

APPENDICES

Appendix I: Problem-solving Worksheet

Resource Teacher _____ Student Name _____

Classroom Teacher _____ Date _____

Problem:**Details:**

Possible solutions	Potential results of this solution
1. _____ _____ _____	→ <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
2. _____ _____ _____	→ <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
3. _____ _____ _____	→ <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

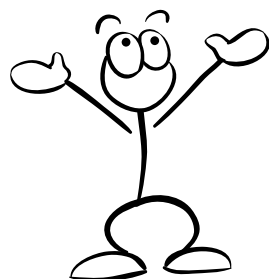
Solution to try first:

Appendix 2: **Questions Frequently Asked by Parents of Children with Learning Disabilities***

- What is your understanding of my child's IPP goals and objectives?
- What is your understanding of my child's learning strengths and needs?
How will this affect his or her learning and participation in your course?
- What kinds of accommodations will be available in your classroom?
- Are there guidance counsellors or resource personnel who can provide additional information and consultation on program planning for my child?
- How will you be participating in the IPP process?
- How will you be assessing my child's progress and understanding of concepts in your content area?
- Will you be adjusting how marks are awarded for the course? If so, will this affect my child's ability to move into the next level of this content area?
- Do you provide rubrics for major assignments? Do you have samples that students could use as models?
- What learning strategies are students learning in your classroom?
- What are some ways that we can help at home? How can we reinforce the strategies my child is learning and using in class?
- How can we stay in touch so that I can support the work you are doing in the classroom? What is the best way to reach you?
- Can you suggest resources and other references that would reinforce the concepts my child is currently learning?
- Based on what you have learned about my child this semester, what suggestions do you have for next year's teacher?

* From Calgary Learning Centre (Calgary, AB).

Appendix 3: **Tips for Parents on Explaining a Learning Disability to a Child***



- Emphasize the positive—stress the child’s strengths (mathematics, art, music, sports).
- Explain that each person learns at his or her own speed, in his or her own way. Some children learn best by hearing material presented to them, while others prefer to read or look at what they are expected to learn.
- Use terms and language the child will understand. For a child 7–9 years, the diagnosis of a learning disability may be explained in the following manner: “Your brain is like a radio with too much noise. We have to tune in the way you learn, just like we tune in the music clearly.”
- If the parent experienced learning problems as a child, he or she may mention this as an example of how difficulties can be overcome.
- Stress that the child is not alone with his or her problems. Let it be known that the parents, grandparents, siblings and teachers will all assist in helping the child be as successful as possible.
- Describe the academic assistance the child will be receiving in a concrete, realistic, positive manner.
- Elicit the teacher’s assistance in finding coping and time-management strategies to assist the child with homework. Employ the same techniques used in the classroom so the child will see improvement more quickly, and experience success and increased self-esteem.
- Discuss ideas for handling possible teasing from peers. For a child 7–9 years, role-play responses, such as, “I need extra help for spelling but reading is easy for me.”
- Seek resources to provide support and information. Help the child access these and become a personal advocate for his or her education.
- Encourage the child to be an active participant in planning his or her education program by participating in IPP conferences and setting realistic long-range goals as he or she progresses in school. The child should be reminded that a full range of opportunities is available to individuals with learning disabilities.

* Adapted with permission from Diane Knight, “Families of Students with Learning Disabilities,” in William N. Bender (ed.), *Professional Issues in Learning Disabilities: Practical Strategies and Relevant Research Findings* (Austin, TX: Pro-Ed, 1999), p. 277.

Appendix 4: What to Look For: Some First Signs of Trouble Keeping Up with the Flow of Expectations*

	Language	Memory	Attention	Fine Motor Skill	Other Functions
Preschool	Pronunciation problems Slow vocabulary growth Lack of interest in storytelling	Trouble learning numbers, alphabet, days of the week Poor memory for routines	Trouble sitting still Extreme restlessness Impersistence at tasks	Trouble learning self-help skills; e.g., tying shoe laces Clumsiness Reluctance to draw or trace	Trouble learning left from right (possible visual spatial confusion) Trouble interacting (weak social skills)
Lower Grades	Delayed decoding abilities for reading	Slow recall of facts Organizational problems Slow acquisition of new skills Poor spelling	Impulsivity, lack of planning Careless errors Insatiability Distractibility	Unstable pencil grip Trouble with letter formation	Trouble learning about time (temporal-sequential disorganization) Poor grasp of math facts
Middle Grades	Poor reading comprehension Lack of verbal participation in class Trouble with word problems	Poor, illegible writing Slow or poor recall of math facts Failure of automatic recall	Inconsistency Poor self-monitoring Great knowledge of trivia Distaste for fine detail	Fist-like or tight pencil grip Illegible, slow or inconsistent writing Reluctance to write	Poor learning strategies Disorganization in time and space Peer rejection

* Reproduced with permission from Melvin D. Levine, "Learning Disorders and the Flow of Expectations," *LDOnline*, 1990, http://www.ldonline.org/ld_indepth/general_info/gen-1.html (March 2, 2001).

Appendix 4 (continued):

	Language	Memory	Attention	Fine Motor Skill	Other Functions
Upper Grades	Weak grasp of explanations	Trouble studying for tests	Memory problems due to weak attention	(Lessening relevance of fine motor skills)	Poor grasp of abstract concepts
	Foreign language problems	Weak cumulative memory	Mental fatigue		Failure to elaborate
	Poor written expression	Slow work pace			Trouble taking tests, multiple choice
	Trouble summarizing				

Appendix 5: Writing Self-assessment*

PART 1: Content

After proofreading and editing your writing, complete these sentence starters to assess your writing.

The purpose of this assignment was _____
_____.

The assignment needed to be _____
_____.

The format I chose to write was _____.

The topic I wrote about is _____.

One important thing to notice about my writing is _____
_____ because _____.

I would recommend _____ read my piece of writing because _____.

PART 2: Organization

After proofreading and editing your writing, complete these sentence starters to assess your writing.

At the beginning of my piece of writing, I wrote _____
_____.

I thought it was effective because _____
_____.

The middle of my piece of writing focused on _____
_____.

It made sense when I wrote _____
_____.

One thing that I could improve in this piece of writing is _____
_____.

* Adapted with permission from Karen L. Vavra (Calgary, AB: The Calgary Learning Centre).

Appendix 5 (continued):

To improve it, I would need to _____

One interesting detail that I included in my writing was _____
_____.

At the end of my writing I _____
_____.

The ending was effective because _____
_____.

PART 3: Vocabulary

After proofreading and editing your writing, complete these sentence starters to assess your writing.

Three descriptive words or phrases that I used to create a vivid image for the reader are:

1. _____
2. _____
3. _____

One place that I added descriptive details to “show rather than tell” in my writing is _____
_____.

I checked my writing for “over-used” words and found that _____
_____.

I made my writing better by _____
_____.

PART 4: Sentence Structure

I have read my writing aloud to check that each sentence sounds right and makes sense. I have checked my writing for the following:

- Run-on sentences (too many “ands”)
- Sentence fragments (incomplete sentences)

Appendix 5 (continued):

One of the most interesting sentences in my writing is _____
_____.

I used a variety of ways to begin my sentences. Three different ways that I started a sentence are:

1. _____
2. _____
3. _____

PART 5: Mechanics

After proofreading and editing your writing, complete these sentence starters to assess your writing.

I have used a _____ coloured pen to edit my writing to correct the following:

▶ Punctuation

- periods at the end of each sentence
- question marks at the end of each question
- exclamation marks at the end of sentences to show emotion
- quotation marks around the words that a speaker says
- commas after a list of items and to separate the speaker from the quotation.

▶ Capital letters

- names of people
- places
- months of the year
- days of the week
- holidays
- titles of books or movies

Some of the spelling changes that I made are:

My Spelling

1. _____
2. _____
3. _____
4. _____
5. _____

Corrections

1. _____
2. _____
3. _____
4. _____
5. _____

I have checked the appearance of this piece of writing.

It is legible and easy to read. Yes Not yet

Appendix 6: Observation Guide: Student Reading*

When observing a student's reading, you may want to check for the following.

- Does the student use any pre-reading activities; e.g., look at title, look at pictures, skim the page?
- Does the student hesitate to begin?
- Does the student appear comfortable reading? Is the student easily frustrated?
- Do the student's eye or head movements suggest a lot of backtracking when reading?
- Does the student squint or keep the book close to his or her face?
- Does the student use a finger or pencil for tracking?
- Does the student have difficulty with basic reading skills: sight vocabulary, decoding skills?
- What types of words are recognized/not recognized?
- What aspects of decoding are difficult for the student?
- What does the student do when encountering a word he or she doesn't know: Substitute another word? Sound it out? Skip it?
- Are miscues grammatically correct? For example, if the student misreads a word, is it the proper tense?
- Does the student leave out or change words?
- Is the student reading for meaning?
- Does the student replace the correct word with a different word that maintains meaning or one that looks similar but has a different meaning?
- Are words read in a monotone, without intonation?
- Are words phrased appropriately?
- Does the student self-correct without prompting?

* Adapted with permission from The Learning Centre–Calgary and Alberta Vocational College–Calgary, *Asking the Right Questions: Assessment and Program Planning for Adults with Learning Difficulties (revised edition)* (Calgary, AB: The Learning Centre–Calgary and Alberta Vocational College–Calgary, 1995), p. 110.

Appendix 7: Goal Setting—Parent Form*

► Dear Parents,

You are important members of the learning team! Please complete this goal-setting form and we will use it for planning and discussion at our parent-teacher conference. Thank you.

Student Name: _____

School: _____

Our child has these five strengths:

1. _____
2. _____
3. _____
4. _____
5. _____

Our child has these five areas of need:

1. _____
2. _____
3. _____
4. _____
5. _____

.....
* From Catherine Walker (Edmonton, AB: Smart Learning, 1993).

Appendix 7 (continued):

A. Our first goal for our child this school year is:

This is what we will do at home to help achieve this goal:

1. _____
2. _____
3. _____

B. Our second goal for our child this school year is:

This is what we will do at home to help achieve this goal:

1. _____
2. _____
3. _____

I agree to review these goals at each reporting period.

Parent's Signature

Date

-
- I need more information! Please send home a sample of what a completed family goal sheet might look like.
- I need more ideas. Let's work on this together at the parent-teacher conference.
- I do not wish to participate in family goal setting this school year.

Please return to the school by:

Appendix 8: Helping Students Communicate in the IPP Process*

IPLAN is a strategy that helps students focus on effective planning and communication.

- I** Inventory your strengths, areas you need to improve, goals and interests, and choices for learning.
- P** Provide your inventory information.
- L** Listen and respond.
- A** Ask questions.
- N** Name your goals.

SHARE is a strategy that helps students focus on appropriate behaviours for effective communication.

- S** Sit up straight.
- H** Have a pleasant tone of voice.
- A** Activate your thinking.
- R** Relax.
- E** Engage in eye contact.

* Adapted from "IPLAN: Helping Students Communicate in Planning Conferences" by Anthony K. Van Reusen and Candace S. Bos, *Teaching Exceptional Children*, 22, 4, 1990, pp. 30, 31. Copyright 1990 by The Council for Exceptional Children. Adapted with permission.

Appendix 9: Student Action Plan for Transitions*

In order to reach my goals...

What needs to take place immediately—within the next month

What needs to take place down the road—within the next 3–6 months

Immediate Steps	Who	By When	Outcome
1. _____ _____	_____	_____	_____
2. _____ _____	_____	_____	_____
3. _____ _____	_____	_____	_____

Down the Road	Who	By When	Outcome
1. _____ _____	_____	_____	_____
2. _____ _____	_____	_____	_____
3. _____ _____	_____	_____	_____

* Adapted with permission from Gary M. Clark, *Assessment for Transitions Planning* (Austin, TX: Pro-Ed, 1998), p. 105.

Appendix 10: Transition Checklist*

(From senior high school to post-secondary school)

This transition checklist is not only intended to be used at the completion of senior high school, but to serve as a guide to the types of activities that the student should be engaged in during senior high school.

- I have an updated copy of my last educational assessment.
- I have a copy of my most recent individualized program plan.
- I have copies of my transcripts.
- I have any pertinent medical information I need to share.
- I have contacted the special needs offices of the institutions I am considering.
- I have prepared a set of questions to ask regarding accommodations for my specific needs at these institutions.
- I have the addresses and phone numbers of the people who have provided assessment of my specific needs.
- I have a record of the assistive technology that has been previously provided.
- I have checked the accommodation policies of the institutions I am considering.
- I have prepared a list/inventory of my successes and accomplishments at school and in the community.
- I have a summary of career searches/exploration I have completed.
- I have visited the campuses (electronically or in person) of the institutions I am considering.
- I have researched funding sources and financial assistance opportunities.
- I have completed the goals of my transition plan.

Appendix 11: Self-advocacy Checklist for Elementary/Middle School*

- I know what kind of LD I have.
- I can describe my LD to my teacher.
- I am attending my IPP meetings.
- I let people know what I am thinking at my IPP meetings.
- I ask for help when I need it.
- I ask questions in class.
- I have started to take on more difficult tasks in school.
- I hand in all my homework on time.
- I am proud of myself and don't let others tease me.
- My calendar, binder and notebooks are organized.
- I have learned new ways to study for tests.
- I make an effort to build good friendships.
- I have a tutor for the subject(s) that I find difficult.
- I have gone to my senior high school and talked to my teachers.
- I am learning new strategies and using accommodations.

* Adapted with permission from Howard Eaton and Leslie Coull, *Transitions to High School: Self-Advocacy Handbook for Students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder* (Vancouver, BC: Eaton Coull Learning Group, Ltd., www.eclg.com, 2000), p. 57.

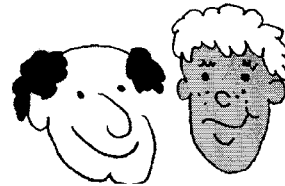
Appendix 12: Asking for Help*



Dear _____,
(teacher's name)

These are the things that I am having trouble with:

- understanding my textbook
- knowing what my homework is
- getting my homework done
- listening in class
- taking notes
- passing tests
- completing assignments
- other _____



Could we please meet to discuss possible strategies?

Date of Meeting: _____

Student signature: _____

Appendix 12 (continued): Practising "I" Messages*



Before you meet with your teacher, role-play what you will say — have an adult partner act as your teacher.

Practise "I" messages because it is too easy to use words that seem to blame your teacher.

For example:

DO SAY: "I have trouble listening in class."

DON'T SAY: "You talk too fast!"

DO SAY: "I find it hard to do well on tests."

DON'T SAY: "You make the tests too hard!"

DO SAY: "I have difficulty knowing what to do for homework."

DON'T SAY: "You say what's for homework too fast and I can't get it down!"



* Adapted with permission from Mary Cole and Anne Price, *TNT: Tips 'n Tricks for Dynamite Learning!!* (Calgary, AB: Calgary Learning Centre, 1999), p. 29.

Appendix 12 (continued): **Making an Action Plan***

SUBJECT:

Student: _____

Teacher: _____

Target:

Strategies I will try:

Other helpful strategies:

- 1. _____

- 2. _____

- 1. _____

- 2. _____

Target:

Strategies I will try:

Other helpful strategies:

- 1. _____

- 2. _____

- 1. _____

- 2. _____

* Reproduced with permission from Mary Cole and Anne Price, *TNT: Tips 'n Tricks for Dynamite Learning!!* (Calgary, AB: Calgary Learning Centre, 1999), p. 30.

Appendix 13: List of Possible Accommodations*

Reading Difficulties

- Use less difficult or alternative reading material within a subject area.
- Reduce the amount of reading required.
- Allow students to tape record lectures and class discussions.
- Allow alternative methods of data collection; e.g., tape recorders, dictation, interviews, fact sheets.
- Set time limits for specific task completion.
- Enlarge text of worksheets and reading material.
- Extend time to complete tests and assignments.
- Use large-print editions of tests.
- Read directions aloud to students.
- Read test items aloud to students.
- Read standard directions several times at start of exams.
- Record directions on audiocassette.
- Provide written directions for exams ahead of time.
- Use assistive technology; e.g., optical character recognition systems, books on tape/CD, screen readers.

Written Expression Difficulties

- Allow students to tape record lectures and class discussions.
- Provide written outlines.
- Individualize assignments; e.g., reduce volume of work, break long-term assignments into manageable tasks, allow extra time for completing assignments, offer alternative assignments, allow students to work on homework while at school.
- Allow alternative methods of data collection; e.g., tape recorders, dictation, interviews, fact sheets.
- Allow for spelling errors on written assignments.

* From Calgary Learning Centre (Calgary, AB).

Appendix 13 (continued):

- Extend time to complete tests and assignments.
- Permit use of scribes or tape recorders for answers (student should include specific instructions about punctuation and paragraphing).
- Waive spelling, punctuation and paragraphing requirements.
- Accept keyword responses instead of complete sentences.
- Use assistive technology; e.g., word processors, spell checkers, grammar checkers, text to speech software.

Attention Difficulties

- Provide alternative seating; e.g., near teacher, facing teacher, at front of class, between well-focused students, away from distractions.
- Provide additional/personal work space; e.g., quiet area for study, extra seat or table, time-out spot, study carrels.
- Permit movement during class activities and testing sessions.
- Allow students to tape record lectures and class discussions.
- Provide directions in written form; e.g., on board, on worksheets, copied in assignment book by students.
- Set time limits for specific task completion.
- Extend time to complete tests and assignments.
- Allow untimed testing sessions.
- Use multiple testing sessions for comprehensive tests.
- Allow students to take breaks during tests.
- Use place markers, special paper, graph paper or writing templates to allow students to maintain position better or focus attention.
- Provide cues; e.g., arrows, stop signs on test answer forms.
- Provide a quiet, distraction-free area for testing.
- Allow students to wear noise buffer/device to screen out distracting sounds.
- Provide checklists for long, detailed assignments.
- Provide a specific procedure/process for turning in completed assignments.

Appendix 13 (continued):**Memory Difficulties**

- Provide written outlines.
- Provide directions in written form; e.g., on board, on worksheets, copied in assignment book by students.
- Provide a specific procedure/process for turning in completed assignments.
- Provide checklists for long, detailed assignments.
- Read standard directions several times at start of exams.
- Provide cues; e.g., arrows, stop signs on answer forms.
- Allow students to use response aids; e.g., arithmetic tables, dictionaries, calculators, word processors, spell checkers, grammar checkers.

Fine and Gross Motor Difficulties

- Use assistive and adaptive devices; e.g., slantboards/desktop easels to display written work/reading material, pencil/pen adapted in size or grip diameter, alternative keyboards, portable word processors.
- Set realistic and mutually agreed-upon expectations for neatness.
- Reduce/eliminate the need to copy from a text or board; e.g., provide copies of notes, permit students to photocopy a peer's notes, provide carbon/no carbon required (NCR) paper to a peer to make a duplicate copy of notes.
- Extend time to complete tests and assignments.
- Alter the size, shape or location of the space provided for answers.
- Accept keyword responses instead of complete sentences.
- Allow students to type answers or answer orally instead of in writing.

Appendix 14: Examples of Assistive Technology Adaptations*

Disability	Adaptations	Description
Reading	<ul style="list-style-type: none"> • Tape-recorded material • Semantic mapping software • Electronic word recognition and definition • Closed-circuit television • Speech synthesizer/screen reader software • Optical character recognition (OCR)/scanner 	<ul style="list-style-type: none"> • Audio recordings of textbook material and answers to chapter or workbook questions • Software that enables readers to comprehend narrative stories or expository writing elements through graphic depiction • Presents definitions of words • Magnifies reading material; limited reading presented at once • Computerized voice reads material on computer monitor • Text is scanned into computer and OCR system computerizes text so it can read by speech synthesis
Written expression	<ul style="list-style-type: none"> • Pencil grip • Alternative-hardware input devices • Semantic mapping software • Tape recorder • Word prediction software • Speech recognition • Electronic spell checkers • Word processing/spell check option • Speech synthesizer/talking software 	<ul style="list-style-type: none"> • Piece of plastic that is attached where the pencil is grasped • “Sticky keys,” touch screens, trackballs, customized keyboards • Software for outlining and organizing writing • Standard tape recorder for dictation of written products • Software that assists with sentence structure and syntax • Voice recognition enabling dictation of written content • Devices that speak and display, or only display, words and definitions • Standard spell check option • Speech synthesis with word processing program

* Adapted from “Using Assistive Technology Adaptations to Include Students with Learning Disabilities in Cooperative Learning Activities” by D. P. Bryant and B. R. Bryant, 1998, *Journal of Learning Disabilities*, 31, 1, p. 48. Copyright (1998) by PRO-ED, Inc. Adapted with permission.

Appendix 14 (continued):

Disability	Adaptations	Description
Mathematics	<ul style="list-style-type: none">• Graph paper• Calculators• Talking clocks• Timing devices	<ul style="list-style-type: none">• Centimetre squares for aligning numbers• Devices for checking answers, talking calculators, large keyed calculators• Specially designed clocks that tell time verbally• Various devices for monitoring time

Appendix 15: Student's Guide to Problem Solving*

1. What is the **problem**? (describe the situation)

2. What could I do to **solve the problem**? (possible solutions/ideas)

3. **Potential consequences** of my ideas.

Idea #1 Good outcomes _____

Not-so-good outcomes _____

Idea #2 Good outcomes _____

Not-so-good outcomes _____

4. **What is my plan**?

a) **What** is my best solution/idea? _____

b) **What** do I need to make it work? (materials, information)

c) **When** will I do this? _____

d) **What** will I do **first**? _____ **second**? _____

third? _____ **fourth**? _____

5. **How will I know** if my plan worked? (What outcomes am I looking for?)

Appendix 16: DEFENDS Writing Strategy***Decide on goals and theme.**

Decide who will read this and what you hope will happen when they do.

Decide what kind of information you need to communicate.

Decide what your theme is.

Note the theme on your planning form.

**Estimate main ideas and details.**

Think of at least two main ideas that will explain your theme.

Make sure the main ideas are different.

Note the main ideas on your planning form.

Note at least three details that can be used to explain each main idea.

**Figure best order of main ideas and details.**

Decide which main idea to write about first, second and so forth, and note on the planning form.

For each main idea, note on the planning form the best order for presenting the details.

Make sure the orders are logical.

**Express the theme in the first sentence.**

State in the first sentence of your essay what the essay is about.

**Note each main idea and supporting points.**

Note your first main idea using a complete sentence. Explain this main idea using the details you ordered earlier.

Tell yourself positive statements about your writing and tell yourself to write more.

Repeat for each of the other main ideas.

* Figure adapted from "Adolescents with Learning Disabilities" by Edwin S. Ellis and Patricia Friend in *Learning About Learning Disabilities* (p. 527), edited by Bernice Y. L. Wong, copyright 1991, Elsevier Science (USA), reproduced with the permission from the publisher.

Appendix 16 (continued):

Drive home the message in the last sentence.

In the last sentence, restate what your theme is about.

Make sure you use wording different from the first sentence.



Search for errors and correct.

Look for different kinds of errors in your essay and correct them.



Set editing goals.

Examine your essay to see if it makes sense.

Ask yourself whether your message will be clear to others.

Reveal picky errors (capitalization, punctuation, spelling, etc.).

Copy over neatly.

Have a last look for errors.

Appendix 17: Assignment Completion Strategy***Step 1: Psych Up**

- Prepare your forms.
- Prepare your mind.

Step 2: Record and Ask

- Write the assignment using abbreviations.
- Think about it.
- Ask questions.

Step 3: Organize

- Break the assignment into parts.
- Estimate the number of study sessions.
- Schedule the sessions.
- Take your materials home.

Step 4: Jump to It

- Take control.
- Take materials to your study spot.
- Tell others about your plan.
- Survey the assignment.
- Set goals.
- Set up a reward.

Step 5: Engage in the Work

- Follow the instructions.
- Note any questions.
- Get help if you need it.

Step 6: Check the Work

- Check the requirements.
- Check the quality.
- Store the assignment.
- Reward yourself.

Step 7: Turn It In

- Take it to class.
- Listen for and follow instructions.
- Record the date.
- Praise the effort.

Step 8: Set Your Course

- Record your grade.
- Evaluate your assignment.
- Think about future goals.

* Reproduced with permission from Joyce A. Rademacher, "Enhancing Assignment Completion for Academically Diverse Learners," in Donald D. Deshler et al. (eds.), *Teaching Every Adolescent Every Day: Learning in Diverse Middle and High School Classrooms* (Cambridge, MA: Brookline Books, Inc., 1999), p. 197.

Appendix 18: Listen Up*

Do you help your listeners?

Are your presentations “listener-friendly?”

Usually	Sometimes	Never	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. I reduce distractions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. I use advance organizers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. I base my presentation on the advance organizer.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. I encourage recall of previously presented information; e.g., summarize, ask questions, allow listeners time to review previous notes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I provide listeners with a listening guide; e.g., outline, major concepts, space to fill in notes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. I use cue words/phrases to signal important information; e.g., In summary, note the following, record this.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. I emphasize words to cue/signal organization of information; e.g., first, second, third; if/then; before/after; next; finally.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. I vary my tone and pace to emphasize important ideas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. I repeat important ideas or concepts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. I write important ideas on the board.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. I write technical terms on the board.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. I use visual aids; e.g., pictures, diagrams, overhead projector.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. I provide examples and nonexamples of concepts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. I “talk comprehension”; e.g., ask questions during the presentation that require listeners to relate new information to old information, ask questions to check comprehension.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. I encourage questions from listeners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. I provide opportunities for listeners to break into small groups to discuss concepts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. I allow time for reflection at the end of a presentation; e.g., review notes, summarize, ask questions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. I communicate enthusiasm for the topic.

* From Anne Price (Calgary, AB: The Calgary Learning Centre, 1995).

Appendix 19: Checklist for Evaluating Textbooks*

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

Use this scale to rate the text features	1	2	3	4	5
	Poor Inconsiderate			Very Good Considerate	

Look at the whole book

Appearance

- _____ Is it interesting looking? Will students want to open it? Keep it open?
- _____ Does it make ample use of space? Have large margins? Do pages appear crowded?
- _____ Does it make effective use of colour (coloured visuals, headings, etc.)?
- _____ Is print size appropriate (too small—cramped look; difficult to read; too large—babyish, may embarrass students)?

Content

- _____ Does the overall content reflect what you believe are important concepts?
- _____ Can you identify easily what the book is about by reading chapter concepts?
- _____ Is the content up-to-date and relevant to needs of your students?

Organizational features

- _____ Is the content of chapters organized logically?
- _____ Can you easily identify what the book is about by reading chapter titles?
- _____ Do the chapter titles reflect a logical organization of the content of the book?
- _____ Does the book contain helpful table of contents, index, glossary and appendices?

* From "Reading Strategy Instruction" by Edwin S. Ellis, in Donald D. Deshler, Edwin S. Ellis and B. Keith Lenz (eds.), *Teaching Adolescents with Learning Disabilities: Strategies and Methods*, 2nd ed. (Denver, CO: Love Publishing Co., 1996), p. 119. Reproduced by permission of Love Publishing Company.

Appendix 19 (continued):**Look at the way the book is written****Language**

- _____ Is the language clear and readable?
- _____ Do ideas flow together well or are they presented in a choppy, list-like format?
- _____ Is the level of vocabulary appropriate for the background of your students?
- _____ Is the level of sentence complexity appropriate for your students?
- _____ Is the length of paragraphs appropriate for your students?
- _____ Does the text clearly link pronouns to referents, and place subjects and verbs near the beginnings of sentences?
- _____ Does the text stick to the topic and avoid irrelevant details?

Level of knowledge

- _____ Are the assumptions about prior knowledge of the content appropriate for your students?
- _____ Is new vocabulary introduced using direct definitions, examples and nonexamples?
- _____ Is the vocabulary density (percent of difficult words) appropriate for your students?
- _____ Are new concepts explained clearly using concrete examples that link the concepts to what students already know?

Metacognitive dimension

- _____ Does the chapter provide cues for the reader to activate background knowledge?
- _____ Does the prose contain strategy cues (cues to visualize, predict, link to background knowledge, summarize, generate questions, etc.)?
- _____ Does the prose contain “meta-discourse,” or cues to think ahead, during and back?

Appendix 19 (continued):**Personalizing**

- _____ Does the text use active verbs and personal pronouns, such as you, we and us, to involve students in the content?
- _____ Does the text relate the content to students' lives?
- _____ Does the text provide positive models for both sexes and for different ethnic or cultural groups?

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Feedback

Unlocking Potential: Key Components of Programming for Students with Learning Disabilities

We hope this resource is helpful to you in your work with students who have learning disabilities. Please indicate your agreement with the following statements about this teaching resource.

Please return this page to:

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1. This resource contains relevant information that I can use for planning and implementing programs for students with learning disabilities.

strongly agree agree disagree strongly disagree

COMMENTS

2. This resource is well-organized and easy to read and use.

strongly agree agree disagree strongly disagree

COMMENTS

3. The information and strategies in this resource are practical and represent best practice in meeting students' diverse learning needs.

strongly agree agree disagree strongly disagree

COMMENTS

4. The information in this resource enhanced my understanding of key components for programming for students with learning disabilities.

strongly agree agree disagree strongly disagree

COMMENTS

5. We welcome your comments and suggestions for future Alberta Learning resources.

COMMENTS



