provide a challenge to an instructor's ingenuity, common sense strategies and a flexible attitude will generally overcome any potential problems.

Remember...

- ♦ Other students will respond to a classroom tone that is accepting and positive but sets the same high standards for all students.
- ♦ Special needs students often have low self-esteem. Don't neglect to give them opportunities to function as peer tutors or group leaders.
- ♦ Downplay the competitive nature of the classroom as much as possible. Any classroom strategy based on collaboration and cooperation will allow disabled students to feel included rather than disadvantaged.
- ♦ Encourage special needs students to learn word processing skills, then encourage them to make use of the Writing Center in Miller Hall to write their papers.

■ Mobility-Impaired Students ■

Classroom strategies for the mobility-impaired student should focus on helping the student compensate for his/her lack of mobility. Some common sense strategies include the following:

1. Configure the classroom physically to make room for a wheelchair or other aid to movement. Allow the student in a wheelchair or brace or who needs some other aid to movement to sit in front and near the door.

2. Assign activities to students in pairs or groups so that students with limited mobility will have a partner to accomplish active parts of an exercise.

3. Offer copies of lecture notes to a student who has difficulty taking notes, or allow that student to tape record lectures. Some students will prefer to make arrangements with other students to xerox their notes if that alternative is acceptable to you.

4. Offer a mobility-impaired student who has difficulty writing the opportunity to take a test orally or to have a proctored exam with a designated writer.

5. Offer a mobility-impaired student the opportunity to extend the deadline on writing assignments or to begin working early on those assignments in order to finish on time.

Advising strategies:

1. Make sure that your office is accessible to a student in a wheelchair or with another type of movement aid so that students will feel welcome.

2. As the student's advisor, offer to serve as a liaison with other instructors if necessary.

3. Make sure that the student is aware of the services described in Appendix A that are offered through Glenn Hellenga's office (Director of Counseling Center).

4. Be willing to be a friend. Take time to be available and to reassure a mobility-impaired student that he/she is a capable person who can achieve success in college.

■ Hearing-Impaired Students■

Classroom strategies for teaching hearing-impaired students should focus on allowing students to make accommodations for difficulty in hearing or deafness. These accommodations may range from a request to sit in the front of the classroom to a request to have an interpreter available to interpret lectures into sign language. Again, the common sense strategy to follow in general is to be flexible and not to be concerned that classroom standards will be affected by these types of accommodations.

Other suggested classroom strategies include the following:

1. Knowing that you are working with a hearing-impaired student, minimize actions that will turn your face away from the class when lecturing (in case the student is lip reading).

2. If you plan to show slides or movies, provide the hearing-impaired student with an outline of the content to study beforehand; he or she will otherwise be at a disadvantage in trying to process information presented on film.

3. Because a student who has difficulty hearing may not be able to hear questions asked by classmates, repeat those questions before answering.

4. Be especially careful that you give instructions and information about assignments clearly; try not to combine procedural information with other activities like handing back papers.

5. Discuss with a deaf student the best placement of an interpreter in order to minimize distraction for other students.

6. Be willing to meet regularly with a hearing-impaired student one-on-one to give him/her the opportunity to ask questions that he/she may not feel comfortable asking in class.

Advising strategies:

1. Make yourself available to the hearing-impaired student in order to become comfortable communicating with him/her in the best way (e.g. an interpreter, lip reading, etc.).

2. Be willing to be a liaison with other faculty members if necessary.

3. Make sure that the student knows about services described in Appendix A that are available through Glenn Hellenga's office (Director of Counseling Center).

4. Be willing to be a friend. Take time to encourage the hearing-impaired student to believe that he/she is capable of success in college.

■ Visually Impaired Students ■

Classroom strategies for working with the visually impaired student should focus on allowing the student to make the necessary accommodations for difficulty in seeing or for blindness. These accommodations may range from a request to sit in the front of the room or near a helping partner to a request for arranging space for a guide dog.

Other classroom strategies include the following:

1. Allow the visually impaired student to tape record lectures routinely.

2. Review your speaking style to be sure that you are giving sufficient auditory emphasis to important points and are not relying solely on visual cues.

3. Read aloud material that you write on the board or material that appears on visual aids so the student will have that information available on tape.

4. Be willing to extend assignment deadlines for the visually impaired student, or allow him/her to begin an assignment early in order to finish on time.

5. Be willing to meet regularly one-on-one with the student to allow him/her to clarify important concepts, especially those typically presented visually.

6. Allow the student to take oral exams, give oral reports, or receive assistance from a helper in reading tests.

7. Be sure to contact Glenn Hellenga (Director of Counseling Center) and the Library to investigate the possibility of having the student's textbook(s) recorded.

Advising strategies:

1. Make sure that your office is accessible to a visually impaired student.

2. Make yourself available to meet one-on-one with a visually impaired student in order to become comfortable communicating with him/her.

3. As an advisor, be willing to act as a liaison with other faculty members if necessary.

4. Make sure that the student knows about the services listed in Appendix A that are offered through Glenn Hellenga's office (Director of Counseling Center).

5. Be willing to be a friend. Take time to encourage a visually impaired student to believe that he/she is capable of success in college.

■ Students with Other Physical Disorders■

The key to working effectively with students who may experience difficulty because of disorders like diabetes or arthritis is to be understanding and compassionate. Students with these disorders and others that are similarly incapacitating may require a little leeway at times because of absence due to treatment or illness. They may ask for extended deadlines, or they may wish to alert you to symptoms that would be dangerous to them.

Your best judgment should be used to determine what accommodations and how much flexibility seem appropriate. If you would feel more justified in making alternate arrangements only after verifying that a problem does exist, ask for documentation from a physician.

■ Students with Learning Disabilities ■

According to Dr. Suzanne A. Vogel in **College Students with Learning Disabilities: A Handbook,**

> A learning disability is a condition that affects the way in which individuals take in information, retain it, and express the knowledge and information they possess. The most serious and common deficits in adults with LD are in reading comprehension, spelling, mechanics of writing, math computation, and/or problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management, and test-taking strategies.

Learning-disabled students, according to numerous sources, generally possess average to above average intelligence, and some are academically gifted. They are often distinguished by unusual levels of creativity.

One of the most challenging aspects of teaching learning- disabled (LD) students is that they may not know that they have a learning disability. They may simply think that they are slow learners or "not good in school." So, while some students will approach you to tell you that they have been diagnosed with ADD (Attention Deficit Disorder) or Dyslexia, besides working with those students to help them to be successful, you will also want to look for the signs of learning disabilities in other students' work.

The following pages list some difficulties that characterize college students with learning disabilities.

Characteristics of Students with Learning Disabilities: Oral and Written Language:

- ♦ difficulty processing rapid oral language;
- ♦ difficulty attending to long lectures;
- ♦ vocabulary and usage errors in subject-verb agreement and using incorrect words (e.g. exhilarated for accelerated);
- ♦ difficulty expressing ideas in correct sequence
- ♦ difficulty pronouncing multsyllabic words;
- ♦ slightly slurred speech;
- ♦ poor cursive penmanship, with a preference for printing;
- ♦ occasional mixing of cursive and printing;
- ♦ frequent misspelling, including transposing of letters;
- ♦ short compositions;
- ♦ varied but consistent sentence structure problems (e.g. either too many short simple sentences or overly long, rambling sentences)
- ♦ compositions lacking development and organization.

Characteristics of Students with Learning Disabilities: Math and Study Skills:

- computational and reasoning difficulties;
- difficulty with sequential steps;
- number reversals and transpositions;
- incomplete mastery of foundation skills, esp. the multiplication tables;
- difficulty with problems involving left-right, time and spatial orientation;
- difficulty with clear and organized note-taking;
- difficulty memorizing;
- problems using the dictionary or thesaurus or doing research in the library (Vogel 5-8).

■ Classroom Strategies for Teaching Learning Disabled Students■

Classroom strategies for teaching LD students should focus on providing different kinds of learning activities to help them find strategies that are most helpful to them. Again, a key to working effectively with LD students is to set a positive tone in the classroom. Some good strategies include the following:

1. Provide a detailed syllabus, and be willing to make it available early so that LD students can get a head start on reading.

2. Provide LD students with lecture outlines to facilitate note-taking.

3. Explain technical or foreign language simply.

4. Emphasize or highlight key points and main ideas.

5. Speak at a relaxed pace, and be alert to respond to cues that students are confused.

6. Provide periodic summaries during the lecture.

7. Use the technique of taking "breaks" between sections of a lecture to ask students to turn to a partner and summarize what they have just heard and ask questions.

8. Give assignments in writing as well as orally.

9. Provide students with checkpoints on long-term project

10. Select a textbook with a study guide if possible.

11. Help students find study partners.

12. Provide study questions for a test or exam that are in the same format that students will see on the test.

13. Allow extended time for exams.

14. Provide a reader for an exam that involves a great deal of complex reading (e.g. multiple choice).

15. Allow students to use computation and spelling aids.

16. Allow alternative methods to demonstrate mastery (e.g. oral project, class demonstration) (Vogel 13-16)

17. Give frequent quizzes.

■ Classroom Strategies for Teaching Non-Native English Speakers■

Classroom strategies for teaching non-native English speakers (usually abbreviated ESL students) should focus on helping a student become more comfortable with the language without being intimidated. The first thing you should always do, however, is make sure that the student is working with the Comprehensive Studies Division to receive extra help. Once you have made sure that the student has access to that help, here are some other useful strategies:

1. Communicate individually with ESL students as much as possible. Speak slowly but not loudly--these students are not hearing-impaired! Use few idioms and try to incorporate a lot of body language.

2. Do not force ESL students to speak in class. Allow them to speak when they are ready.

3. Reassure ESL students that their native languages are acceptable and important. Remind them, however, that they should try not to use their native language to exclude others from conversation.

4. Encourage a classroom atmosphere that communicates to all students that non-native speakers are competent, intelligent people who are simply grappling with learning a new language.

5. Encourage interaction between ESL students and other students through collaborative and cooperative activities.

6. Make corrections indirectly by repeating what a student has said in the corrected form. For example, if a student says, "I left work home", you can reply, "I see. You left **your** work **at** home.

7. Avoid overly detailed explanations and answers; keep them simple.

8. During a lecture, repeat key phrases, use visual aids, explain complex ideas through examples, and define unfamiliar words.

9. Check frequently to make sure students understand what you are saying.

Advising Strategies:

1. Encourage students to participate in College activities that will allow them to meet other students who can provide a support group for them.

2. Become informed about the culture that an ESL student represents, and encourage him/her to use cultural experiences as part of a classroom assignment (where appropriate).

3. Encourage ESL students to read as much as possible--newspapers, magazines, novel--to become more comfortable and familiar with idiomatic English.

4. Don't be hesitant to remind a student to slow down and speak clearly if you find him or her difficult to understand, but make your correction patiently and kindly.

Appendix A
Services Available at Tri-County for Special Needs Students

Services Available at Tri-County Technical College for Special Needs Students

Services for special needs students at Tri-County are offered through the Counseling Office and the Learning Resources Center. Contact Glenn Hellenga, Director of Counseling, for more information. Service offered include the following:

1. Referrals to/information about community agencies;
2. Arranging to replace classroom desks with tables and chairs or to raise/lower desk/table heights;
3. Arranging for volunteers to take lecture notes;
4. Providing readers;
5. Providing interpreters;
6. Ordering texts on tape;
7. Ordering texts in braille;
8. Arranging for telephone registration for classes;
9. Arranging for reserved (handicapped) parking spaces;
10. Arranging for use of a wireless FM radio device available to hearing-impaired students;
11. Arranging for the use of a device that converts braille to written English.

Generally, Glenn Hellenga serves as the College's advocate for special needs students, and he will work with students and instructors to "customize" arrangements in order to meet students' needs.

Appendix B
Community Resources for Special Needs Students

Community Services Available to Special Needs Students

Generally, services available in Anderson, Oconee or Pickens Counties to assist special needs students will be available through two sources: Vocational Rehabilitation Offices and County Mental Health Centers.

Vocational Rehabilitation Offices offer a variety of services to qualified students. They can offer testing for learning disabilities, medical testing, some financial assistance, and development of an employability plan. Emphasis is on assisting clients to establish career goals and then assisting them to meet those goals.

Mental Health Centers offer testing for learning disabilities and assistance to overcome learning problems when diagnosed.

Other sources for testing include private psychologists in the area.

Telephone numbers for these agencies and others in Anderson, Oconee and Pickens Counties are listed below:

Agency	Telephone Number
Commission for the Blind (Greenville)	241-1111
Hearing and Speech Clinic	
Anderson	226-2477
Greenville	235-9689
Seneca	882-7169
Life Abilities	
Anderson County	225-1371
Pickens County	256-0735
South Carolina Protection and Advocacy System for the Handicapped, Inc.	1-800-758-5212
S.C. State Library for the Blind	1-800-922-7818
Mental Health Centers	
Anderson County	260-2220
Oconee County	885-0157
Pickens County	878-6830
SC State Government Vocational Rehabilitation	
Seneca	882-6669
Pickens	878-8133
Anderson	224-6391

Appendix C
Resources Available through the PACE Office

RESOURCE LIST: SPECIAL POPULATIONS*

American Vocational Association. The Educator's Guide to the Americans with Disabilities Act. Morrissey, P., 1993.

Collaborative Teams For Students With Severe Disabilities. Rainforth, Beverly, York, Jennifer, and MacDonald, Cathy; Paul H. Brookes Publishing Company, Inc. Baltimore, MD, 1992.

Cooperative Learning and Strategies For Inclusion. Paul H. Brookes Publishing Company, Inc. Baltimore, MD, 1993.

Curriculum Consideration In Inclusive Classrooms: Facilitating Learning For All Students. Stainback, Susan and Stainback, William; Paul H. Brookes Publishing Company, Inc., Baltimore, MD, 1992.

Dropout Prevention Handbook: Apprenticeships And Other Solutions. Callison, William L.; Technomic Publishing Company, Inc. 1994.

The Everyday Genius: Restoring Children's Natural Joy Of Learning - And Yours Too. Kline, Peter; Great Ocean Publishers, Arlington, VA, 1988.

Job Strategies For People With Disabilities. Witt, Melaine A.; Peterson's Guide, Princeton, NJ, 1992.

The New Model Me. Rowe, John R., Pasch, Marvin, and Hamilton, William F.; Teachers College Press, New York, NY, 1973.

Students at Risk: Problems and Solutions. American Association of School Administrators (AASA) Critical Issues Report, 1989.

Teaching Advanced Skills to Educationally Disadvantaged Students (Final Report). Policy Studies Associates and SRI International: U.S. Department of Education/Office of Planning, Budget & Evaluation, March 1991.

Teaching Students With Moderate To Severe Disabilities. Wolery, Mark, Ault, Melinda J., Doyle Patricia M.; Longman Publishing Group, White Plains, NY; 1992.

Testing For Learning: How New Approaches To Evaluation Can Improve American Schools. Mitchell, Ruth; The Free Press, New York, NY, 1992.

Testing In American Schools: Asking The Right Questions. Congress Of The United States/ Office Of Technology Assessment, Washington, DC; U. S. Government Printing Office, February 1992.

Unlocking Potential: College and Other Choices for Learning Disabled People - A Step-by-Step Guide. Scheiber, B. and Talpers, J., 1985; Adler & Adler Publishers, Inc., 1987.

* These resources are available for loan through the PACE office. Please contact Johnny Wallace (extension 2247) for assistance.

Appendix D
Additional Resources

National Resources for Adults with Learning Disabilities

national clearinghouse on postsecondary education for individuals with disabilities

AMERICAN COUNCIL ON EDUCATION

and

NATIONAL ADULT LITERACY AND LEARNING DISABILITIES CENTER

ACADEMY FOR EDUCATIONAL DEVELOPMENT

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(202) 939-9320
(voice/TT on both numbers)
or
National Adult Literacy and Learning Disabilities Center
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Foreword

In the past ten years, information for and about the adult with learning disabilities has increased significantly. There has been a growing recognition by educational professionals that learning disabilities are real and that they affect adults as well as children. Each of us possesses variations in our learning, but for most of us the things we are not good at do not present major barriers. For many adults, however, difficulties in learning lead to difficulties in employment, education, and the rest of daily life.

Understanding the needs of adults with learning disabilities has become a more pressing issue due to the maturation of individuals who attended school when services for students with learning disabilities were not widely available. As children, these individuals did not receive services or were identified too late in their school careers for effective intervention. Therefore, the need for a variety of services for adults with learning disabilities has received attention from special educators, vocational rehabilitation counselors, higher education professionals, adult and vocational educators, and more recently, literacy program providers. In addition, through legislation such as the Rehabilitation Act of 1973 and Americans with Disabilities Act, Congress has mandated that people with disabilities, including those with learning disabilities, are assured basic opportunities.

National Resources for Adults with Learning Disabilities is a publication for adults who suspect or know they have a learning disability, and for family and friends who wish to help. Through a collaborative effort, the HEATH Resource Center, a program of the American Council on Education, and the newly established National Adult Literacy and Learning Disabilities Center (National ALLD Center), a program of the Academy for Educational Development in collaboration with the University of Kansas Institute for Research in Learning Disabilities, have prepared this guide to provide information for an adult who is unsure of where to go for help and information. In addition, the guide provides information on assessing the problem, a learning disabilities checklist, and a selection of resources. The guide is intended to provide a starting point for gaining information that can lead to obtaining services at the state or local level.

It has been my pleasure to work with and learn from students with learning disabilities for the last 20 years. As the former director of an evening program for adults with learning disabilities, I've watched those adults improve their skills, increase their self-esteem, and

become more successful individuals. Together with the staff of the HEATH Resource Center and the National Adult Literacy and Learning Disabilities Center, I am hopeful that this resource guide will provide information and support for the millions of adults with learning disabilities who need a starting point in their search for a better life. We appreciate the cooperation of adults with learning disabilities, members of HEATH's Advisory Board and Resource Panel, and members of the National ALLD Center's Advisory Group at the Academy for Educational Development.

Neil A. Sturomski

Neil A. Sturomski, Director
National Adult Literacy and
Learning Disabilities Center

Introduction

When adults suspect they have a learning disability, or that someone they care about does, they need information. They often have questions such as, "What can I do?" "Whom can I call?" "How can I obtain information?" "Where are available services?" **National Resources for Adults with Learning Disabilities** provides a starting point in the search for answers. This publication is designed to help adults who suspect they have a learning disability collect enough information to be able to set realistic goals, attain them, and live productive lives.

This guide contains a selection of national resources to assist individuals who suspect they may have a learning disability. It is not a comprehensive list of resources, but rather a collection of organizations, publications, and programs. Only organizations that operate on a national level and can put inquirers in contact with regional or local resources have been selected. A short description of each organization's activities is provided to help readers identify which resources are best suited to their needs and concerns. Publications listed in this guide provide general information for adults with learning disabilities. Programs listed not only provide the learning component, but also offer residential housing.

Assessing the Problem

Those adults who suspect they may have a learning disability can begin to find assistance by having an assessment conducted by **qualified professionals**. Qualified professionals are individuals trained to conduct assessments. Often the professionals have been certified to select, administer, and interpret a variety of neurological, psychological, educational, and vocational assessment instruments. Different assessment procedures may be appropriate in various settings such as community colleges, adult basic education programs, and through vocational rehabilitation agencies. It is important for the adult not only to be actively involved in the assessment process, but also to have confidence in the professional with whom he or she is working.

An **assessment** refers to the gathering of relevant information that can be used to help an adult make decisions, and provides a means for assisting an adult to live more fully. An adult is assessed because of problems in employment, education, and/or life situations. An assessment involves more than just taking tests. An assessment includes an **evaluation**, a **diagnosis**, and **recommendations**.

The first stage of an **evaluation** is usually a screening. Screening tools use abbreviated, informal methods to determine if an individual is "at risk" for a learning disability. Examples of informal methods include, but are not limited to: an interview; reviews of medical, school, or employment histories; written answers to a few questions; or a brief test. It is important to understand, however, that being screened for a learning disability is different from undergoing a thorough evaluation. When conducting a thorough evaluation, qualified professionals may first refer to the results of the screening in order to plan which tests to administer. Such tests may include, but are not limited to, those that provide information on intelligence, aptitude, achievement, and vocational interest. During the evaluation stage of the assessment process, all relevant information about an individual should be gathered.

A **diagnosis** is a statement of the specific type of learning disability that an individual may have, based on an interpretation of the information gathered during the evaluation. A diagnosis serves a useful purpose if it explains an individual's particular strengths and weaknesses, as well as determines eligibility for resources or support services that have

not been otherwise available. Through a careful examination and analysis of all the information gathered during the evaluation, qualified professionals use the diagnostic stage of the assessment process to explain the information gathered and to offer recommendations.

Recommendations should provide direction in employment, education, and daily living. Specific recommendations may be made regarding the instructional strategies which an individual will find most successful, as well as other ways to compensate for and/or overcome some of the effects of the disability. Based on specific strengths and areas for development identified during the evaluation and diagnostic stages of the assessment process, recommendations should also suggest possible accommodations that an individual can use to be more successful and feel less frustrated in everyday life.

Adults should be assessed according to their age, experience, and career objectives. This is the only way appropriate, helpful, and conclusive information can be provided to adults. As a result of an assessment, adults will have new information that can help them plan how to obtain the assistance they need. Regardless of their diagnosis, individuals will know more about themselves, have a greater understanding of their strengths and weaknesses, and feel better about themselves.

Locating a Qualified Professional

In addition to the resources listed in this publication, there are agencies in most areas that can refer inquirers to diagnosticians or professionals qualified to conduct assessments appropriate for adults.

Check your telephone directory for the following:

- adult education in the public school system;
- adult literacy programs or literacy councils;
- community mental health agencies;
- counseling or study skills center at a local college or university;
- educational therapists or learning specialists in private practice;
- guidance counselors in high schools;
- Learning Disability Association of America, often listed with the name of the city or county first;
- Orton Dyslexia Society;
- private schools or institutions specializing in learning disabilities;

- special education departments and/or disability support service offices in colleges or universities;
- State Vocational Rehabilitation Agency; and
- university-affiliated hospitals.

Questions to Ask Qualified Professionals

- Have you tested many adults with learning disabilities?
- How long will the assessment take?
- What will the assessment cover?
- Will there be a *written* and an *oral* report of the assessment?
- Will our discussion give me more information regarding why I am having trouble with my job or job training, school, or daily life?
- Will you also give me ideas on how to improve my skills and how to compensate for my disability?
- Will the report make recommendations about where to go for immediate help?
- What is the cost? What does the cost cover?
- What are possibilities and costs for additional consultation?
- Can insurance cover the costs? Are there other funding sources? Can a payment plan be worked out?

A Learning Disabilities Checklist

A checklist is a guide. It is a list of characteristics. It is difficult to provide a checklist of typical characteristics of adults with learning disabilities because their most common characteristics are their unique differences. In addition, most adults exhibit or have exhibited some of these characteristics. In other words, saying yes to any one item on this checklist does not mean you are a person with a learning disability. Even if a number of the following items sound familiar to you, you are not necessarily an individual with a learning disability. However, if you say "that's me" for most of the items, and if you experience these difficulties to such a degree that they cause problems in employment, education, and/or daily living, it might be useful for you to obtain an assessment by qualified professionals experienced in working with adults with learning disabilities.

There are many worthwhile checklists available from a number of organizations. The following checklist was adapted from lists of learning disabilities' characteristics developed by the following organizations: Learning Disabilities Association of America, ***For Employers... A Look at Learning Disabilities***, 1990; ERIC Clearinghouse on Disabilities and Gifted Education, ***Examples of Learning Disability Characteristics***, 1991; The Orton Dyslexia Society's ***Annals of Dyslexia***, Volume XLIII, 1993; and the Council for Learning Disabilities, ***Infosheet***, October 1993.

While individuals with learning disabilities have average or above average intelligence, they do not excel in employment, education, and/or life situations at the same level as their peers. Identified characteristics are as follows:

- May perform similar tasks differently from day to day;
- May read well but not write well, or write well but not read well;
- May be able to learn information presented in one way, but not in another;
- May have a short attention span, be impulsive, and/or be easily distracted;
- May have difficulty telling or understanding jokes;
- May misinterpret language, have poor comprehension of what is said;

- May have difficulty with social skills, may misinterpret social cues;
- May find it difficult to memorize information;
- May have difficulty following a schedule, being on time, or meeting deadlines;
- May get lost easily, either driving and/or in large buildings;
- May have trouble reading maps;
- May often misread or miscopy;
- May confuse similar letters or numbers, reverse them, or confuse their order;
- May have difficulty reading the newspaper, following small print, and/or following columns;
- May be able to explain things orally, but not in writing;
- May have difficulty writing ideas on paper;
- May reverse or omit letters, words, or phrases when writing;
- May have difficulty completing job applications correctly;
- May have persistent problems with sentence structure, writing mechanics, and organizing written work;
- May experience continuous problems with spelling the same word differently in one document;
- May have trouble dialing phone numbers and reading addresses;
- May have difficulty with math, math language, and math concepts;
- May reverse numbers in checkbook and have difficulty balancing a checkbook;
- May confuse right and left, up and down;
- May have difficulty following directions, especially multiple directions;
- May be poorly coordinated;
- May be unable to tell you what has just been said; and
- May hear sounds, words, or sentences imperfectly or incorrectly.

As mentioned previously, an adult with learning disabilities may exhibit some of these characteristics, but not necessarily all of them. If an individual exhibits several or many of these characteristics to such a degree that they cause problems in work, school, or everyday life, he or she might benefit from an assessment by qualified professionals.

Resources

National Resource Centers

American Association for Adult and Continuing Education (AAACE)
1101 Connecticut Avenue, N.W.
Suite 700
Washington, DC 20036
(202) 429-5131
The AAACE is a professional association for practitioners concerned with enhancing the quality of adult learning. The organization fosters the development and sharing of information, theory, research, and best practices with its members.

Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH, 43221
(614) 488-4972
(614) 488-1174 (Fax)
AHEAD, formerly the Association on Handicapped Student Service Programs in Postsecondary Education, is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association has numerous training programs, workshops, publications, and conferences.

Career College Association (CCA)
750 First Street, NE, Suite 900
Washington, DC 20002-4242
(202) 336-6749
(202) 336-6828 (Fax)
CCA is an educational association with approximately 600 members from independent, nonprofit, and taxpaying colleges/schools. All of these accredited institutions prepare people for careers in business. CCA publishes an annual **Directory of Private Accredited Career Schools and Colleges of Technology**, which provides general information about accredited institutions in a variety of business career fields.

Division of Adult Education and Literacy Clearinghouse
U.S. Department of Education
Office of Vocational and Adult Education
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 205-9996
(202) 205-8973 (Fax)
This clearinghouse links the adult education community with existing resources in adult education and provides information which deals with programs funded under the Adult

Education Act (P.L. 100-297). The clearinghouse provides a number of free publications, fact sheets, bibliographies, directories, abstracts, etc. available for the adult with special learning needs.

ERIC Clearinghouse on Adult, Career, and Vocational Education
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-43533
(800) 848-4815
Part of the ERIC System, this clearinghouse offers publications, information, and referrals to those working with adults who are learning disabled. It does not provide direct services, but it disseminates materials through the ERIC database and clearinghouse publications. Two examples of available publications are: **Adults with Learning Disabilities: An Overview for the Adult Educator**, by Jovita Ross-Gordon (IN337 $7), and **Teaching Adults with Learning Disabilities** (ERIC Digest #99, no cost).

HEATH Resource Center
National Clearinghouse on Postsecondary Education for Individuals with Disabilities
American Council on Education
One Dupont Circle, NW, Suite 800
Washington, DC 20036
(202) 939-9320
(800) 544-3284
(202) 833-4760 (Fax)
The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities. A program of the American Council on Education, HEATH serves as an information exchange for the educational support services, policies, procedures, adaptations, and opportunities of American campuses, vocational-technical schools, adult education programs, and other training entities after high school. The Center collects and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training.

National Adult Literacy and Learning Disabilities Center
(National ALLD Center)
Academy for Educational Development
1875 Connecticut Avenue, NW
Suite 800
Washington, DC 20009-1202
(202) 884-8185
(202) 884-8422 (Fax)
The Center, established in October 1993, is a national resource for information exchange regarding learning disabilities and their impact on the provision of literacy services. Funded by the National Institute for Literacy, the Center provides technical assistance in current best practices in learning disabilities to literacy providers and practitioners. In addition to sharing information, the Center develops and refines knowledge on effective practices for serving adults with learning disabilities.

National Association for Adults with Special Learning Needs (NAASLN)
P.O. Box 716
Bryn Mawr, PA 19010
(610) 525-8336
(610) 525-8337 (Fax)
NAASLN is a non-profit organization designed to organize, establish, and promote an effective national and international coalition of professionals, advocates, and consumers of lifelong learning for the purpose of educating adults with special learning needs.

National Association of Vocational Education Special Needs Personnel (NAVESNP)
Special Needs Division
American Vocational Association
2020 14th Street
Arlington, VA 22201
(703) 522-6121
NAVESNP is a national association of vocational education professionals concerned with the education of disabled, disadvantaged, and other special needs students.

National Center for Research in Vocational Education (NCRVE)
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655
The Center provides a wide range of materials for professionals about curriculum development, technical education, career planning, and preparation for employment.

National Clearinghouse on ESL Literacy Education (NCLE)
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC
(202) 429-9292
(202) 659-5641 (Fax)
NCLE's objective is to provide timely information to practitioners and others interested in adult ESL literacy education.

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1342
The Center develops and disseminates information to professionals about vocational rehabilitation and training of students with disabilities. Materials include information on vocational evaluation, work adjustment, job placement, and independent living.

Recording for the Blind (RFB)
20 Roszel Road
Princeton, NJ 20542
(609) 452-0606
(800) 221-4792
RFB is a national non-profit organization that provides taped educational books free on loan, books on diskette, library services, and other educational and professional resources to individuals who cannot read standard print because of a visual, physical, or perceptual disability.

General Education

Contact Center Inc.
National Literacy Hotline
P.O. Box 81826
Lincoln, NE
1-800-228-8813
(402) 464-5931 (Fax)
This national toll-free hotline refers callers to the literacy program in their local area.

General Educational Development Testing Service (GEDTS)
Center for Adult Learning and Educational Credentials
American Council on Education
One Dupont Circle
Washington, DC 20036
(202) 939-9490
(800) 626-9433
(202) 775-8578 (Fax)
GEDTS administers the GED Tests and provides information on disability-related adaptations/accommodations for the GED Tests to prospective examinees and instructors. Successful GED Test takers earn a high school equivalency diploma. The tests are available in audio, braille, and large print editions. GEDTS also publishes **GED Items**, a bi-monthly newsletter for examiners and adult education instructors.

Institute for the Study of Adult Literacy
203 Rackley Building
University Park, PA 16802
(814) 863-3777
(814) 863-6108 (Fax)
This organization creates high-technology learning tools such as computer-aided instruction in adult basic education, workplace literacy, and family literacy.

Laubach Literacy Action (LLA)
P.O. Box 131
Syracuse, NY 13210
(315) 422-9121
(315) 422-6369 (Fax)
Laubach Literacy Action is the nation's largest network of adult literacy programs providing basic literacy and ESL instruction through trained volunteers. LLA affiliates in the United States serve more than 950 communities in 45 states.

Learning Resources Network
1554 Hayes
Manhattan, KS 66502
(913) 539-5376
This network for educators provides resources to adult education and adult basic education service providers.

Literacy Volunteers of America (LVA)
5795 Widewaters Parkway
Syracuse, NY 13214
(315) 445-8000
(315) 445-8006 (Fax)
LVA is a national non-profit organization with more than 400 affiliate programs in 40 states. LVA is the exclusive distributor of PULL: Project for Unique Learners in Literacy. It was developed to answer questions on teaching adult learners who appear to have the ability to learn to read, but who may not be experiencing success with the traditional methods.

National Center on Adult Literacy (NCAL)
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 91904-3111
(215) 898-2100
(215) 898-9804 (Fax)
The National Center on Adult Literacy (NCAL) was established in 1990 by the Office of Educational Research and Improvement at the U.S. Department of Education, with co-funding from the U.S. Departments of Labor and Health and Human Services. The mission of NCAL addresses three primary challenges: to enhance the knowledge base about adult literacy; to improve the quality of research and development in the field; and to ensure a strong, two-way relationship between research and practice. Dissemination efforts include a newsletter, publication of reports on a broad range of topics relevant to adult literacy, Internet usage, and more.

National Institute for Literacy (NIFL)
800 Connecticut Avenue, NW
Suite 200
Washington, DC 20202-7560
(202) 632-1500
(202) 632-1512 (Fax)
The Institute's work focuses on four key priorities: providing leadership in the literacy field through national and state advocacy activities; creating and gathering knowledge and information that can improve the quality of literacy services; collaborating to build national, state, and local capacity for effective service delivery; and facilitating communication in the literacy community through a national information and communication system.

Rural Clearinghouse for Lifelong Education and Development
Kansas State College
111 College Court Building
Manhattan, KS 66506-6001
(913) 532-5560
(913) 532-5637 (Fax)
The Rural Clearinghouse for Lifelong Education and Development is a national effort to improve rural access to continuing education. The Clearinghouse serves the complete range of educational providers including colleges and universities, community colleges, cooperative extension programs, libraries, community-based organizations, and community/economic development corporations in a variety of ways.

Learning Disability Organizations

Council for Learning Disabilities (CLD)
P.O. Box 40303
Overland Park, KS 66204
(913) 492-8755
(913) 492-2546 (Fax)
CLD is a national professional organization dedicated solely to professionals working with individuals who have learning disabilities. Mission: Committed to enhance the education and life span development of individuals with learning disabilities. CLD establishes standards of excellence and promotes innovative strategies on research and practice through interdisciplinary collegiality, collaboration, and advocacy. CLD's publication, **Learning Disability Quarterly**, focuses on the latest research in the field of learning disabilities with an applied focus.

LAUNCH, INC.
Department of Special Education - ETSA
Commerce, TX 75428
(214) 886-5932
LAUNCH provides resources for learning disabled individuals, coordinates efforts of other local, state, and national LD organizations, acts as a communication channel for people with learning disabilities through a monthly newsletter, and provides programs to enhance social interaction.

Learning Disability Association of America, Inc. (LDA)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
(412) 344-0224 (Fax)
LDA (formerly ACLD), a non-profit volunteer advocacy organization, provides information and referral for parents, professionals, and consumers involved with or in search of support groups and networking opportunities through local LDA Youth and Adult Section Chapters. A publication list is available. The Association also prints **LDA Newsbriefs**, a bi-monthly newsletter for parents, professionals, and adults with LD. Available for $5/year by contacting LDA.

Menninger Center for Learning Disabilities
Topeka Literacy Council
Box 829
Topeka, KS 66601-0829
(913) 273-7500
(913) 232-6524 (Fax)
The Menninger Center for Learning Disabilities is an educational resource service providing programs for lay public (adult and youth) and for educational professionals. The Center's services are designed to address family and professional concerns about issues in the educational or learning area.

National Center for Learning Disabilities (NCLD)
381 Park Avenue
New York, NY 10016
(212) 545-7510
(212) 545-9665 (Fax)
NCLD is an organization committed to improving the lives of those affected by learning disabilities (LD). NCLD provides services and conducts programs nationwide, benefiting children and adults with LD, their families, teachers, and other professionals. NCLD provides the latest information on learning disabilities and local resources to parents, professionals, employers, and others dealing with learning disabilities. NCLD's annual publication is **Their World**.

National Network of Learning Disabled Adults (NNLDA)
808 N. 82nd Street
Suite F2
Scottsdale, AZ 85257
(602) 941-5112
The NNLDA provides information and referral for LD adults involved with or in search of support groups and networking opportunities. A list of support groups for LD adults is available by request. The Network publishes a quarterly newsletter and holds an annual general assembly in conjunction with the annual meeting of the President's Committee on Employment of People with Disabilities.

Orton Dyslexia Society
8600 LaSalle Road
Chester Building, Suite 382
Baltimore, MD 21286-2044
(410) 296-0232
(800) 222-3123
The Society is an international scientific and educational association concerned with the widespread problem of the specific language disability of developmental dyslexia. Local and state chapters serve as literacy resources for dyslexic adults and those who teach or advise them.

Rebus Institute
1499 Bayshore Blvd.
Suite 146
Burlingame, CA 94010
(415) 697-7424
(415) 697-3734 (Fax)
The Rebus Institute is a national non-profit organization devoted to the study and dissemination of information on adult issues related to Specific Learning Disabilities (LD) and Attention Deficit Disorders (ADD). Its goal is to promote public awareness of the abilities, strengths, and methods that lead to success for adults with LD/ADD.

Attention Deficit Disorder Organizations

Adults with learning disabilities and adults with attention deficit disorder (ADD) often share some of the same characteristics. An adult with a learning disability may also have an attention deficit disorder. Information about national organizations that serve individuals with attention deficit disorder is provided for those adults who have both a learning disability and an attention deficit disorder, as determined by qualified professionals.

ADDult Support Network
2620 Ivy Place
Toledo, OH 43613
The ADDult Support Network is a volunteer organization affiliated with the Attention Deficit Disorder Association (ADDA). The Network keeps a running list of local ADD support groups across the country and can refer individuals to the group closest to them. Those interested in obtaining such a referral are asked to send a self-addressed stamped envelope. The Network publishes a quarterly newsletter, **ADDult News** ($8.00/year), and also makes available an ADDult Information Packet on adults with ADD ($3.00).

Children and Adults with Attention Deficit Disorder (CHADD)
499 Northwest 70th Avenue
Suite 308
Plantation, FL 33317
(305) 587-3700
(305) 587-4599 (Fax)
CHADD is a non-profit, parent-based organization that disseminates information on ADD and coordinates more than 460 parent support groups. It also publishes a semi-annual magazine, **CHADDER**, and a newsletter, **Chadderbox**.

The Attention Deficit Information Network, Inc. (AD-IN)
475 Hillside Avenue
Needham, MA 02194
(617) 455-9895
AD-IN is a non-profit volunteer organization that offers support and information to families of children with attention deficit disorder (ADD), adults with ADD, and professionals through an international network of 60 parent and adult chapters. Contact AD-IN for a list of chapters, as well as to receive cost information for information packets specifically designed for adults with ADD, parents, or educators. AD-IN also provides information to those interested in starting a new local chapter, and serves as a resource for information on training programs and speakers for those who work with individuals with ADD.

Employment

Job Accommodation Network (JAN)
West Virginia University
809 Allen Hall
Morgantown, WV 26506
(304) 293-7186
(800) ADA-WORK
JAN is an international information network and consulting resource that provides information about employment issues to employers, rehabilitation professionals, and persons with disabilities. Callers should be prepared to explain their specific problem and job circumstances. Sponsored by the President's Committee on Employment of People with Disabilities, the Network is operated by West Virginia University's Rehabilitation Research and Training Center. Brochures, printed materials, and a newsletter are available free of charge.

Mainstream, Inc.
3 Bethesda Metro Center
Suite 830
Bethesda, MD 20814
(301) 654-2400
(301) 654-2403 (Fax)
Established in 1975, this non-profit organization works with employers and service providers around the country to increase employment opportunities for persons with disabilities. Mainstream produces publications and videos and provides in-house training, seminars, and technical assistance on compliance with the Americans with Disabilities Act (ADA). Mainstream operates its own placement program, Project LINK, in Washington, DC and Dallas, TX.

President's Committee on the Employment of People with Disabilities
1331 F Street, NW
Washington, DC 20036
(202) 376-6200
(202) 376-6205
(202) 376-6859 (Fax)
The President's Committee on the Employment of People with Disabilities is an independent federal agency. The committee's mission is to facilitate the communication, coordination, and promotion of public and private efforts to empower Americans with disabilities through employment. The committee offers several publications that address aspects of employment for LD adults including **Pathways to Employment for People with Learning Disabilities** and **Employment Considerations for Learning Disabled Adults**. Both are free.

The Dole Foundation for the Employment of People with Disabilities
1819 H Street, NW
Washington, DC 20006-3603
(202) 457-0318
(202) 457-0473 (Fax)
The Dole Foundation is the nation's leading grant maker in the field of employment for people with disabilities. Grant funds of $500 to $100,000 are available to non-profit organizations conducting innovative projects related to employment and disability. Foundation funding priorities include underserved populations, minorities, women, rural programs, older workers, career advancement, and programs stressing placement with small employers.

Technology

ABLEDATA-REHAB DATA
National Rehabilitation Information Center (NARIC)
8455 Colesville Road,
Suite 935
Silver Spring, MD 20910
(301) 588-9284
(800) 322-0956
The ABLEDATA database contains descriptions of more than 17,000 commercially available products for rehabilitation and independent living.

Alliance for Technology Access (ATA)
1128 Solano Avenue
Albany, CA 94706
(510) 528-0747
The Alliance for Technology Access is a national organization dedicated to providing access to technology for people with disabilities through its coalition of 45 community-based resource centers in 34 states and the Virgin Islands. Each center provides information, awareness, and training for professionals, and provides guided problem solving and technical assistance for individuals with disabilities and family members.

Apple Computer Inc., Worldwide Disability Solutions Group (WDSG)
Apple Computer, Inc.
20525 Mariani Avenue, MS25E
Cupertino, CA 95014
(408) 974-7910
The Worldwide Disability Solutions Group at Apple works with key education, rehabilitation, and advocacy organizations nationwide to identify the computer-related needs of individuals with disabilities and to assist in the development of responsive programs. WDSG is involved with Apple's research and development to ensure that Apple computers have built-in accessibility features.

IBM Special Needs Information Referral Center
IBM Educational Systems
P.O. Box 1328
Internal Zip 5432
Boca Raton, FL 33432
(407) 982-9099
(800) 426-2133
The Center responds to requests for information on how IBM products can help people with a wide range of disabilities use personal computers. While the Center is unable to diagnose or prescribe an assistive device or software, free information is provided on what is available and where one can go for more details.

RESNA Technical Assistance Project
1101 Connecticut Avenue, NW
Suite 700
Washington, DC 20036
(202) 857-1140
(202) 223-4579 (Fax)
Provides technical assistance to states on the development and implementation of consumer-responsive statewide programs of technology-related assistance under the Technology-Related Assistance for Individuals with Disabilities Act of 1988.

Life Management

In the Life Management section, programs have been selected that not only provide postsecondary training, but also provide residential housing for their enrolled students.

Center for Adaptive Learning
3350 Clayton Road
Suite A
Concord, CA 94519
(510) 827-3863
(510) 827-4080 (Fax)
Adults 18-40 years of age learn the essentials of independent living in a program that offers residential living, social skills training, sensory motor training, counseling, roommate peer counseling, cognitive retraining, and job placement. Students either work or attend local community colleges, and job coaching and tutoring are available. Apartments in the community are available, and most are clients of Vocational Rehabilitation.

Center for Unique Learners
11600 Nebel Street
Suite 200
Rockville, MD 20852
(301) 231-0115
(301) 231-0117 (Fax)
Adult Living Internship provides an opportunity to make a supervised transition from living at home to living in the community. Students live in three-bedroom apartments, hold a job, and develop skills to live independently. Supportive counseling addresses careers and self-esteem.

Chapel Haven, Inc.
1040 Whalley Avenue
New Haven, CT 06515
(203) 397-1714
(203) 397-8004 (Fax)
Chapel Haven is an individualized, year-round, transitional independent living program for young adults with a wide range of learning disabilities. The program includes life skills training in an apartment setting, pre-vocational training, vocational placement and support, and practical academics. Participants learn all of the skills necessary to make a smooth entry into independent community living. Comprehensive non-residential, community-based independent living services are also available. These include life skills follow-ups, vocational assistance, social/recreational programs, and adult education classes, as well as benefits coordination.

Creative Community Services (CCS)
1720 Peachtree Road
Suite 127
Atlanta, GA 30309
(404) 872-6818
Serving young adults 20-35 years of age, this organization creates living arrangements for people with a range of learning disabilities who want to lead adult lifestyles but still need some support and assistance. CCS helps locate housing; provides a live-in counselor, if needed; helps develop a plan for each participant's future development; provides one-to-one training in necessary areas; and offers ongoing support for participants and their families.

Getting Ready for the Outside Word
Riverview School
Route 6A
East Sandwich, MA 02537
(508) 888-0489
(508) 888-1315 (Fax)
This is a transitional program for high school graduates who would like to continue in an academically based postsecondary school, but need to develop academic skills or independent living skills.

Horizon Program
University of Alabama
Education Bldg., Room 157
901 South 13th Street
Birmingham, AL 35294-1250
(205) 975-6770
(800) 822-6242
(205) 975-6764 (Fax)
The Horizons Program is a college-based, non-degree program for students with specific learning disabilities and other mild learning problems. This specially designed, two-year program prepares individuals for successful transitions to the community.

Independence Center
3640 S. Sepulveda Boulevard, #102
Los Angeles, CA 90034
(310) 202-7102
(310) 398-3776 (Fax)
Independence Center provides a supportive program in which young adults with learning disabilities learn the skills necessary to live independently. These include job skills, apartment care, social skills, and adult decision making. Vocational training is accomplished through apprenticeships and/or enrollment in vocational schools or community college programs.

Independent Living Research Utilization Program (ILRU)
P.O. Box 20095
Houston, TX 77225
(713) 666-6244
(713) 666-0643 (TT)
The ILRU Program is a national resource center for independent living. It produces resource materials, develops and conducts training programs on independent living issues, provides technical assistance and consultation to independent living centers, and publishes a monthly newsletter that addresses issues affecting the independent living field.

National Council of Independent Living Programs (NCIL)
2111 Wilson Blvd.
Suite 40
Arlington, VA 22201
(703) 525-3406
(703) 525-3409 (Fax)
NCIL is the national membership association of local not-for-profit corporations known as Independent Living Centers (ILC). NCIL is the only cross-disability grassroots national organization run by and for people with disabilities. It focuses its attention on national policy issues and the independent living movement, while local centers focus much of their attention on local and state policy issues. NCIL provides technical assistance and leadership to its membership.

New Lifestyles, Inc.
5975 W. Sunrise Boulevard
Suite 211
Sunrise, FL 33130
(305) 797-6313
(305) 797-2813 (Fax)
New Lifestyles specializes in the provision of psychological and educational services to individuals with learning difficulties. It provides admission, program management, and clinical support services for the Foundation for Independent Living, a not-for-profit independent living program developed by parents to meet the lifelong needs of their children. It provides administrative and clinical support services for the College Living Experience, an independent living, academic, and career support program for individuals of average intelligence with learning disabilities.

Para-Educator Center for Young Adults
New York University
One Washington Place
New York, NY 10003-6613
The Para-Educator Center trains young adults with severe learning disabilities for careers in

human services -- working with children or the elderly. In addition to vocational training, emphasis is placed on independent living skills and social-emotional development. This is a two-year certificate program for students who have completed high school.

Professional Assistance Center for Education (PACE)
National-Louis University
2840 Sheridan Road
Evanston, IL 60201-1796
(708) 475-1100
(708) 256-1057 (Fax)
PACE is a non-credit, non-degree, two-year postsecondary program for students with learning disabilities. The program prepares young adults for careers as aides in preschools or human service agencies. In addition to professional preparation coursework, the curriculum also focuses on social skills and independent living skills. Students receive a certificate of completion at the conclusion of the program. College residential life is an integral part of the program.

Threshold Program
Lesley College
29 Everett Street
Cambridge, MA 02138
(617) 349-8181
(617) 349-8189 (Fax)
Theshold is a two- to three-year non-degree, college-based program that helps young adults develop the academic, vocational, social, and independent living skills necessary for independence. Students prepare for paraprofessional roles in offices, early childhood settings, or settings that serve elderly or disabled consumers. Most graduates participate in Threshold's third-year Transition Program, which provides support as they venture into apartment living and paid employment.

Transitional Apartment Program
18 Park Street
Lee, MA 01238
(413) 243-22576
The Transitional Apartment Program is an independent living program for LD adults ages 18-30. The program offers full clinical services, vocational training, the opportunity to earn a GED or go on to college, and a residential program. The program includes a major travel experience each year. Twelve apartments are available (singles and with roommates). Residents receive training in supervised apartments and participate in paid or voluntary job placements.

Vista Program (VIP)
Captain Spencer Homestead
1356 Old Clinton Road
Westbrook, CT 06498
(203) 399-8080
(203) 399-4097 (Fax)
Vista offers an individualized program for young adults in transition to work and independent living. Through work experiences, individual and group counseling, seminars, and coursework, students develop skills and behaviors necessary for success in adulthood. Among the skills addressed are interpersonal relationships, positive self-esteem, and time management.

Vocational Independence Program (VIP)
New York Institute of Technology
Independence Hall
Central Islip, NY 11722
(516) 348-3354
(516) 348-0437
The Vocational Independence Program at New York Institute of Technology is a three-year certificate program for students with moderate to severe learning disabilities. The VIP curriculum emphasizes independent living, social and vocational skills, as well as individual academic support.

Publications

Adult Basic Education and General Educational Development Programs for Disabled Adults: A Handbook for Literacy Tutors and Instructors
Free Library of Philadelphia
Library for the Blind and Physically Handicapped (LBPH)
919 Walnut Street
Philadelphia, PA 19107
(800) 222-1754
(215) 925-3213
This publication was funded by the Division of Adult Basic Education of the Pennsylvania Department of Education and the U.S. Department of Education. It represents the experiences gained from the teaching of two GED classes for adults with disabilities. It contains a section on learning disabilities.

A.L.L. Points Bulletin
U.S. Department of Education
Division of Adult Education and Literacy
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 205-8959
This bi-monthly newsletter of the Division of Adult Education and Literacy focuses on selected areas of interest in the field of adult education, current research, new publications, and upcoming events. Free of charge.

Campus Opportunities for Students with Learning Differences
Octameron Associates
P.O. Box 3437
Alexandria, VA 22302
(703) 836-5480
Campus Opportunities for Students with Learning Differences - 2nd Edition (1991-92), by Judith M. Crocker, addresses high school students with learning disabilities and their parents as they take the necessary steps in secondary school years to be ready to apply for college. It is available by prepaying $3.

Centergram
Center on Education and Training
Ohio State University
1900 Kenny Road
Columbus, OH
(800)-848-4815
Centergram provides information on education and training issues. Free of charge.

Challenge
42 Way of the River
West Newbury, MA 01985
(508) 462-0495
The **Challenge** newsletter focuses on Attention Deficit Disorder. Available for $15/year.

Closing The Gap (CTG)
Box 68
Henderson, MN 56044
(612) 248-3294
CTG - Closing The Gap, a bi-monthly newsletter, provides in-depth coverage of computers and disabilities for basic education. Available for $21/year.

College Students with Learning Disabilities: A Handbook
LDA Bookstore
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
Written by Susan A. Vogel, this publication is designed for students with learning disabilities, admissions officers, faculty and staff, and/or administrators. The handbook discusses Section

504 in regard to college admissions, program accessibility, teaching and testing accommodations, test taking, and self-confidence building strategies. Available for $5.80.

Computer Disability News
National Easter Seal Society
230 W. Monroe Street
Chicago, IL 60606
(312) 726-6200
(312) 726-1491 (Fax)
Computer Disability News provides general information about computers and disability in education, the workplace, and independent living. Available for $15/year

Learning (dis)Abilities
Learning Disabilities Consultants
P.O. Box 716
Bryn Mawr, PA 19010
(215) 525-8336
Learning (dis)Abilities contains a mixture of national and Pennsylvania news and resources. Available for $10/year.

Learning Disabilities, Graduate School, and Careers: The Student's Perspective
Learning Opportunities Program
Barat College
700 Westleigh Road
Lake Forest, IL 60045
(708) 234-3000
This publication informs the reader about the transition from college to graduate school or a career. In addition, a pamphlet called **Employers Guide to Learning Disabilities**, by Susan Little (Illinois Department of Human Rights), is available to assist employers who wish to comply with the Americans with Disabilities Act (ADA). Both are available for $3.

National Networker
National Network of Learning Disabled Adults
808 N. 82nd Street, Suite F2
Scottsdale, AZ 85257
(602) 941-5112
The **National Networker** is the quarterly newsletter for adults with learning disabilities.

OSERS News in Print
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue, SW, Switzer Bldg.
Washington, DC 20202-3583
(202) 205-8241
OSERS provides information, research, and resources in the area of special learning needs. Published quarterly. Free.

Peterson's Guide to Colleges with Programs for Learning Disabled Students
Book Ordering Department
P.O. Box 2123
Princeton, NJ 08543-2123
(800) 338-3282
Peterson's Guide to Colleges with Programs for Learning Disabled Students, by Charles T. Mangrum II, Ed.D. and Stephen S. Strichart, Ph.D, is a comprehensive guide to more than 900 two-year colleges and universities offering special services for students with dyslexia and other learning disabilities. Peterson's Guide is available for $19.95, plus $4.75 shipping and handling.

PIP College "HELPS"
Partners in Publishing (PIP)
1419 West First
Tulsa, OK 74127
(918) 835-8258
PIP has available a wide variety of materials and publications on adults with learning disabilities. **PIP College "HELPS"** is a publication of Partners in Publishing. Written for adults with

LD, parents, and service providers, it includes timely information and "first person" articles. Available for $33/year.

Postsecondary LD Network News
University of Connecticut
U-64, 249 Glenbrook Road
Storrs, CT 06269-2064
(202) 486-2020
Postsecondary LD Network News is published three times a year. It focuses on a variety of topics concerning adults with learning disabilities, service delivery, legal issues, and the latest resources in the field. Subscriptions are $20/year for individuals, and $30/year for schools. Contact Pat Anderson.

Promoting Postsecondary Education for Students with Learning Disabilities—A Handbook for Practitioners
PRO-ED
8700 Shoal Creek Boulevard
Austin, TX 78757
(512) 451-3246
(512) 451-8542 (FAX)
This Handbook is made up of comprehensive and practical chapters designed for the service provider. The Handbook also contains a comprehensive reference section, as well as 18 useful appendices.

Schoolsearch Guide to Colleges with Programs and Services for Students with Learning Disabilities
Schoolsearch Press
127 Marsh Street
Belmont, MA 02178
(617) 489-5785
This Guide lists more than 600 colleges and universities that offer programs and services to high school graduates with learning disabilities. **Schoolsearch Guide** is available for $29.95 from Schoolsearch Press.

Succeeding Against the Odds – Strategies and Insights from the Learning Disabled
Jeremy P. Tarcher, Inc.
5858 Wilshire Blvd.
Los Angeles, CA 90036
(213) 935-9980/9800
Succeeding Against the Odds, by Sally L. Smith, is filled with information on adults with learning disabilities. The author discusses the hidden handicaps, defines learning disabilities, and provides characteristics of individuals with learning disabilities. The book looks at the responsibility of preparing for adulthood. It also includes information for parents and teachers. Available for $12.95.

Understanding Your Learning Disability
The Ohio State University at Newark
University Drive
Newark, OH 43055
(614) 366-9246
Understanding Your Learning Disability (1988), by Cheri Warner, provides tips for students based on the author's experience as a Learning Disability Specialist. It offers definitions, characteristics, and suggestions related to reading, math, notetaking, test taking, social interactions, and organizational strategies. Available for $1.

Unlocking Potential: College and Other Choices for Learning Disabled People: A Step by Step Guide
Woodbine House
5615 Fishers Lane
Rockville, MD 20852
(800) 843-7323
Unlocking Potential, by Barbara Schieber and Jeannne Talpers, Adler & Adler (1987), is a comprehensive resource for considering, locating, and selecting postsecondary resources. This award-winning book teaches and assists readers throughout the entire postsecondary selection process. Available for $12.95 (paperback).

Toll-Free Numbers

American Association for Vocational Instructional Materials	(800) 228-4689
Center for Adult Literacy & Learning	(800) 642-2670
Center for Special Education Technology Information Exchange	(800) 354-8324
ERIC Clearinghouse on Adult, Career, and Vocational Education	(800) 848-4815
Equal Employment Opportunity Commission	(800) 669-3362
Federal Financial Aid Hot Line	(800) 433-3243
HEATH Resource Center	(800) 544-3284
Job Accommodation Network	(800) 526-7234
Learning Resources Network	(800) 678-5376
Literacy Hot Line	(800) 228-8813
National Center for Research in Vocational Education	(800) 762-4093
National Library Services for the Blind and Physically Handicapped	(800) 424-8567
Orton Dyslexia Society	(800) 222-3123
Recording for the Blind	(800) 221-4792
Social Security Administration	(800) 772-1213
U.S. Office of Educational Research and Improvement	(800) 424-1616

HEATH Resource Center

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities as a program of the American Council on Education. Support from the United States Department of Education enables the Center to develop publications and respond to inquiries. Single copies of HEATH publications of interest to adults with learning disabilities are listed below and are free by request from:

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036
(800) 544-3284
or within the Washington, DC area
(202) 939-9320
(voice/TT on both numbers)

- **Focus on College Admissions Tests**
- **Getting Ready for College: Advising High School Students with Learning Disabilities**
- **Young Adults with Learning Disabilities and Other Special Needs: Guide for Selecting Postsecondary Transition Programs**
- **How to Choose a College: Guide for the Student with a Disability** (provides college choice decision-making structure)
- **Financial Aid for Students with Disabilities**
- **HEATH Resource Directory** (an annotated list of more than 150 national organizations relevant to education after high school)
- **Vocational Rehabilitation Services—A Student Consumer's Guide**
- **Technology and Learning Disabilities**

National Adult Literacy and Learning Disabilities Center

The National Adult Literacy and Learning Disabilities (National ALLD) Center, a program of the Academy for Educational Development, is a national resource for information on learning disabilities and their impact on the provision of literacy services. Established in October 1993, the National ALLD Center, funded by the National Institute for Literacy, will raise national awareness about the relationship between adult literacy and learning disabilities, and will help literacy practitioners better meet the needs of adults with learning disabilities. For assistance, write or call:

National ALLD Center
Academy for Educational Development
1875 Connecticut Avenue, NW
Washington, DC 20009-1202
(202) 884-8185

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