

# Adults with Learning Disabilities

## A Bibliography of Resources Available from North Carolina Community College Literacy Resource Center

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Resources cited in this bibliography are available from the North Carolina Community College Literacy Resource Center. Search for items in the CCLINC catalog. Search for items marked with \* in the LRC catalog.

### Research and Policy Papers

***Attention-Deficit Hyperactivity Disorder in Adults*** by Paul H. Wender, MD. (1995) New York: Oxford University Press.

Written for psychiatrists and non-medical therapists, but also of interest to the lay reader, this book emphasizes the commonalities that emerge from the research literature and winnows the factual from the sensational or overly simplistic reports in the popular media. Reviewing what we know about ADHD, its symptoms, its life course, its etiology, the usefulness of various drug treatments, and the value to the patient of education about the disorder, Wender brings together a wealth of information not available in any other volume.

***Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities.*** A project of the National Institute for Literacy. (1999) Washington, DC. The National Adult Learning Disabilities Center.

A collaboration between the Academy for Educational Development and the University of Kansas Institute for Research in Learning Disabilities, the document consists of five guidebooks designed for use by literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook provides answers to specific questions that literacy program staff might have, such as legal issues, screening for learning disabilities, selection of curriculum options, and the use of effective instructional methods. An eleven and one-half minute videocassette titled *Bridges to Systemic Reform* completes the set of materials.

***Disability & Literacy: How Disability Issues are Addressed in Adult Basic Education Programs: Findings of a National Focus Group.*** (1998) Washington, DC. The National Institute for Literacy.

In March 1997, a national focus group looked at the current state of services for persons with disabilities in adult basic education programs. The group explored ways the ABE and disability communities could work together to create better service models.

***If Only I Could Read Write Spell: Identifying and helping adults who find learning difficult*** (Fall 1994) Knoxville, TN: Center for Literacy Studies/Tennessee Literacy Resource Center.

The product of an action research project in Tennessee, this book contains teachers' concerns for finding assessment tools and instructional strategies for learning disabled students. It chronicles the processes used by the teachers as they critiqued tools and strategies and established guidelines for their continued work with learning disabled adults.

***Learning and Coping Strategies Used by Learning Disabled Students Participating in Adult Basic Education and Literacy Programs: A Final Report*** by Jovita M. Ross. (31 August 1987) University Park, PA: Institute for the Study of Adult Literacy/Penn State University.

This document is a final report on a Special Project designed to identify the learning and coping strategies used by learning disabled adults for reading, spelling, and specific life-skills oriented reading/writing tasks. Recommendations are presented for teachers or tutors working with adults known or suspected to have specific learning disabilities.

***Literacy and Adults with Developmental Disabilities*** by Karen A. Erickson and others. (November 1994) Philadelphia, PA: National Center on Adult Literacy/University of Pennsylvania.

The authors review an extensive quantity of research from journals on language disorders, health, education, and related fields. They synthesize the findings of studies of individuals with developmental disabilities (autism, mental retardation, cerebral palsy), describe issues related to literacy learning for these populations, and propose a research agenda aimed at increasing the knowledge base.

\* ***Meeting the Needs of Learning Disabled Student in Adult Basic Skills Programs: A Special Project Report.*** (1994-1995) Waynesville, NC: Haywood Community College.

This report describes the discoveries and insights gained from the learning disabilities project funded by a grant from North Carolina Community College System to Haywood Community College's Basic Skills Program. Information gained from the project helped instructors teach to students' strengths as well as empowering students to maximize their own strengths and minimize their weaknesses.

***Psychological Aspects of Learning Disabilities and Reading Disorders*** by Alan O. Ross. (1973) New York: McGraw-Hill Book Company.

Despite the age of this book, it contains much valuable information. Ross states that "the term 'learning disability' serves to identify children who experience difficulty in the acquisition of academic subject matter despite the fact that they are of at least normal intelligence and have no demonstrable physical, emotional, or social handicap." The problems of the learning-disabled child lie in the areas of perception, attention, memory, association, and information processing.

***Reading, Writing, and Dyslexia: A Cognitive Analysis (Second Edition)*** by Andrew W. Ellis. (1993) Hove, UK: Lawrence Erlbaum Associates, Publishers.

Many cognitive psychologists have focused their attention on reading processes in both normal and dyslexic readers. Ellis's book reviews some of the most important studies in this broad field and presents a clear theoretical framework for understanding individual differences in reading and spelling processes. Well organized and readable, the book provides an excellent introduction to the current major issues in reading theory and dyslexia.

\* ***Research Report on the Nature, Extent, and Outcomes of Accommodations in Adult Education Programs*** by Daryl Mellard and Jean Hall with Ruth Leibowitz. (August, 1997) Lawrence, KS: University of Kansas, Institute for Adult Studies.

The purpose of this report is to provide a summary of the current state-of-the-art regarding use of accommodations in adult education. The report is intended for use by adult education practitioners, staff developers, and pre-service teachers. Information from the report will be used in the development of an Accommodations Model and other related products to address the needs identified in facilitating the accommodations process.

\* ***Serving Adults with Learning Disabilities: Implications for Effective Practice*** edited by B. Keith Lenz, Neil A. Sturomski, Mary Ann Corley. (March 1998) Washington, DC: National Adult Literacy and Learning Disabilities Center.

This document includes four monographs: *Characteristics of Adults with Specific Learning Disabilities*, *Screening for Learning Disabilities in Adult Literacy Programs*, *Effective Instruction for Adults with Learning Disabilities*, and *Specific Learning Disabilities: A Civil Rights Issue*. These articles provide supporting documentation for the ***Bridges to Practice*** publications.

***Should Reading-Disabled Adults be Distinguished from Other Adults Seeking Literacy Instruction?*** by Anne E. Fowler and Hollis S. Scarborough. (September 1993) Philadelphia, PA: National Center on Adult Literacy/University of Pennsylvania.

Subtitled ***A Review of Theory and Research***, this 93-page study "suggests that, in practice, if not necessarily in theory, there are fewer differences than traditionally has been assumed between adults with reading disabilities and adults with reading problems that are thought to stem from a lack of educational opportunity or from a generally weak aptitude for learning."

***Vision for an Ideal System: Improving Services to Adults with Learning Disabilities: An Adult Education Partnership.*** (November 4-7, 1997) Baltimore, MD: Maryland State Department of Education.

In November 1997, the Maryland State Department of Education, the National Institute for Literacy, and the National Adult Literacy and Learning Disabilities Center sponsored a focus group to design and ideal "model" for services to adult basic education program participants who have learning disabilities or related disorders. It was the first meeting of its kind because participants were all experts in learning disabilities. In keeping with "**systemic change**," the process included determining, without regard to existing models, what **system elements** were essential for adults with learning disabilities to become academically successful.

### **Legal Issues/Accommodations**

***Accommodating Adults with Disabilities in Adult Education Programs.*** (1998) Lawrence, KA: University of Kansas Center for Research on Learning.

Contained in a three-ring binder, this excellent resource includes *Adult Educator Handbook of Rights and Responsibilities, Handbook of Rights and Responsibilities of an Adult Learner with a Disability, Adult Educator's Procedural Guide to Accommodating Learners with Disabilities, TARGET Self-Advocacy Strategy, and Compendium of Materials and Resources.*

***ADD in the Workplace: Choices, Changes, and Challenges*** by Kathleen G. Nadeau. (1997) Bristol, PA: Brunner/Mazel, A member of the Taylor & Francis Group.

It's one thing to deal with Attention Deficit Disorder in the doctor's office or at home, but quite another in the workplace. This unique guide focuses on adults living with ADD and illustrates various ways to initiate and maintain the best possible work situation.

***The Educator's Guide to The Americans with Disabilities Act*** by Patricia Morrissey. (1993) Alexandria, VA: American Vocational Association.

This guide is far more than an explanation of the legal requirements regarding services to students with disabilities. It offers an abundance of practical advice on how to meet legal mandates effectively and affordably. The guide's extensive checklists and worksheets make it easy for educators to assess their own situations and to plan the needed actions to bring their programs into compliance with the ADA.

### **Assessment/Screening/Diagnosis**

***African American Adolescents and Adults with Learning Disabilities: An Overview of Assessment Issues*** edited by Noel Gregg and others. (1996) Warm Springs, GA: University of Georgia/Roosevelt Warm Springs Institute for Rehabilitation/ Learning Disabilities Research and Training Center.

This monograph is an attempt to address the multiple influences affecting the assessment of African American youth with learning disabilities. Included are articles on self concept, cognitive and affective assessment, linguistic bias, and portfolio assessment.

***Assessing & Accommodating Adults with Learning Disabilities*** (PBS Series: Literacy & LD) (March 11, 1999) Satellite Teleconference – a collaborative effort of PBS Adult Learning Series, University of Georgia Center for Continuing Education, and the Distance Learning Link.

This resource contains a two-hour videotape of the March 11 teleconference and a participant packet. Keith Lenz, Ph.D. and Charles Talbert appear with Noel Gregg, Ph.D. to discuss assessment of adults with learning disabilities. Assessment is an ongoing process within an educational program. The primary purpose of assessment is to shape program decisions. Because assessment is the collection of information about an individual learner, it is the centerpiece of the instructional cycle. NC LRC also owns ***Teaching Literacy*** (the February 11, 1999 satellite teleconference). See the ***Resources for Classroom Use*** section of this bibliography.

***Diagnosing Dyslexia: A Guide to the Assessment of Adults with Specific Learning Difficulties*** by Cynthia Klein. (March 1993) London, UK: The Basic Skills Agency.

Klein aims this diagnostic assessment at determining how strengths and weaknesses are manifested in reading, writing, and spelling. She advocates use of miscue analysis, spelling from dictation,

and analysis of free writing to determine whether reading difficulties are primarily auditory or visual. Her discussions of interpretation of test results and writing of diagnostic reports are particularly helpful. Suggested instruments appear as appendices.

***Learning Disabilities Functional Training Manual: A Guide to Assessment and Accommodations*** by Noel Gregg, Rebecca Curtis, and Stacia Schmidt. (1997) University of Georgia/Roosevelt Warm Springs Institute for Rehabilitation.

This document presents a framework for thinking about adolescents and adults with learning disabilities. The purpose of the training manual is to present a functional assessment method and materials to identify functional strengths and weaknesses in the context of a particular setting. The model presented here allows for a comprehensive understanding of learning style characteristics that, when coupled with various environments or tasks to be accomplished, can hinder or help learning and production.

***Screening for Learning Disabilities in Correctional and Adult Education Settings*** (May 17, 1996 Videoconference) Lanham, MD: The Correctional Education Association and National Adult Literacy and Learning Disabilities Center.

Composed of a 1 hour, 59 minute videotape and a participant packet, this resource features presentations by Christopher Lee, Nancie Payne, Gayle Amos, Carlita CMJ Perkins, and Glenn Young. Observation is a key element in understanding students. Screening is an initial step in the process of gathering pertinent information about an individual suspected of having a learning disability. Discussion focuses on various characteristics of learning disabled individuals.

## Resources for Classroom Use

***Adults with learning difficulties: Education for choice & empowerment*** by Jeannie Sutcliffe. (1990) Leicester, UK: National Institute of Adult Continuing Education.

Sutcliffe uses the term "learning difficulties" broadly - to include developmental delays, physical disabilities, as well as learning disabilities. Whatever the learning difficulty, Sutcliffe describes adults as determined to learn and capable of actively participating in learning. She describes ways in which purposeful student centered learning can lead to individual empowerment.

***Challenging Voices: Writings by, for, and about People with Learning Disabilities*** compiled by Cheryl Gerson Tuttle and Gerald A. Tuttle. (1995) Los Angeles, CA: Lowell House.

Poems and essays written by children, young adults, adults, family members and teachers give the reader a glimpse of what it's like to live with a learning disability. Individuals coping with dyslexia, ADD, ADHD, dysgraphia, and other disabilities affecting learning give voice to their hope and struggle to live their dreams.

***Dyslexia in Adults: Taking Charge of Your Life*** by Kathleen Nosek. (1997) Dallas, TX: Taylor Publishing Company.

In clear concise language, Nosek outlines simple plans for accommodating or compensating for the limits of dyslexia and encourages the discovery and development of individual learning and work styles. The methods she explains for sorting through the feelings associated with dyslexia and correcting the self-defeating behaviors they often produce give dyslexic adults the chance to unravel the knot of emotional chaos they endure and restore order to their lives.

***Eight Ways of Teaching: The Artistry of Teaching with Multiple Intelligences*** (Third Edition) by David Lazear. (1999) Arlington Heights, IL: Skylight Training and Publishing, Inc.

Lazear's practical guidebook takes instructors through each of the eight intelligences – verbal, mathematical, visual, kinesthetic, rhythmic, interpersonal, intrapersonal, and naturalist – and helps expand teaching repertoire by exploring hundreds of new ways to present and process information.

***Learning Differently: Meeting the Needs of Adults with Learning Disabilities*** by Mary Beth Bingman. (November 1989) Knoxville, TN: Center for Literacy Studies/University of Tennessee.

This report was the response to Tennessee practitioner questions like the following: "How can we tell if someone has learning disabilities? How can we diagnose specific problems? Are there special methods for teaching learning disabled adults?" Ms. Bingman reviewed the literature and pulled together approaches to diagnosis and teaching which have been used in Tennessee programs.

\* ***Learning Disabilities – A Barrier to Literacy Instruction*** by Richard Long and others. (September 1995) Washington, DC: International Reading Association.

The International Reading Association report raises several questions relating to the literacy education being offered to students who are labeled learning disabled, gives examples of effective programs, and suggests changes in policy.

***Learning Disabilities, Literacy, and Adult Education*** edited by Susan A. Vogel and Stephen Reder. (1998) Baltimore, MD: Paul H. Brookes Publishing Company.

Vogel and Reder target issues critical to assessment and intervention. Educators, literacy providers, LD specialists, job coaches, vocational rehabilitation counselors, policy makers, program administrators, and psychologists will find effective ways to improve literacy and employment services for adults with LD. They will also find techniques to boost their own professional development with convenient forms, checklists, and resource lists, as well as helpful information on the ADA and Section 504 (Rehabilitation Act of 1973) regulations and examples from effective staff preparation programs.

***Learning Re-Abled: The Learning Disability Controversy and Composition Studies*** by Patricia A. Dunn. (1995) Portsmouth, NH: Boynton/Cook Publishers.

In the first comprehensive study to connect composition and learning disabilities, Dunn challenges and confirms what many believe about writing. The book examines the many issues that contribute to the learning disability controversy and provides historical perspectives on LD and composition, showing how the two fields complement and conflict with each other.

\* ***Learning Support – A Different Slant on Teaching Adult Dyslexics*** by Cynthia Klein. (1990) London, UK: Inner London Education Authority.

Klein approaches the development of a model of learning support for adult dyslexics by looking at the needs of adult learners and how these mesh with the specific needs of the adult dyslexic student. The model is based on the pioneering initiative of the Inner London Education Authority in providing support for adults with specific learning difficulties within further education colleges and adult education institutes.

\* ***Setting up a Learning Programme for Adult Dyslexics*** by Cynthia Klein. (Occasional Paper No 6) (March 1991) London, UK: Language and Literacy Unit, Southwark College.

Klein's paper results from the specialist work developed in London with students in basic education classes as well as mainstream college, polytechnic and university courses, and is what she hopes is a practical response to all teachers who, when faced with a dyslexic adult, continue to ask, "What **do** I do to help this student?"

***Teaching Literacy*** (PBS Series: Literacy & LD) (February 11, 1999) Satellite Teleconference – a collaborative effort of PBS Adult Learning Series, University of Georgia Center for Continuing Education, and the Distance Learning Link.

This resource contains a two-hour videotape of the February 11 teleconference and a participant packet. Mary Ann Corley, Ph.D. and Patricia Anderson, Ph.D. appear with Noel Gregg, Ph.D. to discuss various aspects of teaching adults with learning disabilities. NC LRC also owns ***Assessing & Accommodating Adults with Learning Disabilities*** (the March 11, 1999 satellite teleconference). See the ***Assessment/Screening/Diagnosis*** section of this bibliography.

***They Speak for Themselves: A Survey of Adults with Learning Disabilities***. (1996) Pittsburgh, PA: Adult Issues Committee, Learning Disabilities Association of America. Results of a survey printed in the spring 1994 [Newsbriefs](#), the national Learning Disabilities Association newsletter, are discussed here. Of special interest are written comments of learning disabled respondents. While things have improved in schools and other educational institutions, the world of work still presents formidable challenges.

## Curriculum Guides / Instructional Strategies

**Basic Literacy Tutor Handbook Supplement: More Ideas and Strategies.** (1989) Philadelphia, PA: The Center for Literacy.

Chapter 2 "Teaching Students with Special Needs" provides many helpful teaching strategies for students who seem to have special needs.

**Destination Literacy: Identifying and Teaching Adults with Learning Disabilities.** Ottawa, ON: Learning Disabilities Association of Canada.

This document expands upon *Bringing Literacy within Reach*, written ten years ago. It includes updated information, practical teaching strategies, materials on accommodations, adaptive technology, and self-advocacy that reflect new challenges for adults with learning disabilities.

\* **How to Teach Adults with Learning Disabilities (Parts 1 and 2)** Lexington, KY: Kentucky Educational Television.

KET, Kentucky Network, has been offering educational videos since its creation in 1962. The eleven-part *Learning Differences/Disabilities* series helps teachers recognize specific disabilities and to take actions that help learners succeed. In this two-part video Dr. Laura Weisel offers practical applications for classroom work with disabled adults.

**LD Toolbox.** Central Illinois Adult Education Service Center (Section 353 Project) Macomb, IL: Curriculum Publications Clearinghouse.

The LD Toolbox provides educators with information and tools for working with individuals with learning disabilities in educational settings. The Toolbox package consists of a manual, a CD-ROM, an audio-tape, a dyslexia module, and a multicultural issues module. The manual provides a variety of tips and strategies for addressing multiple learning styles, administering quick assessments, and fostering self-esteem.

**Learning Disabilities: Learner-Centered Approaches (Training Packet for a Three-Session Workshop)** by David Osher and others. Washington, DC: Pelavin Associates, Inc.

This training packet employs selected research-based components of effective training and staff development using theory, demonstration, practice, structured feedback, application, and reflection on workshop processes. The document is designed for ABE, ESL, and volunteer instructors. Because the content builds upon theories of complex thinking, it is important for all participants to be involved in all three workshop sessions.

**The Learning Disability Intervention Manual (Revised Edition)** by Stephen B. McCarney and Angela Marie Bauer. (1995) Columbia, MO: Hawthorne Educational Services, Inc.

This manual of learning disability interventions is based on the most common characteristics of learning disabilities identified by educators. The seven characteristics involve listening, thinking, speaking, reading, writing, spelling, and mathematical calculations. Goal statements are offered along with observed behaviors. Possible objectives are given to deal with specific behaviors. Detailed interventions to correct behaviors are listed. An excellent hands-on resource.

**Learning Strategies for Adults: Compensations for Learning Disabilities** by Sandra C. Crux. (1991) Toronto, ON: Wall & Emerson, Inc.

Writing for practitioners, Crux discusses the need for compensatory, or alternative, strategies for adults with learning disabilities. She then describes such strategies for assessment and instruction, relating each to learning styles they support.

**Moving Ahead: a new handbook for tutors helping adults with learning difficulties** (ca. 1995) Edinburgh, Scotland: Scottish Community Education Council.

Produced in Scotland, this document focuses on ways to assist students with mental handicap. The symptoms of mental handicap “always involve some intellectual and perceptual impairment, leading to slow development in the learning of all basic and social skills.”

***Teaching Adults Who Learn Differently: An Extensive Guide for Literacy Teachers and Tutors*** by Louise Skinner, Phyllis Gillespie, and Lynda Balkam. (January 1999) San Diego, CA: Red Van Publishers.

An invaluable source of information for teachers, paraprofessionals and volunteer tutors to use with adults or older adolescents for classroom, small group or individualized instruction. Organized for quick access to information on teaching and intervention strategies, language structure, learning differences, as well as teaching tips, sample lessons, and much more.

***Teaching Adults with Learning Disabilities*** by Dale R. Jordan. (1996) Malabar, FL: Krieger Publishing Company.

Dale Jordan's purpose is to show how to reach out to the millions of subliterate adolescents and adults in our culture through strategies that successfully build basic literacy skills in LD learners. His book describes how specific differences in brain structure inhibit the mastery of reading, spelling, handwriting, phonics, and arithmetic. Information is given about dyslexia, visual perception patterns that block reading ability, dysgraphia, dyscalculia, and attention deficit disorders related to classroom learning.

***Teaching Basic Skills to Adults with Learning Difficulties*** by Jeannie Sutcliffe. (March 1994) London, England: The Basic Skills Agency.

Developed in England, this book is aimed at people new to teaching basic skills to adults with learning difficulties in a variety of settings including full time staff teaching in colleges as well as part time tutors and volunteers. Staff and volunteers in social services and health authority settings and parents and relatives of adults with learning difficulties will also benefit from suggestions.

***Teaching Math to Adults with Learning Problems*** (KET Teleconference January 9, 1995) Lexington, KY: Kentucky Educational Television.

This video is another produced as part of the eleven-part *Learning Differences/ Disabilities* series produced by KET. The goal of the series is to help teachers recognize specific disabilities and to take actions that help learners succeed. This video features Dr. Dale Jordan who offers practical suggestions for teaching math to learning disabled adults.

***Teaching the Learning Disabled in Correctional and Adult Education Settings*** (June 7, 1996 Videoconference) Lanham, MD: The Correctional Education Association and National Adult Literacy and Learning Disabilities Center.

Composed of a 1 hour, 58 minute videotape and a participant packet, this resource features presentations by Christopher Lee, Nancie Payne, Gayle Amos, and Carlita Perkins. The participant packet focuses on visual and auditory accommodations, GED-testing, Fernald Method, and language and math activities.

***Tips at Your Fingertips: Teaching Strategies for Adult Literacy Tutors*** edited by Ola M. Brown. Newark, DE: International Reading Association.

Composed of articles published by the *Journal of Reading*, this volume contains a collection of teaching strategies to everyone concerned with developing effective instructional plans for adult students. Intended specifically for tutors who want to use proven teaching techniques but who have limited time and resources.