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Answers May Vary
Facilitator's Manual

Answers May Vary Facilitator's Manual

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Table of Contents

Introduction	9
Sample Agenda	10
Preparation: Materials and Equipment.....	11
Section 1	12
Welcome and Introduction	12
Section 2	13
The Basics	13
Section 3	14
The Role and Challenges of the Community Support Worker.....	14
Section 4	16
What do you know about working with an adult with a developmental disability in a learning environment? What do you want to know? What have you learned?.....	16
Section 5	18
Defining our terms: developmental disability, literacy and essential skills.....	18
Section 6	22
Adult Learning Principles	22
Section 7	24
Effective Practices	24
Section 8	25
How do I know where to start? Assessing learner’s skills.....	25
Section 9	27
Building Literacy and Essential Skills into Daily Life: Strategy 1: RAP	27
Section 10	29
Building Literacy and Essential Skills into Daily Life: Strategy 2: Chunking	29
Section 11	31
Building Literacy and Essential Skills into Daily Life: Strategy 3: Use as many senses and learning styles as possible.....	31
Section 12	34
Building Literacy and Essential Skills into Daily Life: Strategy 4: Language Experience Approach.....	34
Section 13	36
Building Literacy and Essential Skills into Daily Life: Strategy 5: Make learning fun and of interest to the person	36
Section 14	38
Building Literacy and Essential Skills into Daily Life: Strategy 6: Assisted (Echo) Reading.....	38
Section 15	39

Building Literacy and Essential Skills into Daily Life: Strategy 7: Phonics.....	39
Section 16	41
Building Literacy and Essential Skills into Daily Life: Strategy 8: KWL (what I Know, what I Want to know, what I Learned)	41
Section 17	43
Review: Be person/learner-centred	43
Section 18	46
Review: Thinking of the strategies and approaches you've learned today, can you foresee anypotential difficulties?.....	46
Section 19	47
Review: Use resources from everyday life to create relevant lessons.....	47
Section 20	49
Reflections and Evaluation	49

Appendices

- Core Resources and Websites
- Recommended Apps for Teaching Literacy and Essential Skills
- References

INTRODUCTION

The **Answers May Vary (AMV) Facilitator’s Manual** is part of Phase 2 of the **AMV Guidebook/Tutorial Videos project**. The first phase of the AMV project successfully interviewed tutors and teachers working with adults with developmental disabilities at Bow Valley College. The goal was to surface common strategies, resources and teaching practices that tutors and teachers felt worked best when helping someone with a developmental disability to improve their reading, writing and other essential skills. These research findings were compiled in a report, and a guidebook and tutorial videos were designed to help literacy tutors, community support workers and volunteers work with adults with developmental disabilities to enhance their literacy and essential skill learning.

Phase 2 of the AMV project piloted training based on the Answers May Vary Guidebook and Tutorial Videos with disabilities-serving organizations to ensure that the resource was shaped by and relevant to the disability community as a whole. The training was officially titled “Community Support Worker Training: How to build literacy and essential skills learning into daily life for adults with developmental disabilities.” The purpose of this training series was to build capacity in Calgary’s disabilities-serving agencies to better serve the literacy and essential skills needs of their clients. We held 10 separate full-day workshops with a total of nearly 150 participants from 14 different agencies including Community Support Workers who work with adults with developmental disabilities, literacy practitioners, representatives from community organizations, and administrators of programs for persons with developmental disabilities. Drawing on formative development approaches, after each workshop we incorporated the feedback and information gathered from the participants’ evaluations and revised our training to better reflect participants’ needs and experiences. The result is this **Answers May Vary Facilitator’s Manual**. The facilitator’s manual is intended to be a training resource for agency administrators, supervisors and literacy coordinators that takes the strategies described in the original Answers May Vary Guidebook and Tutorial Videos one step further, giving Community Support Workers more information and concrete ideas on how to work with adults with developmental disabilities to improve their literacy and essential skills.

Within the context of this training Community Support Worker (CSW) refers to care aides, home support workers or any supportive professionals who assist adults with developmental disabilities in their daily living activities. We will use the term CSW to capture this group although we recognize this field uses different terminology at times.

SAMPLE AGENDA

The following is a sample agenda for a full-day workshop. It is intended to be a guide only.

Your agenda will depend on the needs of your participants. The workshop as outlined here is 6 ½ hours long. It can be run as one full-day workshop or split into two half-day workshops. Additionally, the time you spend on any given activity will depend on how many participants attend and how engaged they are in discussions and activities. For example, a larger group may only get to the beginning rather than the end of the learning styles section (i.e., Section 11) in the morning. You can adjust your agenda accordingly, and choose to leave some of the afternoon activities out. The agenda is made to be adapted to your needs.

Community Support Worker Training: How to build literacy and essential skills learning into daily life for adults with developmental disabilities

9:30 – 9:35 Welcome and Introduction

9:35 – 11:00

The Basics: Agenda for the day and Icebreaker (15 min.)

What does a Community Support Worker do?

What are the challenges of being a Community Support Worker? (25-30 min.)

What do you know about working with an adult with a developmental disability? What do you want to know? (15 min.)

Defining our terms:

What do we mean when we talk about developmental disabilities? (5 min.)

What do we mean when we say literacy? (5 min.)

What are essential skills? (5 min.)

Adult Learning Principles (10 min.)

Effective Practices (5 min.)

11:00 – 11:15 Break

11:15 – 12:30

How do I know where to start? Assessing learner's skills (10 min.)

Strategy 1: RAP (15 min.)

Strategy 2: Chunking (15 min.)

Strategy 3: Use as many senses and learning styles as possible (30 min.)

Sample Agenda

12:30 – 1:30 Lunch

1:30 – 3:00

Strategy 4: Language Experience Approach	(15 min.)
Strategy 5: Make it fun and of interest to the person	(15 min.)
Strategy 6: Assisted (Echo) Reading	(15 min.)
Strategy 7: Phonics	(15 min.)
Strategy 8: KWL (what I know, what I want to know, what I learned)	(10 min.)
Review: Be person/learner-centred	(20 min.)

3:00 – 3:15 Break

3:15 – 4:30

Review: Thinking of strategies and approaches you've learned today, can you foresee any potential difficulties?	(30 min.)
Review: Use resources from everyday life to create relevant lessons	(15 min.)
Reflections and Evaluation	(15 min.)

Preparation: Materials and Equipment

For Facilitators

The facilitators should have the following materials and equipment in front of them for their own use prior to starting the workshop:

- copy of AMV PowerPoint presentation
- copy of AMV Guidebook
- copy of AMV Manual and all handouts
- copy of all optional materials
- list of Core Resources and Websites
- list of Supplemental Resources
- list of Recommended Apps
- list of References
- flip chart with blank sheets, markers, prepared flip chart sheets
- copies of handouts and any optional materials to be distributed to participants during the workshop
- collection of materials and equipment required for workshop activities (see Master Materials and Equipment List in the Appendices)

For Participants

Participants will be given the following materials at the start of the workshop:

- copy of AMV PowerPoint presentation
- copy of AMV Guidebook
- list of Core Resources and Websites
- list of Supplemental Resources
- list of Recommended Apps for Teaching Literacy and Essential Skills

SECTION 1

Welcome and Introduction

What resources and strategies work well when helping someone with a developmental disability improve his or her reading and writing skills?

In 2014, Belle Auld, then administrator of the Speech Assisted Reading and Writing (SARAW) program at Bow Valley College, set out to find out the answers to this question. She talked to tutors and teachers who worked extensively with persons with developmental disabilities. The result was the **Answers May Vary Research Report** which captures the expertise and knowledge of tutors and teachers within Bow Valley College. The research showed that there was no single answer. Not only did the answers vary, they should and must vary.

Curricula for adults with developmental disabilities need to be flexible, incorporating individual goals, experiences and interests. The research identified effective practices, strategies and resources that can work for many learners. These were compiled into the **Answers May Vary Guidebook**, which you have in your training materials.

This workshop is based on the **Answers May Vary Guidebook**. The Guidebook contains important adult learning theory and practice, as well as the nine concrete strategies we will be discussing in greater detail today with numerous examples. The Guidebook is also available in electronic form making it easy to access the links for the many teaching resources listed inside.

Along with the Guidebook, you also have other resources in your training materials – core resources and websites, supplemental resources, recommended apps, many of which we will refer to throughout the workshop today. As well, there are a number of handouts that will be distributed as we work through the sections.

The purpose of this workshop is to introduce you to these effective practices, strategies and resources, and give you concrete ideas on how to incorporate these into your work with adults with developmental disabilities.

SECTION 2

The Basics

Sidebar to facilitators: Although the agenda developed for this training is adjustable, the order of the modules is designed to build or stack knowledge.

During this training, we will:

- Examine the role of the Community Support Worker and those things you already do to help adults with developmental disabilities improve their reading, writing and other essential skills
- Define the terms we will be using: developmental disabilities, literacy and essential skills
- Review adult learning principles
- Review effective practices for working with adults with developmental disabilities
- Explore strategies and resources to help you support literacy development with your learners. We have designed the training to include some fun, hands-on activities that will engage you in learning and provide an opportunity to use new skills and strategies to support learning.

At the end of today's workshop, you will review and reflect on what you have learned and consider ways that you will incorporate your learnings into your work with clients.

Activity

Getting to know each other

The following icebreaker activity will give participants an opportunity to get to know each other and their respective backgrounds prior to engaging in the rest of the workshop.

Materials and equipment

None required

Preparation

None required

STEP-BY-STEP PROCESS

1. Ask participants to line up (or make a circle) according to how long they have worked with adults with developmental disabilities. This can include volunteer work, paid work and/or working with a family member. Encourage people to talk to one another to find out the information.
2. Once everyone is lined up (or in a circle), ask each person to introduce themselves and share their experience of working with adults with developmental disabilities.
3. Facilitators will introduce themselves and their related experience once everyone has finished.

SECTION 3

The Role and Challenges of the Community Support Worker

Before we start talking about how to incorporate teaching reading, writing and other essential skills into your work as a Community Support Worker, we felt it was important to talk about your work. We know that what you do every day goes well beyond what is stated in most job descriptions. We want to hear from you: What is your role and what are those things you find challenging? The answers to these questions are sometimes surprising and always enlightening.

Activity

What does a Community Support Worker do? What are the challenges?

The following activity will give participants an opportunity to examine what they do and acknowledge the challenges of the job.

Materials and equipment

Flip chart paper

Markers

Masking tape

Handout 1: What does a Community Support Worker do?

Handout 2: What are the challenges for a Community Support Worker?

Preparation

Prepare flip chart sheets (one sheet per 4-5 participants) with the heading "What does a Community Support Worker do?" at the top, and the heading "What are the challenges?" halfway down the sheet.

Make sure there are several markers for each group.

Make copies of Handouts 1 and 2, one for each participant.

Ensure you have your own copies of the handouts for reference during presentation/activity.

STEP-BY-STEP PROCESS

1. Ask participants to split up into small groups of 4 to 5 people (adjust according to the total number of participants). Ask the participants to think about the activities and tasks they do as part of their work as Community Support Workers, and the challenges they have doing their jobs.
2. Ask the participants to write their ideas on the flip chart sheets provided.
3. After about seven minutes, ask them to move on to the challenges if they haven't done so yet.
4. After fifteen minutes, bring the participants back together as a large group and ask for a volunteer from each small group to present their answers.
5. Tape the flip chart sheets up on the walls so everyone can see them.
6. Once everyone is finished presenting, ask the participants what they think about what has been written.
7. Acknowledge the challenges and complexities of being a Community Support Worker. Unlike many jobs, the role and duties are not set in stone, but change with each person you work with. You may need to learn on the fly depending on the goals of the learner. Your job is made more complex if you're working with more than one learner. Supporting your learner to improve their reading, writing and other essential skills is only one of the many tasks you do in your work. We hope this training will help you to incorporate reading, writing and other essential skills into the daily work you already do with your learner.
8. Distribute Handout 1: What does a Community Support Worker do? and Handout 2: What are the challenges? Inform participants the handouts are the compilation of information gathered during the pilot training with nearly 150 participants.

“One of the big challenges we face as Community Support Workers
is breaking down the barriers and stigma
attached to individuals with disabilities.”
(AMV workshop participant)

SECTION 4

What do you know about working with an adult with a developmental disability in a learning environment? What do you want to know? What have you learned?

The entire design of this workshop is built around a facilitation framework called **KWL**: *What I know, What I want to know, and What have I learned*. Using this framework, we begin with gathering information about those things you already know and do with adults with developmental disabilities in a learning/teaching environment. It also gives us information about what you want to know and learn about during our time together today. We want to emphasize that it is okay not to know and to have questions.

Throughout the day, we will check back to this list to make sure we are addressing your needs. Sometimes there are things you want to know that can't be answered in this training. However, when that happens we will try to steer you in the right direction to get answers or we will find the answers and get back to you at a later date.

The last part of the KWL framework is "What have I learned?" We will be asking this question at the end of the workshop as part of our evaluation process. Evaluating the effectiveness of the training allows us to make adjustments and changes based on your responses. In this way, we make the training responsive and more relevant to the training needs of our organization.

We use this facilitation framework because it is a very good way to work with learners as well.

Activity

What do you know: Acknowledging strengths and skills What do you want to know: Your questions and what you want to learn today

In this activity, participants will discuss their past experiences helping adults with developmental disabilities in a learning environment. The intent is to capture and acknowledge the skills and strengths they already possess. The second part of the activity will unearth the questions they have and the specific things they want to learn about teaching reading, writing and other essential skills to adults with developmental disabilities.

Materials and equipment

Flip chart paper

Markers

Large sticky note pads

Preparation

Prepare a flip chart sheet with the question "What do you know?". Prepare a second sheet with the question "What do I want to know?". Make sure each table has large sticky note pads and markers.

STEP-BY-STEP PROCESS

1. After explaining the KWL framework, ask participants to pair up and discuss the questions: What do I know about working with adults with developmental disabilities in a learning environment? What do I want to know? They can write their thoughts on the sticky notes.
2. After five minutes remind them to move on to the second question if they haven't done so yet.
3. After five more minutes, bring the participants back together and discuss the answers as a large group. Start with the "What I know" answers. It is important to acknowledge the strengths and skills people already bring to their work.
4. Record the answers on the prepared flip chart sheet.
5. Ask the group what they notice from the information gathered. What surprised them? Any common themes? Anything that they would like to add now that they have seen the list built?
6. Move to the "What I want to know" answers. Ask participants to share their answers. Record these on the prepared flip chart sheet.
7. Again, ask the group what they notice from the information gathered. What surprised them? Any common themes? Anything that they would like to add now that they have seen the list built?
8. Explain that throughout the workshop you will be referring back to the "What do I want to know?" sheet to make sure you are answering those questions. Let people know that they can get up and add to the flip chart sheets throughout the day.

"Working with adults with disabilities really needs more patience,
resourcefulness and energy, and you really have to have
a passion for what you're doing."
(AMV workshop participant)

SECTION 5

Defining our terms: developmental disability, literacy and essential skills

Before we move into discussing the strategies for building literacy and essential skills into daily life, it is important to establish that we are all talking about the same thing when we use terms such as developmental disabilities, literacy and essential skills.

The application and parameters of these definitions impacts not only our awareness of developmental disabilities, but are often linked to eligibility criteria for funding and services. For example, to qualify for the Assured Income for the Severely Handicapped (AISH) program in Alberta, a person must have a severe handicap that is permanent and substantially limits their ability to earn a living.

Sidebar to facilitators: We suggest doing the activity points (see steps 1-4 in activity below) for each term in advance to presenting the information related to that specific term.

The Government of Alberta defines a **developmental disability** as “a state of functioning that begins in childhood and is characterized by significant limitations in both intellectual capacity and adaptive skills. This term is generally used to describe life-long impairments that are attributable to mental, neurological and/or physical disabilities.” Persons with developmental disabilities include persons with general developmental disabilities as well as autism, Asperger disorder and fetal alcohol spectrum disorder.

Persons with developmental disabilities may have related limitations in two or more of the following adaptive skills:

- Communication
- Home living
- Community use
- Health and leisure
- Self-care
- Social skills
- Self-direction
- Functional academics
- Work”

(Government of Alberta, Employment and Immigration, 2010, p.2)

Our understanding of developmental disabilities has changed over time. New definitions often speak to the ways in which people with developmental disabilities can experience barriers in engaging with the world. It is important to remember that two people with the exact same diagnosis, for example autism spectrum disorder, may have entirely different needs. Diversity exists within disabilities also.

It is important to note that developmental disabilities are totally distinct from learning disabilities. **Learning disabilities** refer to “a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.” (Learning Disabilities Association of Canada, 2002/2015)

Family literacy coordinator Nada Jerkovic explains this in plain language: “Learners with developmental disabilities have below average cognitive functioning that affects their general ability to learn. On the other hand, people with learning disabilities have average or above average intelligence. Their learning disability creates a gap between ability and performance.”

Literacy is another word that has been interpreted and defined in different ways. Traditionally, people thought of literacy as the ability to read and write, and indeed that is part of literacy. But it is much more than that. UNESCO’s 1978 definition of ‘functional literacy’ says that: “A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his (or her) group and community and also for enabling him (or her) to continue to use reading, writing and calculation for his (or her) own and the community’s development.” (UNESCO, 2005, p.154)

"Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one’s health, one’s income, and one’s relationship with the world."
(UNESCO statement on literacy)

Essential skills are exactly what the name suggests. They are the nine essential life skills every individual needs to be successful in learning, work and life. They include:

1. Reading text
 2. Document use
 3. Writing
 4. Numeracy
 5. Oral communication
 6. Thinking
 - Problem solving
 - Decision making
 - Critical thinking
 - Job task planning and organizing
 - Significant use of memory
 - Finding information
 7. Working with others
 8. Digital literacy (computer use)
 9. Continuous learning
- (Loschnig, 2011)

A Word About the Essential Skills Profiles

For those participants working with learners interested in employment, the [Essential Skills Profiles](#) developed by the Government of Canada include:

- Brief description of the occupation
- List of the most important essential skills used in that occupation
- Examples of tasks that show how each essential skill is used
- Complexity ratings for the skill that indicate level of difficulty

The profiles can help you learn about the skills needed for different occupations. You can explore with your learner the requirements for different occupations. From there you can develop learning plans that target the skills required for the occupation of interest to your learner.

Identifying the specific skills needed for a learner's career choice can serve as an extremely helpful guide in prioritizing learning activities and making learning relevant and meaningful.

Activity

Defining our terms

In this activity, participants will discuss the terms developmental disability, literacy and essential skills.

Materials and equipment

Flip chart paper

Markers

Handout 3: Definition of terms

(optional): Government of Alberta *Living Literacy Framework* publication

(optional): NWT Literacy Council *Community Essential Skills* sheet

Preparation

Prepare three flip chart sheets, each with one of the terms on it – developmental disability, literacy and essential skills.

Prepare a sheet with the list of nine essential skills.

Make copies of Handout 3, one for each participant.

Ensure you have your own copies of the handout and the optional resources for reference during presentation/activity.

STEP-BY-STEP PROCESS

1. Introduce the importance of clearly defining our terms: It is important that as we begin to discuss strategies and best practices, we all have a shared understanding of what the terms developmental disability, literacy and essential skills mean.
2. Beginning with **Developmental Disability**, ask the participants to call out their suggestions for definitions. Record them on the prepared flip chart sheet. Once every one is done, read the definition from the Government of Alberta on Handout 3. Be careful to distinguish developmental disabilities from learning disabilities as this can be an area of confusion.
3. Turning to the flip chart sheet with the heading **Literacy**, ask the participants for their definitions of literacy. Record their answers on the sheet. Once the group has finished answering, read out the definition of literacy from the Government of Alberta on Handout 3. It is important to emphasize that literacy is not only reading and writing, but being able to “read the word and the world”.
4. Turning to the flip chart sheet with the heading **Essential Skills**, ask the participants for their definitions of Essential Skills. Record their answers on the sheet. Turn to the flip chart sheet with the nine essential skills listed and refer to it during your discussion. Facilitators may also find it helpful to refer to NWT Literacy’s Community Essential Skills sheet, which explains the essential skills in an easy and accessible way. This resource is listed in the Core Resources and Websites.
5. Distribute Handout 3: Definition of terms. Refer to the Government of Alberta *Living Literacy Framework* publication, informing participants it is included in the list of Core Resources and Websites in the training materials.

SECTION 6

Adult Learning Principles

Malcolm Knowles was the first to talk about Adult Learning Principles when, in 1970, he described these six principles for adult learning in 1970.

Adult learners...

1. are autonomous and self-directed (involve learners in planning their lessons, acknowledge their learning style)
2. have accumulated a foundation of experiences and knowledge (find out about their past experiences in learning and work and incorporate them in lessons)
3. are goal oriented (provide meaningful learning experiences linked to their actual goals)
4. are relevancy oriented (make lessons interesting and relevant to learners' lives)
5. are practical (need to know how their learning applies to real life contexts)
6. need to be shown respect (acknowledge the strengths and knowledge learners bring into the relationship)

(Australian Catholic University, 2015)

These principles provide a foundation for us as we move into talking about effective practices, actual strategies and useful resources for working with adults with developmental disabilities to enhance their literacy and essential skills learning.

Activity

The differences between child learning and adult learning

This activity encourages participants to think about the differences between learning as a child and learning as an adult.

Materials and equipment

Flip chart paper

Markers

Large sticky note pads

Handout 4: Children vs. Adult Learning Chart

(optional): Teaching adults: What every trainer needs to know about adult learning styles

Preparation

Prepare a flip chart sheet with the list of Knowles' six adult learning principles.

Make sure each table has large sticky note pads and markers [or pens?].

Make copies of Handout 4, one for each participant.

Ensure you have your own copy of the handout for reference during presentation/activity.

STEP-BY-STEP PROCESS

1. Using the prepared flip chart sheet, review the six adult learning principles by Malcolm Knowles, giving examples of each.
2. Divide the participants into groups of two or three and ask them to brainstorm the differences between teaching children and teaching adults. They can write their thoughts on the sticky notes.
3. After 5 to 10 minutes, bring the participants back together as a large group and talk about what they saw as the differences between teaching children and teaching adults. Record these on a flip chart sheet. Ask what stands out for them as the main difference between teaching adults and teaching children.
4. Distribute Handout 4: Children vs. Adult Learning Chart. Also refer participants to the optional resource *Teaching Adults: What every trainer needs to know about adult learning styles* listed in the Core Resources and Websites.

Note to participants: Some learners with developmental disabilities may like child-based materials and activities. However, those individuals may not have been offered a *choice* about their learning materials or activities and simply may have grown attached to something familiar. A way you can support your learner to use adult-based materials is to offer a number of choices that reflect your learner's interests. Do not take away a favourite book (or other material) because it is child-based – respect that your learner may have a positive association with that item. Removing it may connect an upsetting experience to learning. Instead, make note of what interests your learner about that book and find an adult-based book that relates to the same interest. Better yet, support your learner in finding a new book for themselves at the library. For example, if your learner has a child's book on the zoo, you can look for a plain language book on animals. Continue to offer adult-based materials and encourage your learner to expand their reading.

“Adults learn best when they are treated like adults. Mutual respect, trust, comfort, collaboration, and freedom to participate should characterize their learning environment.”

(Helen W. Post, *Teaching Adults: What every trainer needs to know about learning styles*, Family Advocacy and Support Training Project)

SECTION 7

Effective Practices

In the 2005 Literacy and Disabilities Study (LaDS), Audrey Gardner, writer and adult literacy educator and researcher, defined effective practices as “ways of working that are useful, efficient, and valuable to those participating in literacy learning activities.” The Answers May Vary Guidebook draws on the effective practices identified in the study and focuses on the six most important to working with adults with developmental disabilities. Not surprisingly, many intersect with adult learning principles.

- Be person/learner-centred (take into consideration their interests and personal goals)
- Be competency based – focus on strengths (start with what they know and move into what they want to know; use their learning styles)
- Use materials and experiences from learners’ daily lives (get to know the learners – their interests and activities – and structure learning activities around those)
- Patience (learners with developmental disabilities may have had bad experiences in past educational settings – it takes time, patience and kindness to create a safe trusting learning environment)
- Respect for others (showing respect helps improve learners’ self-esteem and self-confidence)
- Positive attitude and encouragement (being positive helps establish a relationship of trust and create an environment where persons are more open to being able to learn)

As we move into looking at the teaching strategies, we are keeping these effective practices in mind.

Note to facilitator: There is no specific activity for this section. However, it is useful to review the Effective Practices with the group, which can be done using a prepared flip chart sheet listing the Effective Practices and posting it beside the sheet listing the Adult Learning Principles so that you can make comparisons.

Hint for participants: If you are feeling unsure about how to best support your learner, reviewing both of these lists can be a helpful self-reflective checklist in your day-to-day

“In my mind, connecting the Adult Learning Principles and Audrey Gardner’s “Effective Practices” was an important basic building block for this session.”
(AMV workshop participant)

SECTION 8

How do I know where to start? Assessing learner's skills

Community Support Workers frequently ask “How do I know where to start? How do I assess learners’ skills and develop appropriate learning activities?” Before we move into talking about the actual strategies, we want to take some time to talk about assessment.

The Adult Literacy and Essential Skills Research Institute (ALESRI) at Bow Valley College has developed several useful placement tools to help Community Support Workers do an informal assessment of their learners’ skills.

The first tool is the **Alberta Reading Benchmarks (ARB)**. The ARB are a set of standards that measure reading in adults. They describe what readers know and can do at successive levels as they increase their reading skills.

The ARB are based on the International Adult Literacy Survey (IALS) Framework, which is an international scale for measuring adult literacy levels. IALS breaks down reading skills into five levels. The ARB break down the first three levels of IALS further, showing the progression of reading performance tasks and text complexity in seven levels, from 1A through to 3A.

The ARB are a way to think about the skills readers need to understand text. They can be used to guide selection of reading materials, resources and activities to match the skill level of the learners.

ALESRI has also developed two other assessment tools: **readforward** and **writeforward**. **readforward** provides a series of easy-to-use adult reading tests. **writeforward** is an informal assessment tool developed to assess and strengthen writing skills for adult literacy learners. Like the ARB, both of these tools are referenced to the IALS.

Activity

This discussion will not have an activity per se, but will focus on explaining how to use the Alberta Reading Benchmarks to guide choice of reading materials, resources and activities to match the skills of learners.

Materials and equipment

Flip chart paper

Markers

Handout 5: Comparison of IALS and ARB

Handout 6: Alberta Reading Benchmarks Levels Chart

Handout 7: Sample learning activities for Alberta Reading Benchmarks

Preparation

Prepare a flip chart sheet that shows how IALS Level 1 is broken down into ARB Levels 1A, 1B, 1C.

Make copies of Handouts 5, 6 and 7, one for each participant.

Ensure you have your own copies of the handouts for reference during presentation/activity.

STEP-BY-STEP PROCESS

1. Distribute all three handouts to participants.
2. Referring to the prepared flip chart sheet, explain how the International Adult Literacy Survey Level 1 is broken down into levels 1A, 1B and 1C of the Alberta Reading Benchmarks. Refer participants to Handout 5: Comparison of IALS and ARB.
3. Using Handout 6: Alberta Reading Benchmarks Levels Chart, review the tasks and skills for level 1A. Explain to participants: These can be used to do an informal assessment of your learners' reading skills. As well, the ARB give you a language to use with learners to show progress. For example, you can show learners how they have progressed over the weeks from Level 1A to Level 1B. Ask participants if there are any questions regarding the ARB and how they relate to the learners' skills.
4. Refer to Handout 7: Sample learning activities for Alberta Reading Benchmarks. Explain to participants: The *Sharing the Journey with Adult Indigenous Learners: A teaching reading strategies guide* is meant to be used with the ARB as a teaching companion. It gives you ideas for creating learning activities for the ARB Levels 1A to 2B. This handout shows you several sample learning activities. Inform participants the link for the complete guide is in the list of Core Resources and Websites in the training materials.
5. Recommend that participants who want more information on assessment check out the websites for **readforward** and **writeforward**, and inform them that the links to these are also in the list of Core Resources and Websites in the training materials.

Hint for participants: Be sure to involve your learner in a discussion about their progress. The ARB chart can be very helpful to highlight to your learner how they've built up their reading skills. Point out what they can do now that they couldn't do before. This can be a great motivator for learners!

“The research clearly shows that literacy learning doesn't follow a linear path but is a much messier, more complicated, and sometimes invisible process. In fact that invisible aspect may be the most important part of the process, though it's also the most challenging to document. Literacy changes how learners feel about themselves in the world.”

(Jackson, C. and Schaetti, M. 2013. Measurement and Assessment in Adult Literacy and Essential Skills: A Critical Literature Review Literacy and Essential Skills: Learner Progression Measures Project. Bow Valley College.)

SECTION 9

Building Literacy and Essential Skills into Daily Life

Strategy 1: RAP

Read

Ask yourself what it means

Put it in your own words

The first strategy we discuss is called RAP, which stands for **R**ead, **A**sk yourself what it means, **P**ut it in your own words. This strategy can be applied to a paragraph, a couple of sentences, a single sentence or even a single word, depending on the reading skills of the learner. It is very similar to summarizing, but taken a step at a time to ensure comprehension.

"I was pleasantly surprised at the valuable techniques taught. I knew these approaches a little, but it was great to have them laid out in plain language."
(AMV workshop participant)

The procedure looks like this:

Encourage the learner to read out loud. Talk to her about what she is reading. It is important not to just ask "do you understand?". Many learners will say they understand because they want to please you and/or avoid the embarrassment of saying they don't understand. Instead, ask the learner to put it in her own words. When a person talks about what she is reading, it helps her remember and understand, and it helps you identify words she does not understand.

Remember to emphasize to the learner that it is okay not to understand.

Hint for participants: Sometimes it can help to normalize "not knowing" by inviting the learner to keep a small notebook or list where you write down a word they are struggling with and revisit it later. The act of making a "resting place" for mistakes can help some learners carry on reading after making a mistake. The list then can become words that you practise at another time. This gives the learner control over when and where to revisit the mistake, allows them to know you'll work together on learning it later, and helps you build your knowledge on where to best help them.

An example of RAP: You are at a restaurant with your learner. You can help him read the menu. If he likes fish and chips, you can show him the words on the menu and have him read the words out loud: "Halibut Fish and Chips, deep fried in beer batter, \$12.99." Ask him to tell you what the words mean. You can ask questions such as "What kind of fish? How is the fish cooked? What is beer batter? How much does it cost?"

You can use the RAP strategy anywhere there are printed words or text: a display board at the zoo, a text on a smart phone, price cards or product labels at a grocery store, a recipe in a cookbook, safety words and directional signs in public buildings, etc.

Hint for participants: When working with someone who is non-verbal, you can still use this strategy! You can draw pictures (or cut them out of a magazine or print them from a website) that relate to topics in the reading material. You can ask the learner to point to the image of the word you've just read. For example, if you are reading a story where a woman is the main character, you can show a couple of different pictures (e.g., one of a dog, one of a woman, one of a bus) and ask the learner to point to the picture of a woman, like the main character. You can also do this using letters for specific words from the book or by matching words and definitions that include visuals. Think about the strategy for communication that works best for your learner and use this to help them connect meaning to what they are reading.

Activity

Practising the RAP strategy

This activity will give participants an opportunity to learn about and try the RAP strategy.

Materials and equipment

An assortment of reading materials such as product labels, grocery flyers, excerpts from Nanaimo Community Cookbook (available online), excerpts from the Plain Language Drivers' Guide (available online), full cookbooks, magazines, newspapers, easy readers, excerpts from ESL readers (available online), copies of bills, copies of landlord tenant agreements, menus, calendars, etc. (See Supplemental Resources in the Appendices for links to suggested online resources.)

Handout 8: Ideas for using the RAP strategy

Preparation

The main preparation for this (and activities for the strategies that follow) is to collect a wide assortment of reading materials of interest and relevance to the learners. The Supplemental Resources list in the Appendices has links to some great materials.

It is important to separate the reference materials (e.g., books) from those materials people can cut out (e.g., flyers, magazines) and let participants know which is which, to avoid inadvertent damage to materials that need to remain in one piece. Make copies of Handout 8, one for each participant.

STEP-BY-STEP PROCESS

1. After explaining the RAP strategy, ask participants to pair up with a different person than they partnered with before, and choose some examples from the provided materials. Explain that one person will be the tutor and one will be the learner, and they should practise the RAP strategy using the texts they selected.
2. After five minutes, encourage participants to switch roles.
3. After a few more minutes, bring the participants back together as a large group. Ask them how they found the exercise. Do they think it will be helpful to use with the learners they work with?
4. Distribute Handout 8: Ideas for using the RAP strategy.

SECTION 10

Building Literacy and Essential Skills into Daily Life

Strategy 2: Chunking

Large amounts of text can be overwhelming for anyone, but particularly for someone who struggles with reading. Chunking breaks things down into smaller pieces. The idea is that a person only has to focus on a small bit of information at a time.

You want the learner to see only the part they are reading. You can cover the rest of the text with another book, a piece of paper or your hand. You can stop to ask the learner what each chunk means using the RAP strategy. Talk about it as you go and put the chunks together.

Some other teaching suggestions using chunking: You can use index cards to break down a sentence into word chunks. You can create a small paper frame with an open space in the middle that learners can use to show only sections of text, thereby chunking their reading. You can encourage learners to chunk things themselves using their hands to create a small frame.

Hint for participants: An instructor who used this technique working with learners with autism recognized that if they were pointing their frame towards a corner of the room or out the window (i.e. away from the group's activity) they were over-stimulated.



Text on a smart phone is already chunked – you can only see small parts on the screen. You can also use the zoom-in function to make the text larger so that it is easier to read.

Many online sources naturally chunk things into more manageable pieces. For example, Wikihow (<http://www.wikihow.com/Main-Page>) can be a great task-based learning opportunity as most of their instructions are “chunked” into smaller steps, and include visuals.

Activity

This activity encourages participants to use their creativity in thinking about ways to use chunking when working with their learners.

Materials and equipment

An assortment of reading materials including packaging from common products (e.g., cookies, cereals, pasta, etc.), flyers, posters, bills, instructions for different tasks (e.g., making rice) from Wikihow, magazines, cookbooks, community newspapers, etc.

Coloured index cards, scissors, glue sticks, rulers

Flip chart paper

Markers

Handout 9: Ideas for using the Chunking strategy

Preparation

Make sure you have a good selection of materials available for both cutting out (flyers, magazines, coloured index cards) and reference (books, calendars, forms).

Make sure you have enough scissors and glue sticks for all participants to use.

Make copies of Handout 9, one for each participant.

STEP-BY-STEP PROCESS

1. After explaining the chunking strategy, and giving several examples, ask participants to pair up (with a different partner again) and talk about the different ways they might use the chunking strategy. Ask them to try out the chunking strategy, again with one person in the role of tutor and the other in the role of learner.
2. After ten minutes, bring the participants back together as a large group and ask them to share their activities. Record these on a flip chart sheet. (If you choose, you can offer that you will type up these ideas and distribute them later to participants.)
3. Distribute Handout 9 for more ideas using chunking.

“I will use these tools a lot with my job and with my kids or helping anyone who needs understanding, even for myself.”
(AMV workshop participant)

SECTION 11

Building Literacy and Essential Skills into Daily Life

Strategy 3: Use as many senses and learning styles as possible

There is no one right way to approach learning. As individuals we have different ways of learning, and many of us have a preferred way of learning. When we notice and understand the preferred learning styles of our learners and incorporate them into our lessons, we can create more effective learning opportunities. It is also important to use a mix of learning styles to stimulate thinking and creativity.

We focus on three common learning styles: Kinesthetic, Visual and Auditory. Research has shown that many adults with developmental disabilities, as well as English language learners, prefer kinesthetic learning. They like to learn by doing and situating the learning in the physical body. For example, a kinesthetic learner who wants to learn about cooking rice will learn more effectively by actually cooking the rice, rather than by reading about how to cook rice or hearing instructions. However, reading the instructions together out loud as you make the rice incorporates the other two learning styles – visual and auditory – in an effective way.

Visual learners like to learn by looking at drawings or words. They like maps, graphs, pictures and colourful depictions of concepts. They prefer written instructions. They write things down.

Auditory learners learn by listening – they like stories and music. They would rather listen to the radio than read a newspaper. They follow oral instructions better than written ones.

People can have a combination of learning styles as well. For example, an audio-visual learner might learn well using text-to-speech software that allows them to see and hear the words as they are reading. Play around with using different learning styles with your learner to keep things interesting, and find which one (or combination) works best. Ask your learner about something they remember easily. Talk about what made that easy to remember.

Sometimes adults with developmental disabilities don't get a lot of choice about what learning style works best for them simply because of other people's assumptions about their limitations and how to adapt things for them. For example, someone who is visually impaired might automatically be given audio versions of books or materials, but what if they find they are a kinesthetic learner? In that case, a Braille book may be a better fit for their learning style. Try to think about how to support your learner to explore the learning style(s) that works best for them.

It is important to tailor your activities to your learner's strengths and needs, as well as incorporating different learning styles to keep things interesting.

Talk to the person you are working with about their learning style. The more tools and language you teach them about their learning, the better prepared they will be to self-advocate for their own learning. Teach them to ask to use what works best. For example: Would you mind if I recorded this? Can I write this down? Can you show me how to do that? Would you mind walking me through how to do this?

Activity

Learning Styles Bingo

This activity will familiarize participants with some of the different characteristics of the three learning styles. The video (to be played after the Bingo game) gives a fuller explanation of learning styles and their importance.

Materials and equipment

Three prizes for winners of the bingo game

Handout 10: Learning Styles Bingo Card

(optional): Different learning styles and tutoring tips

Laptop computer attached to a television or projector and screen for video presentation

Note: If you don't have this technology, use the introduction on learning styles above and information from optional resource "Different learning styles and tutoring tips" available in the Core Resources and Websites list.

Preparation

Shop for three prizes. (Suggestion: Dollar stores have inexpensive prizes such as adult colouring books and crayons, and notebooks, depending on your budget.)

Make copies of Handout 10, one for each participant.

If you are using the technology, make sure the computer and projector work and are ready to play the video.

STEP-BY-STEP PROCESS

1. Briefly explain the three learning styles described in the introduction (kinesthetic, visual and auditory.)
2. Distribute Handout 10: Learning Styles Bingo Card. Each box describes a characteristic of a different learning style. Explain to participants that they have to get a blackout bingo by talking to one another to find out who in the group has one of the characteristics and getting their signature to cover that box. They can use names more than once and can use the facilitator's name, but not their own name.
3. Game is over when there have been three winners – the participants who are first to cover their whole card. (You can adjust the number of winners to one or two for smaller groups of participants.)
4. Discuss the three learning styles in greater depth (see discussion above).

AND/OR

Show the video Answers May Vary Part 4 Using Different Learning Styles available on YouTube at <https://www.youtube.com/watch?v=wwFHIC5zVk>

Section 11

5. Following the discussion/video, ask the group for their feedback.
6. Inform participants that the Bingo Card came from the Visual Arts, Storytelling and Essential Skills Facilitator's Guide. Explain that it also contains strategies for learning in the different styles of auditory, kinesthetic and visual that they may find useful. Let them know the link for the complete guide, and the page numbers for these specific resources, is in the list of Core Resources and Websites in the training materials.

Facilitators:

Please note that this is the halfway mark. This would be a good time to break for lunch. Sometimes the activities take longer than planned and if you did not get to the end of this section/activity, you are encouraged to adjust your workshop accordingly (e.g., it may be necessary to show the video after the lunch break; you might need to leave out one or more of the three activities in the remaining sections that are marked as optional).

"I liked how the activities weren't always the same and we covered all of the learning styles (visual, auditory, and kinesthetic) throughout the day. The workshop itself modelled good adult learning principles as we were learning."
(AMV Workshop Participant)

SECTION 12

Building Literacy and Essential Skills into Daily Life

Strategy 4: Language Experience Approach

Although Language Experience Approach (LEA) or Language Experience Story is not strictly a practice related to everyday life, it is so successful that it deserves to be mentioned.

LEA is exactly what it says it is – it uses the person’s own language and experiences instead of a work written by someone else. The idea is to ask the learner to tell you something that happened to them. It could be what they had for lunch, a birthday party they attended, a trip they took. You can also use photos taken by the learner as a starting place. Write down exactly what the learner says without editing the words. This is called scribing. Then read the words back to them, placing your finger on each word as you read. Invite the learner to read with you silently or out loud. You can focus on one sentence at a time (chunking). Editing the writing can be its own learning activity.

You can add in game type activities to make the exercise more fun. For example, once the learner knows the story, you can delete some of the words (i.e., print out the story with a few blanks) and see if they can remember them and how to spell them. You can also write the words the learner knows on index cards and have them keep these as a word bank. Eventually, they can use the words to put together other stories. You can also keep the words in a book that becomes the learner’s personal dictionary.

LEA can also be used to document a skill or task (e.g., making coffee or feeding a pet). You can build a learning activity into creating your learner’s own instructional book for certain tasks they are working on mastering. For example, a learner who just got a job at a coffee shop may need to remember all of the steps needed to make different drinks. You can take a photo of the learner doing each step, create a small booklet, and have them write the caption for each step in the process.

Note to participants: Remember to get consent before taking photos or sharing the learner’s writing. If the learner has a legal guardian, the guardian has to give consent.

You could also use this approach to create a new ending to your learner’s favourite book or movie, or create silly advertisements for their favourite food. Remember, the more relevant and fun you make the activity, the easier it will be for them to learn.

There are many different ways you can use LEA with your learner, from prewriting (talking about what they want to write), to writing (with your assistance if needed – you can scribe first and then they can copy the words), to reading their own writing.

Activity

This activity encourages participants to think about the learners they are working with and design some Language Experience Approach activities around their specific interests.

Materials and equipment

Assorted materials such as magazines, newspapers, grocery flyers, posters, calendars, song lyrics, old photos if available

Markers, construction paper, coloured index cards, scissors, glue sticks

Flip chart paper / markers

Handout 11: Ideas for using the Language Experience Approach

Preparation

Make sure you have a good selection of materials: gather magazines, newspapers, etc.; print out lyrics from some popular songs; collect old photos (e.g., at garage sales, time permitting).

Make sure you have enough markers, scissors and glue sticks for all participants to use.

Make copies of Handout 11, one for each participant.

STEP-BY-STEP PROCESS

1. After explaining the Language Experience Approach, ask participants to pair up with someone they haven't worked with yet. Invite them to think about the learners they are currently working with and, using the materials provided, create specific Language Experience Approach activities designed with these learners in mind. For example, a person in the pilot group designed a sheet illustrating the steps needed to walk the dog (get the leash, get the poop bag, etc.) for their client who had a dog. Another created a schedule of the day's activities with words and pictures, with the plan that as their client completed the activities, they would check it off on the schedule, learning the words associated with that activity.
2. After fifteen minutes, bring the participants back together as a large group and ask them to share their ideas of how they incorporated the learners' experiences and stories into learning activities. (Other examples could be journaling together, writing out the day's or week's schedule.) Record the ideas on a flip chart sheet.
3. Remind participants that to maintain the integrity of LEA, they would involve the learner in designing and creating the activity.
4. Distribute Handout 11: Ideas for using the Language Experience Approach.

“There were a lot of creative ideas that made learning fun for me.”
(AMV workshop participant)

SECTION 13

Building Literacy and Essential Skills into Daily Life

Strategy 5: Make learning fun and of interest to the person

All of us learn better when we are learning something we are interested in and when we are having fun. As mentioned earlier, you can introduce fun into learning by using different learning styles and in activities created with the Language Experience Approach. The following are some other examples of how to make learning fun:

- When you are reading a sign or a menu item (or anything) read it out loud and throw in something totally bizarre every once in a while. For example, “This train stops at city hall and then carries on to Vancouver.” See if your learner can catch what isn’t true. This encourages active listening and thinking.
- Using song lyrics from one of the learner’s favorite songs, do the fly swatter activity – print one word per page and have the learner hit the word with a rolled up piece of paper when you say it. Or put the sheets on the ground and ask the learner to jump on it (or roll over it with wheelchair) when you say the word.
- Make a book using the learner’s own photos, having the learner describe what is happening to create the story. Remember that you can scribe (write or print the words) for the learner.
- Using pictures from a newspaper or magazine, create a grocery list.
- Go on a colour walk: Ask the learner to pick a colour and walk around together either inside or outside trying to find things that colour. Either you or the learner can write those things down on a notepad and work on those words together later on.
- Create flash cards with the learner of words they are working on. We’ll talk more about this during our discussion about Phonics.

Many adult learners may have had negative experiences in school. They may experience anxiety when placed in a traditional learning environment, for example sitting at a desk reading a book. Making learning fun and of interest to the learner encourages their curiosity, increases their engagement and can reduce some of the stress they may have around learning.

Activity

This activity gives the participants more practise in creating and doing learning activities that are fun and incorporate different learning styles.

Materials and equipment

Assorted materials such as flyers and magazines (for creating grocery list or other ideas), newspapers or construction paper (for making fly swatters), song lyrics, menus, calendars
Sentences printed out one word per page
Notebooks and pens (for colour walk)
Yellow and other coloured overlays*

Markers, construction paper, coloured index cards, scissors, glue sticks

Flip chart paper / markers

Handout 12: Ideas for making learning fun and interesting

***Hint for participants:** Yellow colored overlays help some learners see text more clearly. You can write words you and the learner encounter during your time together on an overlay and they are easily erased. Additionally, overlays are easy to carry with you in your backpack or purse. Experiment with other colors to see if they make a difference.

Preparation

Make sure you have a good selection of appropriate materials for the ideas discussed and to inspire new ones. Collect magazines on different topics of interest to men and women. Collect grocery flyers. Print out song lyrics. And so on.

Make sure you have enough markers, scissors and glue sticks for all participants to use.

Make copies of Handout 12, one for each participant.

Ensure you have your own copy of the handout for reference during presentation/activity.

STEP-BY-STEP PROCESS

1. Talk about the importance of making learning fun and of interest to the learner.
Describe three or four different ideas from the description above or Handout 12.
2. Ask participants to pair up (new partners again). Instruct them to try out some of the ideas for making learning fun or create new ones of their own.
3. After ten minutes, bring the participants back together and share ideas and experiences in the large group. Ask participants: What did you learn from trying these activities? What would make some of these activities challenging?
4. Record their ideas on a flip chart sheet.
5. Distribute Handout 12: Ideas for making learning fun and interesting.

“I need to be patient, respectful and understand where the learner is coming from. It’s best to start the learning process by identifying the learner’s strengths and interests.”
(AMV workshop participant)

SECTION 14

Building Literacy and Essential Skills into Daily Life

Strategy 6: Assisted (Echo) Reading

The idea behind assisted reading (also known as echo reading) is exactly as it sounds – reading together with the learner, with the learner echoing back what you are reading until the learner ends up reading alone.

“There is not just one way
to teach participants
how to read and write.”
(AMV workshop participant)

The instructions for assisted (echo) reading are:

- Pick a sentence or group of words you encounter in your everyday life – something easy and of interest to the person you are working with or something they are already familiar with (particularly if there are pictures).
- Read each word as you point to the word. Encourage the person to read along with you. Read slowly but evenly, not stopping at difficult words but reading them for the person. Go over the sentence again several times, encouraging the person to read along as before. As they get better at speaking the words, have your voice fade out and supply the difficult words only when necessary.

You could also try assisted reading with plain language books. Sources of plain language writing include the ESL Literacy Readers, the Nations Learning Together website (writing from adult learners attending Bow Valley College’s foundational learning programs) and Grassroots Press. The website links for all of these are included in the list of Supplemental Resources in the training materials.

You could try using software or an app that reads text out loud to facilitate assisted reading – have the learner follow along as the program reads the words. For example, iPhones* have a text to speech accessibility function under accessibility options in general settings. We discovered that Android and Blackberry don’t have this as an integrated function. . There is a list of Recommended Apps for Teaching Literacy and Essential Skills in the training materials.

You can also make video or audio recordings (with consent) of you or your learner reading a book. This way, they can listen to the recording and follow along on their own. This can also be a great way to point out progress down the road – you can show your learner a recording of when they read a book six months ago so they can see how much they’ve improved reading the same book now.

*(Instructions for iPhones: Go to settings–general, accessibility–speak selection–select speaking rate, select highlight words. Go to an existing short message, hold finger on it until the little message “**copy....speak**” comes above the message, tap on speak. This feature also allows you to use other languages as well.)

Note to facilitator: There is no activity for this strategy.

SECTION 15

Building Literacy and Essential Skills into Daily Life

Strategy 7: Phonics

Phonics is the system of relationships between the sound of letters or groups of letters and the written letter(s). Teaching phonics helps learners identify the sounds associated with specific letters or groups of letters. For example, the letter b has a 'buh' sound or the letters ion have a 'shun' sound. This strategy doesn't work for everyone, but is worth trying.

The instructions for phonics are:

- Working with alphabet flash cards, show the letter and say the sound of the letter. For example, show the "B" card and say "buh". You and your learner can think of words that begin with the sound "buh" (bear, banana, bottle, bathtub). You can write out the words highlighting the letter B in each word.

A suggestion for practising phonics out in the community is to play "I spy" using letters you and your learner have been working on together. You could create a bingo card of letters you've been practising. There is a link to a printable alphabet bingo card in the list of Supplemental Resources in the training materials.

Note to participants: It is important to remember you are working with adults. Many flash cards are child-based. We suggest you make your own adult-focused flash cards with your learner using letters and combinations of letters your learner is working on.

Note to facilitator: If you choose to omit the activity (because of time constraints), you can distribute Handout 13: Ideas for adult-focused flash cards and phonics activities after you have discussed the Phonics strategy.

Activity (optional – time permitting)

Creating adult-focused flash cards for practising phonics

This activity gets participants thinking about the words learners are working on and what sorts of flash cards would be appropriate. For example, if a learner is in a new workplace, you could work on the words and symbols for Workplace Hazardous Materials Information System (WHIMIS) or other workplace terminology (e.g., memo, email). If the learner has problems with l words, or distinguishing b and d, you could work on those. The idea is to identify the words and sounds that are posing challenges for the learner and create appropriate adult-focused flashcards using those words.

Materials and equipment

Assorted magazines and flyers

Markers, index cards, scissors, glue sticks

Flip chart paper

Handout 13: Ideas for adult-focused flash cards and phonics activities

Preparation

Make sure you have a good selection of materials available for cutting out.

Make sure you have enough markers, scissors and glue sticks for all participants to use. Make copies of Handout 13, one for each participant.

STEP-BY-STEP PROCESS

1. After explaining the concept of phonics and adult-focused flash cards, ask participants to pair up and consider how they could incorporate interests/experiences of a learner to create flash cards to address challenges the learner has in pronouncing certain sounds or recognizing the letters associated with the sounds in words related to these interests.
2. After ten minutes, bring the participants back together as a large group and ask them to share their ideas. For example, one learner wanted to improve her self-care strategies. She and her worker developed flash cards to practise self-care words- h is for hygiene, e is for exercise, d is for diet, etc. In addition to learning the phonics and improving her vocabulary, this learner is gaining knowledge about healthy living.
3. Record the ideas on a flip chart sheet.
4. Distribute Handout 13: Ideas for adult-focused flash cards and phonics activities.

“I learned that it has to be age appropriate when you are implementing strategies and using tools.”
(AMV workshop participant)

SECTION 16

Building Literacy and Essential Skills into Daily Life

Strategy 8: KWL (what I Know, what I Want to know, what I Learned)

You may remember that at the beginning of this workshop we used this strategy to find out what you know about working with adults with developmental disabilities and what you want to know. At the end of the workshop, as part of our evaluation process, we'll be asking you about what you have learned.

This strategy can also be useful to you in your work with learners. It helps you understand what they know, and what they would like to know more about. Engaging your learners in this discussion using the KWL framework can help you make your lessons more relevant.

You can also use this strategy to talk about things you encounter in your day with your learner. You can talk out loud about the things you want to know about, and how or where you might find that information. Activities such as this encourage active thinking (as opposed to being a passive learner) and continuous learning skills. It also promotes self-monitoring, which helps the learner become aware of what they know, teaches them to ask questions about what they want to know, and helps them think about where they would/could find the answers.

Another way to use the KWL strategy with your learner is to ask them if there is a topic they would like to know more about or notice what things interest them (e.g., nature, space travel, hockey, cooking), and structure your lessons around those interests. You can also add an additional column to the framework to ask "Where to find what I want to know" and brainstorm with the learner about where to find this information (e.g., at the library).

Illustrating steps in the learning process can help reduce anxiety and make learning less overwhelming for the learner. The KWL strategy does this by making the process more transparent and breaking learning down into as small steps as are necessary.

Activity

This activity is mainly to show participants how an example of how the KWL strategy can be used for any question or interest.

Materials and equipment

Flip chart paper

Markers

Handout 14: Sample KWL framework

Preparation

Draw the KWL framework on a flip chart sheet:

What I know	What I want to know	What I learned

Make copies of Handout 14, one for each participant.

STEP-BY-STEP PROCESS

- Using the prepared flip chart sheet and taking space travel as an example of an interest, explain to the group how the KWL strategy would work:

What I know	What I want to know	What I learned
I heard that there is an international space station and astronauts live there doing experiments.	How do astronauts sleep in zero gravity? Do they float around bumping into things? [Ask the learner questions such as, "Where would I find the answer to this question?" Talk about the library or Google or a book by Chris Hadfield who is a famous Canadian astronaut that lived on the space station.]	I looked it up in Chris Hadfield's book and found out that astronauts don't need pillows or blankets because they float away. Astronauts sleep in hooded sleeping bags like cocoons with armholes for their arms to hang out. They are tethered to the inside of the space station so they don't float all over the place.

- Explain to the group that as the example illustrates, the KWL strategy can be used for something as simple as a question, or something more complex like this workshop. Ask if there are any questions from the group. Ask if they can see how the framework could be useful for working with their learners.
- Distribute Handout 14: Sample of KWL framework.

"The Language Experience Approach and KWL strategies are the ones I'll use working with learners with disabilities."
(AMV workshop participant)

SECTION 17

Review: Highlights

Be person/learner-centred

Throughout this workshop, we've emphasized the importance of being learner-centred.

In a practical and concrete way, this means:

- Involve learners in planning and implementing activities.
- Draw upon learners' experiences as a resource.
- Focus on the things learners are interested in.
- Respect learners' life experience and use adult-based activities and resources as much as possible.
- Offer choice wherever possible. Consult the learner first.

As we've seen, the KWL strategy puts the learner in the centre of planning for learning.

Being learner-centred is also about learning more about the individual and paying attention to circumstances that may impact learning, and finding ways to attend to this when working with the learner. The following are two important things to take into consideration when working with individual learners.

Part A

Make learning culturally relevant when possible

Persons with developmental disabilities experience barriers in many parts of their lives. They continue to face prejudice and stigma when trying to access employment or social opportunities. Many live on low incomes. With this in mind, it is important to offer culturally relevant or empowering material wherever possible. Being learner-centred means respecting the learner's culture and language and making every effort to include this knowledge in your activities and lesson plans.

For example, if the person you are working with identifies as Indigenous, try to find materials that honour their cultural history as an Indigenous person. If they know the nation they are from (e.g., Cree from T'suu T'sina), try to find resources that reflect those practices. For example, when making flash cards, you can include both the Cree and English words on the flash card to help the learner maintain their language, if they are interested in doing this.

The list of Core Resources and Websites in the training materials includes a link to a great example of Indigenous learning materials – Canada's Aboriginal People by Joan Acosta.

Part B

The effects of violence on learning

We want to also take some time to acknowledge that some adult learners may have experienced abuse or violence in their lives. This can have an effect on how they approach learning.

Dr. Jenny Horsman, a researcher and literacy practitioner who specializes in violence and learning, found that when people feel fearful, they do not learn well. She calls this being “too scared to learn.” It doesn’t have to be a fear of physical violence. It could simply be a fear of being scolded for being wrong.

Having a positive attitude and using encouragement will help establish a relationship of trust and create a safe environment where a person is more open to being able to learn.

Acknowledgement can also help in situations where the learner’s fear may be interfering with learning. For example, saying things like “I know you really want to do a good job on this. It’s okay to be nervous. This is something new.” For some learners, it might help to take note of when they are starting to feel anxious and suggest taking a break or shifting to doing a different activity. Invite the learner to brainstorm about what might help when they are feeling anxious. Offer suggestions, but the more say they have, the better.

For those who want to learn more about the effects of violence on learning, the link to Jenny Horsman’s website is included in the list of Core Resources and Websites in the training materials.

Note to participants: It’s important to remember that although you may work closely with your learner, you are not a therapist or a counsellor. If you feel that your learner would benefit from additional support and therapy, it is best to make a referral to the appropriate resources.

Activity (optional – time permitting)

This activity is designed to help participants put themselves in the learner’s shoes by remembering a time when they were learning a new skill.

Materials and equipment

None required

Preparation

As the facilitator, it is helpful to be prepared to share a story with the group as an example. Remember a time when you were learning a new skill and the feelings you had.

STEP-BY-STEP PROCESS

1. Explain to participants: We've all been in the position of being new at something, whether it's a new job or a new sport, or even going back to school and taking new classes. I want you to think about a time when you were learning a new skill. How did you feel? Were you afraid? Did you feel stupid or frustrated? What helped you to feel better?
2. Ask participants to pair up and share their stories.
3. After ten minutes, bring the participants back together and invite them to share with the larger group.

“I was glad to see the idea that people don't fit neatly into any set description of developmental disabilities, which means the answer is likely as unique as they are. This certainly feeds into the mantra of adult learning being learner-driven. Giving folks different tools and ideas to draw from is invaluable as there isn't a one size fits all answer.”
(AMV workshop participant)

SECTION 18

Review: Highlights

Thinking of the strategies and approaches you've learned today, can you foresee any potential difficulties?

As a group, you have brought your experience and knowledge to the table today. This section is intended to give people an opportunity to get together and share their collective wisdom – additional ideas and strategies they use when they struggle to support someone.

Activity

This activity is designed to encourage participants to share both their struggles and their successes with their colleagues.

Materials and equipment

Flip chart paper
Markers

Preparation

Make sure there are enough flip chart sheets and markers for each small group.

STEP-BY-STEP PROCESS

1. Ask participants to form small groups of 3 to 4 people.
2. Explain to participants: Think of a specific client that you might struggle to support to engage in these strategies. As a group, trouble shoot possible solutions and ways you could adapt the strategies you've learned today. Record your discussion on the flip chart sheet provided. Remind participants to maintain client confidentiality in their discussion.
3. After 10 to 15 minutes, bring the participants back together as a large group. Ask each small group to share their discussion.

“In one of the exercises, I was given the opportunity to be the “worker” with a very challenging and resistant client. This was a wake-up call to the challenges that workers face as they work with clients with many layers of challenge.”

(AMV workshop participant)

SECTION 19

Review: Highlights

Use resources from everyday life to create relevant lessons

Throughout this workshop, we've talked about and used many different real life resources that may be used in your work with learners depending on their interests and experiences.

A resource can take many shapes – a form, a workbook, a book, some kind of technology.

Some examples of everyday resources are: menus, brochures, posters, transit map, signs, forms, calendars, food packaging, cookbooks, plain language books, newspapers, magazines, hockey cards and any other printed materials readily available.

Some everyday technology resources include: smart phones, iPads, computers, televisions, and radios.

The Answers May Vary Guidebook lists print, online and practical resources to help you build literacy and essential skills learning into your daily work with your learner. We've also provided a list of Supplemental Resources in the training materials that includes links to a wide variety of useful resources.

Activity (optional – time permitting)

This short activity is meant to be a fun way for participants to review strategies using specific resources.

Materials and equipment

Assorted materials such as magazines, grocery flyers, packaging, newspapers, posters, calendars, song lyrics, maps, forms, books, etc.

Handout 15: Sample learning activities

Preparation

Make copies of Handout 15, one for each participant.

STEP-BY-STEP PROCESS

1. Hold up a resource such as a grocery flyer and ask the group to brainstorm how they would use it in a learning activity, reminding them of the different strategies – RAP, Chunking, Learning Styles, Language Experience Approach, Make it fun, etc.
2. Repeat with two or three different resources (e.g., cell phone, calendar, menu).
3. Distribute Handout 15: Sample learning activities. Explain that the handout takes three resources and gives examples of learning activities you could do with each of them.

“It was extremely helpful that “everyday” and affordable resources were used to practice the many strategies. The cost barrier is often used as a reason to not practice literacy rich activities, yet participants were shown many ideas that involved little or no cost.”
(AMV workshop participant)

SECTION 20

Reflections and Evaluation

Sidebar to facilitators: Please leave at least 15 minutes at the end to allow time for participants to fill in the evaluation form.

We've reviewed important adult learning principles and concepts relating to working with adults with developmental disabilities who are building their literacy and essential skills. We've talked about effective practices, tested some strategies, and learned about some of the resources available that you could use in everyday life.

Please take a moment to reflect on your day and your learning. Looking back at the lists you created at the start of the day about what you do with your learners, try to identify for yourselves one or two contexts where you might use the strategies we discussed.

In a moment, we'll be handing out evaluation forms and we would appreciate your feedback on the workshop. As an organization, it's important to us that we are meeting your training and professional development needs. Your evaluations help us improve the training for future Community Support Workers.

Thank you for taking the time from your busy schedule to attend this workshop. We sincerely hope you have found it helpful.

Activity

This final activity asks participants to reflect on their learning experience and fill out an evaluation form.

Materials and equipment

Pens

Handout 16: Community Support Worker Training Evaluation Form

Preparation

Make copies of Handout 16, one for each participant.

"I liked the wide variety of activities and the opportunity to engage in them over the course of the day. Hands-on practise is such an important experience to take away; it gives a certain validity to the exercise when you've seen it in action."
(AMV workshop participant)

STEP-BY-STEP PROCESS

1. After explaining the evaluation process, hand out copies of the evaluation form.
2. Ask participants to return their completed forms face down to the table in front of you or leave them face down on their tables.
3. Offer your thank you and good bye to all.

Core Resources and Websites

The following are core resources and websites used, or referred to, in the training. They are grouped according to the section in which they appear. Handouts are also listed here, but they are available separately (see Handouts) as part of the Community Support Worker (CSW) training materials.

Section	Resource	Use	Link
Section 1: Welcome and Introduction to Answers May Vary Project and Training	Auld, B. 2015. <i>Answers May Vary Research Report</i> . Calgary: Bow Valley College.	Research on literacy strategies, resources and effective practices for adult learners with developmental disabilities.	https://centreforfoundationallearning.files.wordpress.com/2015/09/auld_sept2015web-2.pdf
	Auld, B. 2015. <i>Answers May Vary Guidebook</i> . Calgary: Bow Valley College.	Using the findings from the research report, this guidebook gives an overview of the research and 8 strategies that have been proven to be effective for adults with developmental disabilities.	https://centreforfoundationallearning.files.wordpress.com/2015/04/answers-may-vary-guidebook.pdf
	Auld, B. & Witkowskyj, C. 2015. <i>Answers May Vary Videos</i> . Calgary: Bow Valley College.	There are also four videos available online. The first video introduces the Guidebook and the other videos explore three of the effective strategies: RAP, Chunking and Learning Styles.	https://centreforfoundationallearning.wordpress.com/projects-in-progress/answers-may-vary/ (Also available on YouTube: https://www.youtube.com/watch?v=vrtptOVSAE0)
Section 3: The role and challenges of the Community Support	Handout 1: What does a Community Support Worker do?	These two handouts are compilations of information gathered from over 150	Part of the CSW training materials

Worker	Handout 2: What are the challenges?	participants in the pilot Community Support Worker Training.	
Section 5: Defining our terms: developmental disability, literacy and essential skills	Handout 3: Definition of terms	Definitions of terms: developmental disability, literacy and essential skills	Part of the CSW training materials
	Government of Alberta, Alberta Employment and Immigration. 2010. Persons with developmental disabilities. In: <i>What Works: Career-building strategies for people from diverse groups</i> .	Definition of developmental disability (p.2)	https://alis.alberta.ca/pdf/cshop/whatworks/ww_developmentaldisabilities.pdf
	Learning Disabilities Association of Canada	Official definition of learning disabilities	http://www.ldac-acta.ca/learn-more/ld-defined/official-definition-of-learning-disabilities
	UNESCO. 2005. Understandings of literacy. In: <i>Education for All Global Monitoring Report-2006: Literacy for life</i> .	Definition of functional literacy (Ch. 6, p.154)	http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf
	Government of Alberta, Alberta Advanced Education and Technology. 2009. <i>Living Literacy: A Literacy Framework for Alberta's Next Generation Economy</i> .	Definition of literacy (p.2)	http://eae.alberta.ca/media/219400/living%20literacy.pdf
	Loschnig, S. 2011. Unit 13:	Describes the 9 essential	http://en.copian.ca/library/le

	Essential Skills. In: <i>Creating Learning Partners: A facilitator's guide for training effective adult literacy tutors</i> . Calgary: Literacy Alberta.	skills and includes activities using the skills. Includes numerous resources for teaching essential skills.	arning/crlepa/creating.pdf
	NWT Literacy Council. n.d. <i>Community Essential Skills: for fun – for work – for life</i> .	This plain language illustration of 9 essential skills gives community examples of how the essential skills are used.	http://www.nwtliteracy.ca/adultlit/essential_fs/community/community.pdf
	Government of Canada. 2016. <i>Literacy and Essential Skills: Essential skills profiles</i> .	The Essential Skills Profiles list the essential skills needed for different occupations.	http://www.esdc.gc.ca/en/essential_skills/profiles/index.page
Section 6: Adult Learning Principles	Handout 4: Children vs. Adult Learning Chart	This chart compares the differences between adult and children learning.	Part of the CSW training materials
	Australian Catholic University. 2015. <i>Knowles' Six Principles of Adult Learning</i> .	This website explains Malcolm Knowles' six adult learning principles with examples of how to integrate these.	http://www.acu.edu.au/798038
	Post, H.W. n.d. <i>Teaching Adults: What every trainer needs to know about adult learning styles</i> . Family Advocacy and Support Training (FAST) Project. Bloomington, MN: PACER Center.	This resource talks about the differences between teaching adults and children, discusses learning styles and gives practical tips for teaching adults.	http://www.fastfamilysupport.org/fasttraining/Other/teachingadults-whattrainersneedtoknow.pdf

<p>Section 7: Effective Practices</p>	<p>Gardner, A. 2005. <i>Literacy and Disabilities Study (LaDS): It gets in your brain</i>. Calgary: Bow Valley College.</p>	<p>Researcher and literacy practitioner Audrey Gardner identified effective practices for teaching adults with disabilities. These intersect with adult learning principles.</p>	<p>https://centreforfoundationallearning.files.wordpress.com/2012/05/ladssaraw_itgetsinyourbrain.pdf</p>
<p>Section 8: Assessing learner's skills</p>	<p>Handout 5: Comparison of IALS and ARB</p>	<p>This resource visually explains how the IALS levels relate to the ARB</p>	<p>Part of the CSW training materials</p>
	<p>Handout 6: ARB levels chart</p>	<p>This resource explains the ARB levels with examples of tasks for each level.</p>	<p>Part of the CSW training materials</p>
	<p>Handout 7: Sample learning activities for ARB</p>	<p>This resource is designed to be used with the ARB and gives examples of learning activities for different levels.</p>	<p>Part of the CSW training materials</p>
	<p>Bow Valley College. 2014. <i>Alberta Reading Benchmarks for Adults (ARB)</i>.</p>	<p>The ARB are a set of provincial standards that measure reading skills for adults. They are useful for assessing learner skill levels.</p>	<p>http://www.arbforadults.ca</p>
	<p>Bow Valley College. 2014. readforward: A series of easy to use adult reading tests.</p>	<p>readforward includes locator tests that can help determine the starting place for working with a learner. The resource also includes learning activities.</p>	<p>http://www.readforward.ca/locators/</p>
	<p>Bow Valley College. 2016.</p>	<p>writeforward is an informal</p>	<p>http://www.writeforward.ca</p>

	writeforward: <i>It's all about the conversation!</i>	assessment tool developed to assess and strengthen writing skills for adults.	
	Pryce, P. 2013. <i>Sharing the Journey with Adult Indigenous Learners: A teaching reading strategies guide</i> . Calgary: Bow Valley College.	Developed as a resource to accompany the ARB, this guide provides suggestions for learning activities and outlines possible lesson progressions for Levels 1A to 2B.	https://centreforfoundationallearning.files.wordpress.com/2014/01/pryce2.pdf
Section 9: RAP Strategy	Handout 8: Ideas for using the RAP strategy	This sheet is a compilation of ideas for using the RAP strategy.	Part of the CSW training materials (Also see video at https://www.youtube.com/watch?list=PL1Jld85v36DZfciWVb9Mg-5QYjO5wBw4r&v=vrtpOVS AE0)
Section 10: Chunking Strategy	Handout 9: Ideas for using the Chunking strategy	This sheet is a compilation of ideas for using the chunking strategy.	Part of the CSW training materials (Also see video at https://www.youtube.com/watch?v=Q_e7LFNP89A&list=PL1Jld85v36DZfciWVb9Mg-5QYjO5wBw4r&index=3)
Section 11: Use as many senses and learning styles as possible	Handout 10: Learning Styles Bingo card	This is used for the bingo activity to familiarize participants with three main learning styles: auditory,	Part of the CSW training materials

		kinesthetic and visual	
	McLaren, D. 2015. <i>Visual Arts, Storytelling and Essential Skills: Facilitator's Guide</i> . Edmonton: Community Learning Network & Government of Alberta, Ministry of Innovation and Advanced Education.	https://www.calp.ca/?lid=EV5KJ-QHJ4M-WM4R5&comaction=download_resource&pkResource=331	
		Learning Styles Bingo Card	p.96, Handout 9
		Strategies for Learning: Auditory Learners	p.97, Handout 10
		Strategies for Learning: Tactile-Kinesthetic Learners	p.98, Handout 11
		Strategies for Learning: Visual Learners	p.99, Handout 12
	Auld, B. & Witkowskyj, C. 2015. <i>Answers May Vary Videos, Part 4: Using Different Learning Styles</i> .	This video talks about the importance of incorporating different learning styles into lessons and gives concrete examples.	https://www.youtube.com/watch?v=wwFHICC5zVk
Section 12: Language Experience Approach	Handout 11: Ideas for using the Language Experience Approach	This is a compilation of ideas for using the language experience approach.	Part of the CSW training materials
Section 13: Making learning fun and of interest to the learner	Handout 12: Ideas for making learning fun and interesting	This is a compilation of ideas for making learning fun and of interest.	Part of the CSW training materials
Section 14: Assisted (Echo) Reading	Appendix: List of Recommended Apps for Teaching Literacy and Essential Skills	This includes a list of text-to-speech apps to assist workers using technology.	Part of the CSW training materials
Section 15: Phonics Strategy	Handout 13: Ideas for using adult-focused flashcards and phonics	This is a compilation of ideas for using flashcards and phonics.	Part of the CSW training materials

Section 16: KWL Strategy	Handout 14: Sample KWL framework	This illustrates a simple example of using the KWL framework.	Part of the CSW training materials
Section 17: Be person/learner-centred	Acosta, J. 2013. <i>Canada's Aboriginal People</i> . Best of the Reader series.	This plain language publication gives ideas for incorporating Aboriginal culture into learning.	http://www.bestofthereader.ca/Ebooks/Canada's_Aboriginal_People.pdf
	Horsman, J. <i>Learning and Violence</i> [website].	The homepage gives an overview of information and resources available for those who want to learn more about the effects of violence on learning.	http://www.learningandviolence.net
Section 19: Use resources from everyday life to create relevant lessons	Handout 15: Sample learning activities	This illustrates ways to structure learning activities around three specific everyday resources – transit map, food label and calendar – incorporating the 8 different strategies.	Part of the CSW training materials
Section 20: Reflections and Evaluation	Handout 16: Evaluation Form	An important part of the training is the evaluation by the participants. Incorporating feedback and suggestions helps keep the training fresh and relevant.	Part of the CSW training materials

Recommended Apps for Teaching Literacy and Essential Skills

Text-to-Speech Apps

- Speak it: Text-to-Speech (\$2.79): reads emails, news articles and other documents.
<https://itunes.apple.com/ca/app/speak-it!-text-to-speech/id308629295?mt=8>
- Text to Speech App from Google for androids.
<https://play.google.com/store/apps/details?id=com.google.android.tts&hl=en>
- Text to Speech Apps for iPads
<http://appadvice.com/appguides/show/text-to-speech-apps-for-ipad>
- Other text to speech apps
<https://elearningindustry.com/top-10-text-to-speech-tts-software-elearning>

Note: While many of the apps listed below are designed for children, they can be adapted for use with adults with developmental disabilities.

English Apps

- Phonics Studio (Free): helps students improve pronunciation and expand their vocabulary. Comes fully loaded with 2,500 flashcards.
<https://itunes.apple.com/ca/app/phonics-studio/id547795266?mt=8>
- Articulation Station (Free): helps students learn to speak and pronounce their sounds more clearly (created by a certified Speech-Language Pathologist).
<https://itunes.apple.com/ca/app/articulation-station/id467415882?mt=8>

In-app purchases (available for extra cost):

1. s sound program
2. r sound program
3. l sound program
4. k sound program
5. th sound program
6. sh sound program
7. f sound program
8. g sound program
9. ch sound program
10. b sound program

- The Writing Machine (\$1.39): introduces learners to pre-literacy concepts of print, text, reading and writing.
<https://itunes.apple.com/ca/app/the-writing-machine/id438108325?mt=8>
- ABC Phonics Word Families Free Lite – for iPad (Free): features over 635 vocabulary words reinforced through interactive games.
<https://itunes.apple.com/us/app/abc-phonics-word-families/id371052413?mt=8>
- See Read Say (\$1.99): improves knowledge of high frequency words (“sight words”).
<https://itunes.apple.com/vg/app/see-read-say/id322313775?mt=8>
- ACT Spell (\$3.99): enables facilitators to build custom user programs targeting specific vocabulary and assisting motor, visual and neurological skills.
<https://itunes.apple.com/ca/app/act-spell/id379976080?mt=8>
- Story Builder for iPad (\$10.99): winner of best reading app 2011 by the Huffington Post. Extensive use of audio clips promotes improved auditory processing for special needs learners with autism spectrum disorders or sensory processing disorders.
<https://itunes.apple.com/ca/app/storybuilder-for-ipad/id377631532?mt=8>
- Sentence Builder (\$5.99): designed to help students learn how to build grammatically correct sentences. Explicit attention is paid to the connector words that make up over 80% of the English language.
<https://itunes.apple.com/en/app/sentence-builder/id344378741?mt=8>
- Missing Letter Articulation for Speech Therapy (\$6.99): features over 1,000 sound-specific articulation word puzzles (words that are missing one letter).
<https://itunes.apple.com/ca/app/missing-letter-articulation/id961075823?mt=8>
- Alphabet Tracing Free (Free): features learning the alphabet, uppercase and lowercase letters, coloring images, doodling, matching game, alphabet sounds, and attractive graphics.
<https://itunes.apple.com/ca/app/alphabet-tracing-free/id475974033?mt=8>
- Word Magic (\$1.39): designed for early literacy learners. Encourages having fun with words and their spellings and provides positive reinforcement.
<https://itunes.apple.com/ca/app/word-magic/id293630633?mt=8>

Math Apps

- YodelOh Math Mountain (\$3.99): a fun math app that transforms dry math drills into a fun game to help learners master basic math.
<https://itunes.apple.com/ca/app/yodeloh-math-mountain/id634946225?mt=8>
- Math Flash Cards (Free): for learners of all ages wanting to improve their multiplication skills.
https://itunes.apple.com/ca/app/math-flash-cards-*/id443710054?mt=8

American Sign Language Apps

- iASL (\$7.99): translates English to American Sign Language
<http://iasl-translate-english-to-american-sign-language.iapps4you.com/>
- ASL Dictionary (\$6.99): translates English into American Sign Language, from A-Z, plus the entire numerical system, common English phrases, symbols and much more. 5200 signs.
<https://itunes.apple.com/ca/app/asl-dictionary/id353574642?mt=8>

* Prices are in US dollars and are subject to change.

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