



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

Response Requested by February 28, 2005

MEMORANDUM

TO: Basic Skills Directors
Community-Based Organization Directors

FROM: Linda Ray
Basic Skills Training Specialist

DATE: February 1, 2005

**SUBJECT: LEARNING DISABILITY TRAINER APPLICATION
IMPORTANT – TIME SENSITIVE**

Attached are the North Carolina Basic Skills Learning Disabilities Trainer Application, Components of Learning Disabilities Project, and a brief on "Statewide Training Addressing the Provision of Services for Those Who Have Learning Disabilities and Special Learning Needs." Forty trainers will be chosen to participate in 2005-06. Ten "Learning Disability Leaders" will be chosen from this group to work with the System Office to continue to build this system across the state. If you want to be a trainer or have someone on your staff serve as a trainer, please read the attached in-depth overview of the program and fill out the attached application, then send it by fax, email and/or mail as indicated on the form **no later than February 28, 2005**. We are looking forward to working with you to continue implementing this most needed system in North Carolina Basic Skills.

We are quite excited about this program and hope that all of you will nominate someone in your agency to attend. The intent of this program is to build a statewide system of trainers to go out and train all instructors, giving them the ability to better work with students with learning differences. It will be at no cost to you except for the travel expenses of the chosen trainers. The people chosen to attend these trainings should have at least a bachelor's degree and should be people with good training skills who can impart clearly the information learned to others across the local college/community-based organization, region and/or state. In addition, all programs, after being trained in its use, will get to use the Payne Learning Inventory, the only nationally recognized inventory for use in Basic Skills programs with individuals sixteen years or older who are having difficulty learning and achieving educational goals and are demonstrating behaviors commonly associated with learning disabilities and/or attention deficit disorders (see further explanation in the "Components of Program," "Payne Learning Needs Inventory" section). We have spoken with at least seven other states that have instituted this program and found that their student retention rates rose no less than 30 percent! We believe this is one of the best opportunities offered in the United States.

Attachment

c: Presidents
Senior Continuing Education Administrators

CC05-025
Email and paper copies

Statewide Training Addressing the Provision of Services for Those Who Have Learning Disabilities and Special Learning Needs

N. C. Community College System Basic Skills Training 2005

Components of Project:

Learning Disabilities (LD) Leaders

Systemic change requires a training approach that is clearly defined and ongoing. Short-term training can provide awareness of and basic information on learning disabilities (LD), attention disorders and other special learning needs issues. However, if training is to have a lasting, systemic impact on adult Basic Skills and literacy programs, it must include opportunities for demonstration, modeling, guided practice, independent practice, discussion, evaluation and feedback.

Because of the strongly expressed needs of North Carolina Basic Skills workers, the North Carolina System Office Basic Skills department has asked Nancie Payne of Payne & Associates, Inc., together with Neil Sturomski and/or Christopher Lee of Sturomski & Associates, to develop **“Learning Disabilities (LD) Leaders”** in the state of North Carolina by providing training for up to forty (40) participants in the Basic Skills field. The training will be twelve days in length, divided into four sessions of three days for each session. Ample implementation and practice time will be scheduled in between sessions. **Participants accepted into the training must make a commitment to attend all four sessions (twelve days).**

Training participants will become regional resources and specialists (LD Leaders) in the following:

1. Understanding the characteristics and manifestations of adults who have learning disabilities, attention disorders and special learning needs;
2. Detecting self-esteem, self-concept and social skill issues and providing ways to foster growth in these areas;
3. Understanding the differences between assessment, diagnosis and screening;
4. Recognizing what screening can and cannot accomplish;
5. Employing interviewing, screening and learning needs inventories to improve student participation and maximize success;
6. Using effective, researched instruction and training practices;
7. Utilizing specific student-based techniques, instruction and training strategies and accommodations;
8. Knowing how to empower students to become self-advocates and lifelong learners;
9. Knowing about national and state resources available; and
10. Evaluating and monitoring the effectiveness of tools and methods used with students who have or are suspected of having special learning needs.

Payne Learning Needs Inventory

All LD Leaders will be trained to use the Payne Learning Needs Inventory, the only nationally recognized inventory for use in Basic Skills programs with individuals sixteen years or older who are having difficulty learning and achieving educational goals and are demonstrating behaviors commonly associated with learning disabilities and/or attention deficit disorders. The goals of this inventory are to identify significant learning and other related needs of the student; validate the previously, usually ignored learning difficulties; offer specific resources and referrals (i.e., diagnostics, vocational rehabilitation, employment counseling, medical, etc.); and most importantly, provide information to construct or develop adaptations, accommodations, techniques and methods for success in educational programs. The LD Leaders will be trained in actual hands-on, research-based practical methodologies they can implement when working with students. The information presented will be developed from the most current research and translated into practical application. The end result when learned concepts, techniques and skills are applied by Basic Skills and literacy programs is a significant increase in reported outcomes and quality indicators, particularly in retention and program completion.

Collaborative Policy Team

If desired among the selected trainers, a policy team can be formed. This team will be comprised of key individuals in North Carolina who help make recommendations for Basic Skills policy related to learning disabilities or set rehabilitation and employment and training direction. The team will look at current standards and practices regarding services for adult students with special needs, including quality indicators and outcomes, with the goal of supporting statewide systemic change. The team will meet two to three times throughout the training process, continuing as deemed necessary after training is complete. With the support of this team, the training information provided to “LD Leaders” will make a lasting impact in North Carolina.

Time Line

Within a one-year period, Nancie Payne and Neil Sturomski will train selected Basic Skills instructors and literacy providers throughout the state. This will be accomplished through four pre-scheduled training sessions that allow adequate time between sessions for independent practice.

The training sessions will last three days. For North Carolina to continue the training process as described above and alleviate the need for future external consultation in learning disabilities, a **three year training plan** is being considered. In year two an additional forty (40) individuals, who were not involved in year one training will be trained. In addition, up to ten (10) LD Leaders from year one become North Carolina’s LD trainers. All fifty (50) individuals will be involved in year three activities. The future trainers will be provided with hands-on, guided training practice and will be expected to apply learned skills by training three to five participants within their community between sessions. The 40 year two training participants become LD Leaders for the state, learning the same skills provided in year one. This training plan will provide North Carolina with a cadre of more than eighty (80) LD Leaders and up to ten (10) LD trainers. It will allow

ownership of the full training process including self-sufficiency in the use of the Payne Learning Needs Inventory. By the end of the second year of training, LD Trainers will be able, under the state's guidance, to provide training in all the session topics listed below including prescriptive teaching methodologies, instructional techniques, strategies and accommodations for adults with special learning needs and/or diagnosed learning disabilities.

Conditions of Participation

- ?? All participants who begin the training are expected to complete **ALL 12 DAYS** unless an emergency prevents such. If a day or two, due to an emergency, is lost, then another participant, under the state's guidance, will assist that participant in review of the material missed.
- ?? If a participant must drop out, the designated state person is responsible for picking up the materials from the participant and encouraging him/her to return the next year to continue the training at a time more convenient.
- ?? All participants are required to go back to their instructional environment (classroom and/or one-on-one) and apply learned concepts. An integral part of the training is building on the previous training as well as what has been learned through application.
- ?? Potential trainers are also expected to attend all 12 days and then would continue to learn and practice training protocols. Completion of year two train-the-trainer activities would ensure the continuance of the training and professional development process throughout the state.

Dates for Year Two Training

March 15-17, 2005	TBA in Raleigh
May 24-26, 2005	NCCCS Office
July 25-27, 2005	a pre-conference activity to the Basic Skills and Family Literacy Conference, Adams Mark Hotel, Charlotte, NC (Participants should note that this session has been planned in conjunction with the Basic Skills and Family Literacy Conference in order to cut travel costs and will begin on Monday, July 25 at 9 a.m. and run through noon, Wednesday, July 27, 2005.)
September 27-29, 2005	NCCCS Office

Outline for Training, Session One (subject to change):

Objectives: To provide participants with:

- ?? The clearest possible understanding of adults with learning disabilities, attention disorders and special learning needs;
- ?? An understanding of the differences between adults with low literacy skills and those with low literacy skills who are suspected of having special learning needs;
- ?? A background of self-esteem and social skill issues, the effects those issues have on the lives of students and possible/probable solutions to address them;

- ?? A clear understanding of the differences between screening and diagnosis; and
- ?? The ability to gather useful information through interviewing protocols using the Payne Learning Needs Inventory that will lead to appropriate interventions when students are suspected of having learning disabilities or related learning needs.

Session Topics

- ?? Introduction to adult learning and training
- ?? Adult education and literacy instructional and accommodations model
- ?? Definitions of literacy and a discussion of literacy and learning issues
- ?? Definitions of learning disabilities and related disorders (e.g., attention deficit hyperactivity disorder)
- ?? Differences and similarities of adults and children who have special learning needs
- ?? Aspects of learning and key factors to understanding learning abilities
- ?? Characteristics and manifestations of adults who have or are suspected of having learning disabilities
- ?? Understanding the self-esteem issues of adults who have special learning needs in educational, workplace and daily life settings
- ?? Screening and interviewing practices versus assessment and diagnosis
- ?? Interviewing strategies
- ?? Confidentiality
- ?? Application of intensive interviewing – Payne Learning Needs Inventory
- ?? Learning characteristics and styles
- ?? Keys to diagnostic prescriptive teaching
- ?? Effective instructional practices
- ?? Strategy teaching methodology and instructional model
- ?? Lesson organizers as a tool for effective teaching
- ?? Resource and referral development

Training Methodologies and Further Details of Sessions Two through Four:

The methods used in the training will continue to include interactive, multi-sensory, hands-on, research-based experiential learning activities. These activities will involve large and small group discussion, informational handouts, demonstration (to provide examples of desired behavior and outcomes), modeling (to show participants how they would actually work with students), brainstorming, question and answer sessions, multi-media presentations and independent and/or small group practice (individual application of skills acquired). Each participant will be given details for independent practice in his/her program. Participants will learn the importance of collaboration in information gathering and will use those skills to interview selected students in their programs, using the Payne Learning Needs Inventory, prior to the second session.

The second session will involve a short review of the information learned in the first session. Questions will be answered and a facilitated discussion will occur addressing the information obtained when using the Payne Learning Needs Inventory with selected

students. Student results and teacher observations will be shared and a discussion of the benefits gained from gathering the information will be addressed. Application of instruction and training techniques, accommodations and referrals based on data gathered will follow.

After each session training participants will be given independent practice activities to work on prior to the next session. These activities will help increase teaching skills and confidence as well as build on the goals and objectives of the full training.

The following provides a sample of the information that can be included in the remaining three sessions, depending on the needs of training participants, gathered from discussions and expectations in session one:

- ?? Diagnostic and Prescriptive Teaching Methods
- ?? Learning Styles and Teaching/Training Styles
- ?? Effective Instruction/Training Practices
- ?? Using Strategy Instruction
- ?? Strategy Methodologies Applied
- ?? Specific Strategy Instruction in Reading, Writing and Math
- ?? Flexibility and Creativity in Instruction/Training
- ?? Goal Setting and Reinforcement
- ?? Daily Life Skills Development
- ?? Applying for and Receiving GED Test Accommodations
- ?? Empowering Students to be Lifelong Learners
- ?? Transition to Postsecondary and Workplace Retention Issues
- ?? Communication and Collaboration
- ?? Accommodations as Interventions
- ?? Student Self-Advocacy
- ?? Resources when Working with Adults with Learning Disabilities

At the end of the training participants will have received a 2-1/2 inch manual (201 pages), additional practical supplemental materials, permission to copy/use the Payne Learning Needs Inventory with computerized summary protocols and an accommodation manual to support instructional practices for youths and adults with special learning needs.

Trainers

In providing the state of North Carolina a systemic training plan, Payne & Associates and Sturomski & Associates will form a dynamic and expert training team. Nancie Payne brings twenty-seven (27) years experience in education and workplace-based services for youths and adults with special learning needs and disabilities. She consults with numerous businesses and organizations on ways to create productive learning environments and maximize the potential of those who have special learning needs. In addition, she has developed and implemented the Payne Learning Needs Inventory and related materials for state, regional and local programs throughout the country. Nancie

owns and is President of Payne & Associates and the Northwest Center for the Advancement of Learning. The mission of this Washington-based firm is to provide competent, effective disability-related services designed to maximize human potential and create productive environments.

Neil Sturomski is the former Director of the National Adult Literacy and Learning Disabilities Center, a center established by the National Institute for Literacy. He has over twenty-seven (27) years of experience related to individuals with learning disabilities in a variety of capacities including direct service, diagnostics, administration, curriculum design, research, information management and graduate-level teaching. For the past seventeen (17) years, he has worked with adults with learning disabilities in the Washington, D.C. area, including directing a program for adults with learning disabilities at the Lab School of Washington. Neil Sturomski is dedicated to supporting educators, literacy and training providers in improving the lives of their students. Throughout his career, he has and continues to bring a variety of research-proven, practical skills combined with a wealth of experience to strategic program planning, program consulting, training events and sessions. He supports the major objective of adult education and literacy programs: helping individuals - especially those at-risk and those with learning disabilities - experience success in their lives.

North Carolina Community College System
Academic and Student Services Division
Basic Skills Section

BASIC SKILLS LEARNING DISABILITIES TRAINER
APPLICATION
2005-2006

College/Agency

Date

Person(s) completing this application

Telephone Number

Address

Email Address

Instructions: If you have questions concerning the Learning Disability Trainer Application, please call Linda Ray at (919) 807-7140 or e-mail her at rayl@ncccs.cc.nc.us. Read the attached Components of Project section, carefully fill out the above form and fax, email and/or mail a hard copy to the address listed below. **The application must be received by February 28, 2005.**

Mail to: Linda Ray
Training Specialist, (919) 870-7164 (fax), rayl@ncccs.cc.nc.us (email)
North Carolina Community College System

Regular or Courier Mail
5016 Mail Service Center
Raleigh, NC 27699-5016

Overnight (Fed Ex, Priority, etc.)
200 West Jones Street
Raleigh, NC 27603

I agree that the following individual(s), if selected, will meet all criteria for Learning Disability Trainers listed on the attached "Criteria for Learning Disabilities Trainers".

Names of Proposed Trainers (Please attach a short bio for each person.)

<u>To Be Completed by Community College Programs</u> (Community-Based Organizations do not have to complete this section.)	
_____ Signature of Basic Skills Director	_____ Date
_____ Signature of Dean/Vice President	_____ Date
_____ Signature of President	_____ Date

<u>To Be Completed by Community-Based Organizations</u> (Community Colleges do not have to complete this section.)	
_____ Signature of Executive Director	_____ Date
_____ Signature of Chairman/President of the Board	_____ Date

COMPONENTS OF LEARNING DISABILITIES PROJECT

CRITERIA FOR LEARNING DISABILITY TRAINERS

The trainer must agree to the following:

- ✍* ***Commit to attending all four trainings in 2005, ALL 12 DAYS***, unless an emergency prevents such. If a day or two, due to an emergency, is lost, then another participant, under the state's guidance, will assist the trainer in review of the material missed. All participants who begin the training are expected to complete it.
- ✍* ***Commit to spending time between the training sessions to practice learned skills independently.***
- ✍* ***Attend quarterly meetings*** at the System Office during the year to discuss progress and address questions/concerns.
- ✍* ***Train community college/community-based organization personnel in all session topics.*** All participants are required to go back to their instructional environment (classroom and/or one-on-one) and apply learned concepts. Understand that ***Potential Learning Disability Leader trainers*** are also expected to continue, as a part of year two activities, to learn and practice training protocols.
- ✍* The local trainer will evaluate his/her overall training with a ***training evaluation*** instrument provided by the State for the project time period and will submit the evaluations from the training to the State Basic Skills Training Specialist.
- ✍* Use the learned skills in his/her local program.

The trainer's Director/Dean/Vice-President/President (community colleges) or Executive Director/Board Chairperson (community-based organizations) must agree to the following:

- ✍* Allow the individual to attend all four trainings.
- ✍* Be responsible for the trainer's travel expenses and/or local substitutions for classes.
- ✍* Allow the individual to attend quarterly meetings.
- ✍* Allow the trainer to conduct training sessions for his/her college/community-based organization.
- ✍* Support the use of Learning Disability Training in the trainer's local program.