

LEARNING DISABILITIES IN ADULT LITERACY SETTINGS RESOURCE LIST

This resource list was compiled to assist adult literacy educators looking for resources in the area of learning disabilities. Learning Disabilities, particularly in adulthood, are a “whole life” issue that shapes not only literacy and learning, but also people’s self-esteem, family and work life. This reference list reflects a wide variety of strategies and philosophies related to learning disabilities, organized according to six principles of good practice that support a “whole life” approach to working with people with learning disabilities in adult literacy settings. We have organized this review according to these principles:

- Finding out about learning disabilities and how it shapes adult literacy work
- Building relationships of trust and dialogue through intake, screening and learning profiles
- Teaching to many minds: “LD-friendly” instructional strategies and supports inside and outside the classroom
- Taking care of the spirit: Addressing the issues that may “walk beside” LD such as fear, low self esteem, anxiety, experiences of violence, poverty and isolation.
- Changing how the world thinks about LD: system advocacy, self advocacy and awareness raising
- Continuing the conversation: Self-directed professional development

These six areas of practice are interconnected - we think of them as pieces of an inter-locking puzzle. In organizing this bibliography according to these principles, we hope to provide other busy educators with a filter and a starting place for navigating the vast literature on this topic. We know we have unintentionally missed some good resources and would welcome feedback, so we can continue to build this reference. You can keep up to date on new resources, and follow your paths of interest by checking the following sources regularly:

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I. Finding out about learning disabilities

a. Definitions, descriptions and overviews

Adult Learning Disabilities Association. (1990?). **LD: the invisible disability.** (VHS) Vancouver: Look & See Media.

Corley, Mary Ann and Taymans, Juliana M. (2002). **Adults with learning disabilities: a review of the literature.** (Online) Vol. 3, Chapter 3 of Review of Adult Learning and Literacy. Boston, MA: NCSALL. Retrieved Oct. 1, 2009 from <http://www.ncsall.net/?id=575>

This literature review of 98 references published between 1989 and 2000 is organized into two broad categories: what we know about adults with LD and how we serve adults with LD.

Crawford, Cameron. (2002). **Learning Disabilities in Canada: economic costs to individuals, families and society: final report and executive summary.** (Online) Ottawa, ON: Learning Disabilities Association of Canada. Retrieved Oct. 1, 2009 from <http://www.pacfold.ca/download/Supplementary/Economic.pdf>

Learning Disabilities Association of Canada. (2007). **Putting a Canadian Face on Learning Disabilities (PACFOLD) (Website)** Retrieved Oct. 1, 2009 from <http://www.pacfold.ca/>

Movement for Canadian Literacy. (2004). **Literacy and Disabilities. Factsheet.** (Online) Retrieved Oct. 1, 2009 from <http://www.literacy.ca/themes/mcl/PDF/litforlife/disabili.pdf>

Nicholson, Cheryl, Stone, Shirley, & Kaczor, Lorraine. (2003). **Strategies for success.** (Online) Winnipeg, Man.: LiteracyWorks. Retrieved Oct. 1, 2009 from <http://www.nald.ca/library/research/strategies/cover.htm>

Niks, Marina et al. (2003). **Dancing in the dark: how do adults with little formal education learn?** Nanaimo, BC: Malaspina University College. Also available online at <http://www.nald.ca/library/research/dark/cover.htm>

Nunavut Literacy Council. (2004). **Learning disabilities: a guide for educators who work with adult learners.** Cambridge Bay: Nunavut Literacy Council. Also available online at <http://www.nunavutliteracy.ca/english/resource/ld/guide/ldguide-en.pdf>
This guide offers an official definition of learning disabilities, excerpts from Pat Hatt's publications on learning disabilities, case histories of Nunavut learners, fact sheets on learning disabilities, FASD and ADD, and a resource list.

Rioux, Marcia et al. (2003). **Atlas of literacy and disability.** Toronto, ON: Canadian Abilities Foundation.
This atlas contains maps of literacy and disability in Canada.

Special Issue on Learning Disabilities. (Online) (2007). *Focus on Basics*, Vol. 8, iss. D. Retrieved Oct. 1, 2009 from http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf
Includes research and practice issues related to dyslexia and neurobiology, ESOL learners, universal design (designing learning environments accessible to all learners).

Swanson, H. Lee, Harris, Karen R. & Graham, Steve. (2003). **Handbook of learning disabilities.** New York: Guilford Press.
This book reviews the major theoretical, methodological, and instructional advances in the field of learning disabilities from the 1980s to the early twenty first century.

Taymans, Juliana M. et al. (2009). **Learning to achieve: a review of the research literature on serving adults with learning disabilities.** Washington, DC: National Institute for Literacy, 2009. Also available online at <http://www.nifl.gov/publications/pdf/L2ALiteratureReview09.pdf>
This literature review was the foundation document for the "Learning to Achieve" program which replaces previous Bridges to Practice training for practitioners serving adults with disabilities. Topics include assessment, English language learners, accommodations, teaching methods, transition, and impact of LD.

Zubrow, Ezra B.W. et al. (2009). **Landscape of literacy and disability.**
Toronto, ON: Canadian Abilities Foundation.

b. Brain science

Fiedorowicz, Christina et al. (2001). **Neurobiological basis of learning disabilities – an update. (Online)** Ottawa, ON: Learning Disabilities Association of Canada, 2001. Retrieved Oct. 1, 2009 from <http://www.pacfold.ca/download/Supplementary/Neurobiological.pdf>
This paper reviews research in the field of learning disabilities, particularly developmental dyslexia.

Jensen, Eric. (2008). **Brain-based learning: the new paradigm of teaching.**
Thousand Oaks, CA: Corwin Press.
This book combines research from neuroscience, biology and psychology to look at the relationship between learning and the brain. Information on the impact of physiological effects, sensory stimuli, and emotions on learning are included. And the application of this information to teaching is outlined.

Shaywitz, Sally E. & Bennett A. (2007). **The neurobiology of reading and dyslexia. (Online)** In **Focus on Basics**, Vol. 8, issue D, p. 1-7. Retrieved Oct. 1, 2009 from http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf

c. Organization websites

Center for Literacy and Disability Studies. (2009). Chapel Hill, NC: University of North Carolina, Chapel Hill, School of Medicine, Dept. of Allied Health Sciences. Retrieved Oct. 1, 2009 from <http://www.med.unc.edu/ahs/clds>
This site is focused on supporting people with physical, intellectual and learning disabilities to learn and use literacy in their everyday lives. It includes links to research, resources and training opportunities.

Learning Disabilities Association of Canada. (2005) Ottawa, ON: Learning Disabilities Association of Canada. Retrieved Oct. 1, 2009 from <http://www.ldac-taac.ca/index-e.asp>
This site includes definitions, advocacy tools, resources materials and other links for literacy educators and adults with learning disabilities. <http://www.ldac-taac.ca/adult-e.asp>

Learning Disabilities Association of America. For adults. (2000-2009). Pittsburgh, PA: Learning Disabilities Association of America. Retrieved Oct. 1, 2009 from <http://www.ldanatl.org/aboutld/adults/index.asp>

May be of interest to read US-based learning disability policy, resources and training. Includes research articles and assessment tools.

Learning Disabilities Association of BC, Vancouver Chapter. (n.d.)

Vancouver, BC: LDAH. Retrieved Oct. 1, 2009 from <http://www.ldav.ca/>
This is a BC-based advocacy and education group that supports children with learning disabilities and their parents. A good source of information for adults with children with learning disabilities.

LD Online. (2008). Washington, DC: WETA. Retrieved Oct. 1, 2009 from <http://www.ldonline.org/>

While mostly concerned with learning disabilities in childhood, this site also contains some articles on adults with learning disabilities and ADHD.

LD.org (2009). New York: National Center for Learning Disabilities. Retrieved Oct. 1, 2009 from <http://www.nclld.org/>

A US-based site with advice and tools for children and adults with learning disabilities.

Literacy for Independent Living: learning resources for adults with disabilities. (2005?). Ottawa, ON: Canadian Association of Independent Living Centres. Retrieved Oct. 1, 2009 from <http://www.nald.ca/ava/english/english.htm>

Online Discussion Group on Learning Disabilities. (2001-). Washington, DC: National Institute for Literacy. Retrieved Oct. 1, 2009 from <http://www.nifl.gov/mailman/listinfo/Learningdisabilities/>

Hosts moderated discussions on LD-related issues in adult literacy contexts.

d. Specific learning disabilities and related conditions

i. Dyslexia

Chivers, Maria. (2000). **Practical strategies for living with dyslexia.**

Philadelphia, PA: Jessica Kingsley.
Written mainly for adults living or working with children with dyslexia, this book looks at various methods and strategies for treating dyslexia. It also considers eye and ear problems that may exacerbate dyslexia and encourages early identification.

Davies, Rachel & Hardie Heather. (2008). **Supporting learners with dyslexia in workplace learning.** Leicester: NIACE, 2008.

This resource focuses on the issues affecting support for people with dyslexia engaged in workplace learning, such as confidentiality and flexibility, as well as

suggesting support strategies, resources and assessment tools that may be of use to learners with dyslexia.

Davis, Ronald D. (1997). **The gift of dyslexia: why some of the smartest people can't read... and how they can learn.** New York: Penguin.
This book describes how learning differs for dyslexic individuals and presents methods for overcoming the difficulties of dyslexia.

Goodwin, Vicki & Thomson, Bonita. (2004). **Making dyslexia work for you: a self-help guide.** New York: Routledge.

Hannell, Glynis. (2004). **Dyslexia: action plans for successful learning, a practical guide to learning disabilities.** Minnetonka, MN: Peytral Publications.
This resource, for classroom teachers and parents, is written with both children and adults in mind.

Knowledge Network. (2008). **Deciphering dyslexia. (DVD)** Canada: NFB.
This documentary is designed to raise awareness and provide an understanding of dyslexia. By profiling 4 individuals and their families, it illustrates likely causes and scientifically sound strategies for intervention. An interactive website is available at www.knowledgenetwork.ca/dyslexia

International Dyslexia Foundation. (1998). **Dyslexia: finding the answers. (VHS)** Baltimore, MD: International Dyslexia Association.
"This video is perfect for the parent who has just learned their child may have dyslexia or the teacher who has students with reading problems."

Pollak, David. (2005). **Dyslexia, the self and higher education: learning life histories of students identified as dyslexia.** Stoke on Trent, UK: Trentham Books.
This book reports on qualitative research with students at four universities on the relationship between dyslexia and identity. In interviews, students reveal the socio-emotional effects of dyslexia and its effects on their learning.

Reid, Gavin. (2009). **Dyslexia: a practitioner's handbook.** Hoboken, NJ: J. Wiley & Sons.
Written for educators, this updated handbook contains comprehensive information and recommended practices based on recent research findings.

Ryan, Michael. (1997). **The other sixteen hours: the social and emotional problems of dyslexia.** Baltimore, MD: International Dyslexia Association.

ii. Attention deficit disorder

Attention Deficit Disorder Resources. (Website) (1998-). Tacoma, WA: ADD Resources. Retrieved Oct. 6, 2009 from <http://w3.addresources.org/>
This site provides resources for people with AD/HD.

Hallowell, Edward M. & Ratey, John J. (2005). **Delivered from distraction: getting the most out of life with Attention Deficit Disorder.** New York: Ballantine Books.
Tailored to ADD learning styles and attention spans, this book provides readable discussions on every aspect of attention deficit disorder.

Kelly, Kate & Ramundo, Peggy. (2006). **You mean I'm not lazy, stupid or crazy?!** Updated ed. New York: Scribner.
Written for adults with ADD by adults with ADD, this readable book offers practical how-to advice and moral support.

oneADDplace.com (Website) (n.d.) Retrieved Oct. 6, 2009 from <http://www.oneaddplace.com/>
Information on both child and adult ADD and ADHD. Includes a self-diagnostic test for adults (use and interpret carefully).

Parkland Regional College. (2000). **Adults managing, surviving and celebrating AD/HD, Attention Deficit/Hyperactivity Disorder: a multimodal intervention program for adults with Attention Deficit/Hyperactivity Disorder in the adult education setting.** Yorkton, SK: Parkland Regional College.
This book covers diagnosis and treatment, learning interventions and celebrations.

Tuckman, Ari. (2009). **More attention, less deficit: success strategies for adults with ADHD.** Plantation, Fla.: Specialty Press, 2009.
Written for adults with ADHD, the brief ADHD-friendly articles cover topics such as understanding ADHD in adults, treatment options, learning basic life skills including time management and organization, and improving specific areas of your life by applying skills at home, in relationships and on the job.

iii. Fetal alcohol syndrome/effects

Conry, Julie. (1996). **Teaching students with fetal alcohol syndrome/effects: a resource guide for teachers.** Victoria, BC: Ministry of Education, Skills & Training.

Cowichan Valley FAS Action Team Society. (Website) (2009). Duncan, BC: Cowichan Valley FAS Action Team Society. Retrieved Oct. 6, 2009 from <http://www.cvfasd.org/>

Dinning, L. Bonnie et al. (2004). **We cares: practical skills for front-line workers working with adults affected by fetal alcohol spectrum disorder: specially designed for those working with people who are homeless or at risk of homelessness. (Online)**. Ottawa, ON: Anne Wright and associates. Available online at http://www.annewright.ca/workshops_training/documents/FINAL-wecaresSeptember32004Manual1.pdf

FASD Connections: serving adolescents and adults with FASD. (Online) (2004-). Retrieved Oct. 6, 2009 from <http://www.fasdconnections.ca/>

FASD programs, services & training. (Online) (2009). Burns Lake, BC: College of New Caledonia, Lakes District. Available online at http://www.cnc.bc.ca/Campuses/Lakes_District_Campus/FASD_Programs_Services_Training.htm

Fetal Alcohol Spectrum Disorder: building on strengths: a provincial plan for British Columbia, 2008 – 2018. (Online). Victoria, BC: Ministry of Children and Family Development. Available at http://www.mcf.gov.bc.ca/fasd/pdf/FASD_TenYearPlan_WEB.pdf

Fetal Alcohol Spectrum Disorder (FASD) Community Practitioner Certificate Program. (Website)(2008). BC: Vancouver Island University. Retrieved Oct. 6, 2009 from <http://www.mala.ca/ccs/certificates/fetalalcohol.asp>

Kleinfeld, Judith (ed.). (2000). **Fantastic Antone grows up**. Fairbanks, Alaska: University of Alaska Press.
In this book, young people with FAS/E and their caregivers describe strategies that work (and don't work) during adolescence and young adulthood. Themes include defining success, strategies that work in areas such as counselling, education, sexuality, legal issues and independent living, and what families need from the community.

Malbin, Diane. (2002). **Trying differently rather than harder. 2nd ed.** Oregon: FASCETS,
Written as much for the parent as the professional, this book provides up-to-date information on what FASD is and how best to deal with it. The treatment model presented is designed to decrease frustration and improve outcomes for children and adults with FASD.

Neafcy, Stephen J. (2008). **Long way to simple. Rev. ed.** Brooklyn Park, MN: Better Ending New Beginnings.

This book, written by someone who has FASD, offers many practical suggestions for living with FASD, along with personal stories. Note: While written from a Christian perspective, most of the suggestions are not based on religion.

Ory, Nathan. (2007). **Working with people with challenging behaviors: a guide for maintaining positive relationships. 2nd ed.** Cobble Hill, BC: Challenging Behavior Analysis and Consultation, Ltd.

This resource is written for educators and caregivers supporting persons with challenging behaviours including autism spectrum disorders, fetal alcohol syndrome and mental health disorders. Techniques for anticipating and preventing predictable episodes, training alternative coping skills, encouraging and appreciating unique strengths and progress, and calming the environment for others are outlined.

Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD). (Online). (2009). Victoria, BC: Ministry of Education. Available online at <http://www.fasdoutreach.ca/>

This site contains a variety of elearning modules on FASD.

Raymond, M. & Belanger, J. (2000). **Literacy-based supports for young adults with FAE/FAS.** Victoria, BC: Ministry of Advanced Education, Training and Technology. Also available online at

<http://www.nald.ca/library/research/lbsupprt/cover.htm>

This report describes the impacts of three literacy-based supports (support circles, cognitive compensatory tools, and cognitive enhancement tools) on the lives of five young adults with FAE/FAS.

Raymond, Margaret A. (1997). **When the spell breaks: the real educational needs of FAS/FAE affected students: parental perspectives.** New Denver, BC: M.A. Raymond & Associates.

An educational needs study on FAS/FAE which looks at such contentious topics as curriculum relevancy and inclusion.

Streissguth, Ann & Kanter, Jonathan (eds.). **The challenge of fetal alcohol syndrome: overcoming secondary disabilities.** (1997). Seattle: University of Washington Press.

The 22 papers presented in this collection look at some of the secondary disabilities that people with FAS/FAE face: mental health problems, disrupted schooling, inappropriate sexual behaviour, trouble with the law, alcoholc and drug problems, difficulty caring for children, and homelessness. Programs and interventions from various fields are described.

Trudeau, Debbie. (ed.) (2005). **Trying differently: a guide for daily living and working with FASDs and other brain differences.** 3rd ed. Whitehorse, Yukon: Fetal Alcohol Syndrome Society Yukon.

This small practical book is full of strategies to help people with FASD. It includes topics such as routines/daily structure, life skills and community. It has suggestions for early and later years.

Wemigwans, Jennifer. (2008). **FASD tool kit for Aboriginal communities. (Online).** Toronto, ON: Ontario Federation of Indian Friendship Centres. Available online at

http://www.ofifc.org/ofifchome/page/Document/UP_FILE/20080415105432ABM.pdf

This is a "user-friendly" resource for front line workers working with children, youth, adults and families affected by Fetal Alcohol Spectrum Disorder.

iv. Brain injury

Metzgar, Eric Daniel. (2008). **Life. Support. Music. (DVD)** New York: Merigold Moving Pictures.

This documentary chronicles the rehabilitation of Jason Crigler, a New York city guitarist, who suffered a brain hemorrhage during a concert in August 2004. Despite a dire prognosis, his family initiated an optimistic, intensive course of rehabilitation that challenged the doctors' ideas of factors that inspire recovery.

McLeod, Janice. **Working with brain injured adult students: a handbook for instructors.** Prince George, BC : College of New Caledonia.

This handbook provides information about the effects of brain injuries (cognitive, psychosocial, emotional), and offers strategies to assist adult education instructors.

v. Deaf learners

Eaton, Sarah E. (2009). **Literacy for deaf immigrant adults: a symposium for collaboration and learning: final report. (Online)** Calgary, AB: Bow Valley College. <http://www.nald.ca/library/research/bowvalley/deafimm/deafimm.pdf>

Neville, Patricia. (2005). **Teaching literacy skills to deaf adults.** London, UK: RNID for deaf and hard of hearing people.

This handbook of information, advice and worksheets for tutors with deaf students in their literacy classes was produced to suggest ideas to explore, encourage experimentation with a variety of visual approaches, and help make use of students' linguistic skills.

Novodvorski, Brent D. (2008) **Tools for immigrant deaf and hard of hearing adults in bilingual and bicultural literacy programs: a practitioner research project for practical results (Phase 1): final report. (Online)** Calgary, AB: Bow Valley College. Retrieved Oct. 5, 2009 from <http://www.nald.ca/library/research/bowvalley/deaf/deaf.pdf>

Workplace Education Manitoba. (2007) **Computers for deaf learners. (Online)** Winnipeg, Man.: WEM. Retrieved Oct. 5, 2009 from <http://www.nald.ca/library/learning/deaf/deaf.pdf>

II. Intake, screening, and learning profiles

Fowler, Judith Anne. (2003). **Learning disabilities training: a new approach.** London, ON: Literacy Link South Central. Also available online at <http://www.nald.ca/library/research/ldtrain/cover.htm>

This manual contains five modules on learning disabilities, with each module incorporating a case study that helps link theory to practice. The modules provide information on the nature of learning disabilities, screening and assessment processes, developing training plans and effective instructional approaches, and selecting accommodations.

Fowler, Judith Anne & Hunt, Jennifer. (2004). **Learning disabilities training: phase II : screening tools, strategies, and employment.** London, ON: Literacy Link South Central. Also available at <http://www.nald.ca/library/research/ldtrain/tools/cover.htm>

This second phase of training is more detailed with more screening tools, and has a greater emphasis on supporting learners entering employment.

Gregg, Noël. (2009). **Adolescents and adults with learning disabilities and ADHD: assessment and accommodation.** New York: Guilford Press.

This book offers comprehensive information on how to conduct evidence-based assessments of adolescents and adults with learning disabilities and ADHD, and how to select appropriate instructional and testing accommodations. Particular attention is paid to supporting students transitioning from high school to higher education or vocational settings. The importance of integrating test scores with behavioural observations and background information is emphasized. It is designed to be used as a reference book or a textbook.

Hatt, Pat. (1995?). **Special needs assessment procedures.** Toronto, ON: Toronto District School Board.

This concise manual for literacy assessors looks at adapting assessment processes to give equal access to people with cognitive disabilities, learning disabilities, motor disabilities, psychiatric disabilities, and sensory disabilities.

Learning Disabilities Association of Canada. (1999). **Destination literacy: identifying and teaching adults with learning disabilities.** Ottawa, ON: The Association.

This resource includes screening and academic assessment of adults at risk for learning disabilities, teaching strategies, and lesson ideas.

Learning Disabilities Association of Canada. (2001). **Screening for success and Screening for success: training manual.** Ottawa, ON: Learning Disabilities Association of Canada, 2001.

The training manual serves a reference resource and tool kit for screening adults at risk for learning disabilities. It contains reproducible activities, overheads, and fact sheets.

Maggio, Sara. (2005). **Learning challenges assessment tool for adult literacy learners. (Online)** Hamilton, ON: Adult Basic Education Association of Hamilton-Wentworth. Available at <http://www.nald.ca/library/learning/learncha/cover.htm>

This tool was developed to identify learning challenges and learning strengths for training plan development and to offer specific learning strategies and accommodations.

Pohlman, Craig. (2008). **Revealing minds: assessing to understand and support struggling learners.** San Francisco, CA: Jossey-Bass.

This is a guide for assessing learning problems in school-aged children based on the philosophy of All Kinds of Minds. It stresses the importance of identifying a student's assets and uncovering factors causing learning problems.

III. Teaching and learning in “LD friendly” settings

a. General strategies and principles for LD friendly practice

Centre for Alternative Learning. (Website) (1999-2009). Havertown, PA: Center for Alternative Learning. Retrieved Oct. 6, 2009 from <http://www.learningdifferences.com/>

This site has language and math materials for students who learn differently. The focus is on learning strategies, not diagnosis. There is a free online course that Canadians may audit on characteristics of individuals who learn differently.

Conry, Julie. (1996). **Teaching students with fetal alcohol syndrome/effects: a resource guide for teachers.** Victoria, BC: Ministry of Education, Skills & Training.

Council for Exceptional Children. (2005). **Universal design for learning: a guide for teachers and education professionals.** Arlington, Va.: Council for Exceptional Children.

This book provides the basics of universal design for learning (UDL) and offers practical guidance on how it can be implemented.

Department for Education and Skills, Great Britain. (2003). **Introducing access for all: supporting learners with learning difficulties and disabilities across the curriculum.** Nottingham: DfES.

This resource is part of the British government literacy initiative.

Harwell, Joan & Jackson, Rebecca Williams. (2008). **Complete learning disabilities handbook: ready-to-use strategies & activities for teaching students with learning disabilities. 3rd ed.** San Francisco, Ca: Jossey-Bass.

A comprehensive source of information, strategies, and activities for working with learning disabled students. The focus is mainly on school aged children, with a section on adolescents and adults.

Hatt, Pat. (2001). **Learning disabilities.** Toronto, ON: Ontario Literacy Coalition. *Highlights new, innovative and successful practice relevant to LBS funded agencies across Ontario.*

Hatt, Pat & Nichols, Eva. (1992). **Target literacy: a learning disability resource guide.** Toronto: Learning Disabilities Association of Ontario.

Johnston, Janet. (1996). **Adults with learning disabilities: the road to success. (Book & DVD)** St. Catherines, ON: Sureen Publishing. *This manual and video were designed to offer practical assistance to adults with learning disabilities in literacy, upgrading, and vocational programs.*

Jordan, Dale R. (1996). **Teaching adults with learning disabilities.** Malabar, FL: Krieger Publishing Co. *This book looks at the causes of specific learning differences and describes successful strategies that enable LD learners to succeed. Included is information on dyslexia, visual perception patterns that block reading ability, dysgraphia, dyscalculia, and attention deficit disorders.*

Landmark East School Adult Literacy Program. (1999). Wolfville, NS: Landmark East School. *"A three year pilot project funded by a grant from the National Literacy Secretariat. The purpose of the pilot was to research and develop a program to meet the educational and vocational needs of adult learners with specific learning disabilities."*

Learning Disabilities Association of Canada. (1999). **Destination literacy: identifying and teaching adults with learning disabilities.** Ottawa, ON: The Association.

This resource includes screening and academic assessment of adults at risk for learning disabilities, teaching strategies, and lesson ideas.

Lebeau, Michelle. (2003). **Vision: seeing the possibilities beyond. Exploring the use of structure of intellect (SOI) and sensori-motor integration exercise within literacy programs. Final report.** Victoria, BC: AVED.

This report evaluates the application of structure of intellect, sensori-motor, and other tools in a literacy project. The project explores and documents the learners' and facilitator's perceptions of how these tools impact learning disabilities, measure the impacts on 26 learning abilities, and identifies other factors that affect learning.—Intro

Lindop, Margaret Horne (ed.). (2002). **Keys to Effective LD Teaching Practice. (Online)** Knoxville, TN: Center for Literacy Studies at the University of Tennessee. Retrieved Oct. 1, 2009 from http://www.cls.utk.edu/pdf/keys_ld/keys_ld.pdf

This resource book offers the practical experiences of practitioners using various instructional strategies and approaches reflecting "LD appropriate instruction". Included are tools for LD awareness, screening, planning and teaching/learning as well as personal stories about learners and teachers.

Mortiboys, Alan. (2005). **Teaching with emotional intelligence: a step-by-step guide for higher and further education professionals.** New York: Routledge.

This book contains activities and checklists to help teachers develop skills in communicating and developing a relationship with learners.

Morrison, Mary Kay. (2008). **Using humor to maximize learning: the links between positive emotions and education.** Toronto, ON: Rowman & Littlefield Education.

The benefits of humour for learning along with suggestions and activities that help educators use it in the classroom are included.

Roffman, Arlyn J. (2000). **Meeting the challenge of learning disabilities in adulthood.** Baltimore, MD: Paul H. Brookes.

Swanson, H. Lee, Harris, Karen R. & Graham, Steve. (2003). **Handbook of learning disabilities.** New York: Guilford Press.

This book reviews the major theoretical, methodological, and instructional advances in the field of learning disabilities from the 1980s to the early twenty first century.

Wallerstein, Nina & Auerbach, Elsa. (2004). **Problem-posing at work: popular educator's guide.** Edmonton, AB: Grass Roots Press.

b. Multiple intelligences and learning styles

Gardner, Howard. (2006). **Multiple intelligences: new horizons.** New York: Basic Books.

Learning styles and multiple intelligences (Online) (n.d.) Retrieved Oct. 5, 2009 from (<http://www.ldpride.net/learningstyles.MI.htm>)

Multiple Intelligences for adult literacy and education. (Online) (n.d.)

Oakland, CA: Literacyworks. Retrieved Oct. 5, 2009 from

<http://literacyworks.org/mi/home.html>

This resource introduces the many ways people use their senses to know and learn.

Sonbuchner, Gail Murphy. (1991). **Help yourself: how to take advantage of your learning styles.** Syracuse, NY: New Readers Press.

This book helps adult or adolescent learners discover their preferred learning environment and learning strengths. It includes practical tips for improving skills in organization and time management, memory, listening, pronunciation, reading accuracy and comprehension, writing, mathematics and test taking.

Viens, Julie & Kallenbach, Silia. (2004). **Multiple intelligences and adult literacy: a sourcebook for practitioners.** New York: Teachers College Press.

c. Brain-friendly techniques: movement, music & more

Jensen, Eric. (2004). **Brain compatible strategies.** Thousand Oaks, CA: Corwin Press.

"Hundreds of easy-to-use, brain-compatible activities that boost attention, motivation, learning and achievement."

Hannaford, Carla. (2005). **Smart moves: why learning is not all in your head.** 2nd ed. Salt Lake City, Utah: Great River Books.

A readable, research based book on the body's role in thinking and learning. It includes some Brain Gym activities that activate learning potential.

Jensen, Eric. (2008). **Brain-based learning: the new paradigm of teaching.** Thousand Oaks, CA: Corwin Press.

This book combines research from neuroscience, biology and psychology to look at the relationship between learning and the brain. Information on the impact of physiological effects, sensory stimuli, and emotions on learning are included. And the application of this information to teaching is outlined.

Lambe, Toni et al. (2006). **Literacy, equality and creativity: resource guide for adult learners.** Belfast: Queen's University Belfast School of Education.

Also available online at <http://www.qub.ac.uk/leis/>

This resource guide was prepared to "research, design and develop a package of text-free innovative teaching methods that can be used to explore equality issues in adult literacy education".

Materna, Laurie. (2007). **Jump start the adult learner: how to engage and motivate adults using brain-compatible strategies.** Thousand Oaks, CA: Corwin Press.

Combining adult education theory with brain-compatible learning, this book presents practical, brain-friendly approaches for working with adults in formal and informal settings. Background information accompanies techniques and strategies for classrooms or workshops, including graphic organizers, music energizers, exercise activities, and self-assessments

Ratey, John J. (2008). **Spark: the revolutionary new science of exercise and the brain.** New York: Little Brown.

Explores the mind-body connection, presenting research demonstrating that exercise is the best defense against everything from mood disorders to ADHD to addiction to menopause to Alzheimer's.

Tate, Marcia L. (2004). **"Sit & get" won't grow dendrites: 20 professional learning strategies that engage the adult brain.** Thousand Oaks, CA: Corwin Press.

This practical handbook presents an approach to teaching adults based on research on brain-based learning, differentiated instruction, multiple intelligences and adult learning. Each strategy includes an explanation, multiple learning activities, and a section on guided reflection and application. It is intended as a professional development resource for anyone who teaches adults.

d. Specific strategies for teaching reading, writing and math

Campbell, Pat. (2003). **Reading and learning: a handbook for adults.**

Edmonton, AB: Grassroots Press.

Written for learners, this book identifies things to do to help you learn and improve your reading. It also looks at some things that may make learning difficult.

Campbell, Pat. (2003). **Teaching reading to adults: a balanced approach.**

Edmonton, AB: Grassroots Press.

Author draws on her experience to integrate participatory theory and practice with the needs of literacy students and available resources.

Morgan, Deborah. (2002). **Writing out loud**. 2nd ed. Edmonton, AB: Grass Roots Press.

Morgan, Deborah. (2002). **More writing out loud**. Edmonton, AB: Grass Roots Press.

This writing program provides support and encouragement to beginning writers.

Nonesuch, Kate. (2006). **Changing the way we teach math: a manual for teaching basic math to adults**. Duncan, BC: Malaspina University-College.

Nonesuch, Kate. (2008). **Family math fun!** Duncan, BC: Vancouver Island University.

Walling, Donovan R. (2006). **Teaching writing to visual, auditory, and kinesthetic learners**. Thousand Oaks, CA: Corwin Press.

This book emphasizes matching teaching method to learning style. It offers instructional strategies and sample lessons.

e. Learning accommodations and assistive technology

CILS (Online) (2009). Vancouver, BC: BC College and Institute Library Services. Retrieved Oct. 1, 2009 from <http://www.langara.bc.ca/cils/>
Examples and links to resources for ABE and college-level students with print disabilities.

Gardner, Audrey. (2005). **“It gets in your brain ...”: effective practices in adult literacy using speech assisted reading and writing (SARAW) with people with disabilities**. Calgary, AB: Bow Valley College. Also available online at <http://www.nald.ca/library/learning/brain/cover.htm>

This guide offers activities, resources, and suggestions to help increase learning opportunities for adults with physical and/or intellectual disabilities. It is designed for instructors, tutors and coordinators in adult literacy programs, as well as support workers and coordinators in disabilities and rehabilitations programs and organizations.

Gardner, Audrey. (2005). **LaDS: SARAW survey report: literacy and disabilities study**. Calgary, AB: Bow Valley College. Also available online at <http://www.nald.ca/library/research/study/final/cover.htm>

This survey looked at different delivery models and educational settings where adults with disabilities use SARAW (Speech Assisted Reading and Writing). The report documents the methodology, findings and recommendations from the SARAW survey, which consisted of face-to-face and phone interviews with learners, tutors, instructors and coordinators. Two program case studies are included.

Hatt, Pat. (2003). **Literacy demonstrations accommodations for adults with learning disabilities: balancing accommodation with skills integrity.**

Toronto, Ont.: Learning Disabilities Association of Ontario.

The title says it all. Plenty of examples of accommodations that may be helpful for learners with various kinds of learning disabilities, embedded in case studies and demonstration lessons with diverse adult learners.

Hunt, Jennifer. (2005). **Learning tools that work: a survey of adaptive technology in learning programs. (Online)** Guelph, Ont.: Action Read.

Retrieved Oct. 1, 2009 from <http://www.nald.ca/library/learning/ltw/cover.htm>

This resource provides an overview of some adaptive technology and assistive devices that have been field tested at Action Read.

Novodvorski, Brent D. (2008) **Tools for immigrant deaf and hard of hearing adults in bilingual and bicultural literacy programs: a practitioner research project for practical results (Phase 1): final report. (Online)**

Calgary, AB: Bow Valley College. Retrieved Oct. 5, 2009 from

<http://www.nald.ca/library/research/bowvalley/deaf/deaf.pdf>

NWT Literacy Council. (2003). **A guide to assistive technology to support literacy learners with disabilities.** Yellowknife, NWT: NWT Literacy Council.

Also available online at

<http://www.nald.ca/library/learning/nwt/assistec/cover.htm>

Quenneville, Jane. (2001). **Tech tools for students with learning disabilities: infusion into inclusive classrooms. (Online)** Washington, DC: LDonline.

Retrieved Oct. 5, 2009 from <http://www.ldonline.org/article/6380>

Silver-Pacuilla, Heidi. (2007). **Getting started with assistive technology.**

(Online) In **Focus on Basics**, Vol. 8, issue D, 16-20. Retrieved Oct. 1, 2009

from http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf

Wanderman, Richard. **LD Resources (Online)** (1995-) Retrieved Oct. 5, 2009

from <http://www.ldresources.org/>

This collection of resources, organized as a blog, can be browsed by content.

For example, the following page lists low tech tools

<http://www.ldresources.org/category/low-tech-tools/>

f. ESL and learning disabilities

Armstrong, Derrick & Heathcote, Vickie. (2003). **Literature review of ESOL for learners with learning difficulties and/or disabilities.** London, UK:

National Research and Development Centre for Adult Literacy and Numeracy.

Also available online at

http://www.nrdc.org.uk/publications_details.asp?ID=13

This literature review provides background information on adult English as a second language learners who are also learning disabled, i.e. deaf, hard of hearing, blind, dyslexic, physically handicapped, have learning difficulties or have mental health difficulties. Theoretical, practical and research-based material is reviewed.

Burt, Miriam, Peyton, Joy Kreeft, & Adams, Rebecca. (2003). **Reading and adult English Language Learners: a review of the research.** Washington, DC: Center for Applied Linguistics, National Center for ESL Literacy Education. *"The purpose of this paper is to give practitioners, graduate students, researchers, and policy makers information about what is known about how adult English language learners learn to read in English, what types of activities facilitate this process, and what research still needs to be done."*

Eaton, Sarah E. (2009). **Literacy for deaf immigrant adults: a symposium for collaboration and learning: final report. (Online)** Calgary, AB: Bow Valley College. <http://www.nald.ca/library/research/bowvalley/deafimm/deafimm.pdf>

Kormos, Judit & Kontra, Edit H. (Eds.) (2008). **Language learners with special needs: an international perspective.** Clevedon: Multilingual matters. *In this book language learning refers to learning a second language. It gives readers insight into the second language learning process of learners with disabilities. The chapters discuss the learning process and the teaching of dyslexic as well as hearing impaired learners in various parts of the world. The articles are academically oriented.*

Martin, Deirdre. (2009). **Language disabilities in cultural and linguistic diversity.** Toronto, Ont.: Multilingual Matters, 2009. *This book presents a socio-cultural approach to language disabilities - specific language impairment, communication difficulties, dyslexia and deafness. It looks at how language disabilities are influenced by experiences of multilingualism, culture, ethnicity and race. It is intended for students, professionals and policy makers in education and health who are interested in disability and language disabilities in multilingual and multicultural contexts.*

Schwarz, Robin. (2006). **LD and the English language learner. (Online).** Available from http://ldlink.coe.utk.edu/esl_ld.htm *This paper looks at how LD affects foreign/second language learners, issues and problems in identifying LD in ESOL learners, and how to support adult ESOL learners with LD.*

Schwarz, Robin Lovrien. (2007). **Addressing potential impediments to learning with ESOL students. (Online)** In **Focus on Basics**, Vol. 8, issue D, p. 20-25. Retrieved Oct. 1, 2009 from http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf

g. Using new technologies in teaching

Kidd, Terry T. & Chen, Irene L. (2009). **Wired for learning: an educator's guide to Web 2.0**. Charlotte, NC: Information Age Publishing.

This book contains a series of articles about using Web 2.0 technology including podcasts, digital stories, virtual reality and wikis in teaching. It is not a collection of activities using Web 2.0 technology, but a more academic approach, including research and issues.

Lambert, Joe. (2007). **Digital storytelling cookbook. (Online)** Berkeley, CA: Digital Diner Press. Retrieved Oct. 1, 2009 from <http://www.storycenter.org/cookbook.pdf>

Lobaccaro, Gina. (2009). **Technology for ABE Instruction and Teacher PD: an internet hotlist on ABE technology. (Online)**. Retrieved Oct. 1, 2009 from <http://www.kn.att.com/wired/fil/pages/listabetechgi.html>

Ohler, Jason. (2008). **Digital storytelling in the classroom: new media pathways to literacy, learning, and creativity**. Thousand Oaks, CA: Corwin.

This book presents a detailed approach to using digital technology to teach creative storytelling.

Podcasting: Educational examples. (Online) (2004). Columbia, Missouri: eMINTS. Retrieved Oct. 1, 2009 from <http://www.emints.org/ethemes/resources/S00001936.shtml>

Clear examples of how to use mobile recording devices such as MP3s and iPods to enhance learning applications for learners with visual and auditory processing difficulties.

h. Workplace learning

Davies, Rachel & Hardie Heather. (2008). **Supporting learners with dyslexia in workplace learning**. Leicester: NIACE.

*See full description under **Dyslexia**.*

Hammett, Carter et al. (2005). **Benchmarking: a guide to hiring and managing persons with learning disabilities**. Toronto, ON: ALDER.

This resource looks at different types of learning disabilities, their accommodations, recruitment and retention strategies, workplace literacy and other contemporary workplace issues.

Hammett, Carter. (2005). **Conscious competence: a skills training program for mentoring persons with learning disabilities.** Toronto, ON: ALDER.
This guide provides a blueprint for organizations in all sectors that might be interested in setting up a mentoring program for persons with learning disabilities.

Satov, Rona. (2004). **Job Fit. Book1, book 2, and facilitator's guide.** Toronto: Learning Disabilities Association of Ontario.
Job-Fit was developed to assist people who may have learning disabilities to become more effective at finding and keeping a job. Designed for the learner, Job Fit 1 gives practical information about learning disabilities, how to understand your assessment and identify strengths and difficulties, and learning strategies you can use. Job Fit 2 has chapters on setting employment goals and becoming job ready. The Facilitator's Guide contains information to assist a facilitator to better understand learning disabilities and their impact on clients.

Workplace Education Manitoba. (2007) **Computers for deaf learners. (Online)** Winnipeg, Man.: WEM. Retrieved Oct. 5, 2009 from <http://www.nald.ca/library/learning/deaf/deaf.pdf>

i Accessibility

Carpenter, Christine & Readman, Tim. (2004). **Barriers to participation in literacy activities facing people with physical disabilities.** Burnaby, BC: Neil Squire. Also available at <http://www.nald.ca/lil/english/litinfo/printdoc/barriers/cover.htm>
This resource outlines the barriers to learning and motivation to upgrade literacy skills, identifying specific literacy problems and strategies to promote learning.

Readman, Tim & Carpenter, Christine. (2004). **Reading between the lines: a practical guide for organizations and individuals wishing to improve the accessibility of their literacy programs to people with physical disabilities.** Burnaby, BC: Neil Squire, 2004. Also available online at <http://www.nald.ca/lil/english/litinfo/printdoc/thelines/cover.htm>
"This handbook is designed to help anyone offering literacy training to people with physical disabilities make their services truly accessible."

j. Assessing results

Asking the right questions? Assessment and program planning for adults with learning difficulties. (1992). Calgary, AB: The Learning Centre, Alberta Vocational College.
This manual looks at blocks to learning, the assessment process, gathering information and developing an individualized program plan.

Battell, Evelyn. (2001). **Naming the magic: non-academic outcomes in basic literacy.** Victoria, BC: Ministry of Advanced Education. Also available online at <http://www.nald.ca/library/research/magic/cover.htm>

This report presents a description of techniques for documenting non-academic outcomes (NAOs) for literacy students: A Multi-Media approach, Using Journals, Goal Setting by Learners, Anecdotal Reporting and End-of-Term Reports (combination of two techniques) and Questions for Developing Awareness.

Blonde, Willie. (1994). **Linking partners in literacy: assessment strategies for people with learning difficulties.** Victoria, BC: The John Howard Society of BC.

A summary of the Professional Development Workshop for Educators in Correctional Settings, which was designed as a networking opportunity for educators working in the correctional education system in B.C.

Fowler, Judith Anne. (2003). **Learning disabilities training: a new approach.** London, ON: Literacy Link South Central. Also available online at

<http://www.nald.ca/library/research/ldtrain/cover.htm>

See full description under II. Intake, screening ...

Maudslay, Liz & Nightingale, Christine. (2004). **Achievement in non-accredited learning for adults with learning difficulties: report of the scoping study.** Leicester, UK: NIACE.

This publication discusses the literature and work on assessment and achievement. It shows the wide range of understandings and methods available, in literature and in practice, to identify learners' needs and achievements.

Also see other resources under **Intake, screening and learning profiles.**

k. Specific training programs*

Orton-Gillingham. (Website) (n.d.) Armenia, NY: Academy of Orton-Gillingham Practitioners and Educators. Retrieved Oct. 6, 2009 from <http://www.ortonacademy.org/>

PowerPath. (Website) (2008). Columbus, OH: The TLP Group. Retrieved Oct. 6, 2009 from <http://powerpath.com/system.html>
This website lists many screening and accommodation tools.

Structure of Intellect (SOI). (Website) (n.d.). Vida, OR: SOI Systems. Retrieved Oct. 6, 2009 from <http://www.soisystems.com/>

We All Can Read. (Website) (n.d.) Atlanta, GA: We All Can Read Phonics Program. Retrieved Oct. 6, 2009 from <http://weallcanread.com/>

*Inclusion on the list is for informational purposes only and is not an endorsement.

IV. Taking care of spirit

a. Effects of violence and trauma

Battell, Evelyn et al. (2008). **Moving research about addressing the impacts of violence on learning into practice.** Edmonton, AB: Windsound Learning Society. Also available online at <http://www.learningandviolence.net/landv.htm>
This book is a compilation of 11 Canadian research studies addressing the issue of violence and learning. It offers descriptions of literacy practices that address the impacts of violence, and encompasses differing approaches to practitioner research.

Dirks, John M., ed. (2008). **Adult learning and the emotional self.** *New directions for adult and continuing education, no. 120.* San Francisco: Jossey-Bass.

Articles in this journal issue look at the role emotion can play in the lives of teachers and adult learners. One chapter deals with learners who have experienced violence.

Horsman, Jenny. (2001). **Drawing the line: dealing with affective issues in literacy.** Saskatoon, SK: Saskatchewan Literacy Network.

This resource offers background information to guide tutors and instructors in drawing the line between teaching and counseling in adult literacy programs when they work with students who have experienced violence.

Horsman, Jenny. (1999). **Too scared to learn: women, violence and education.** Toronto, ON: McGilligan Books.

Nonesuch, Kate. (2006). **New beginnings: writings by Vancouver Island women.** Duncan, BC: Malaspina University College. Also available online at http://www.learningandviolence.net/changing/new_beginning.pdf

Stories to stimulate conversation and writing about everyday life and learning.

Norton, Mary. (2004). **Violence and learning: taking action.** Calgary, AB: Literacy Alberta. Also available online at <http://www.nald.ca/library/research/valta/cover.htm>

Written by adult literacy educators, each chapter provides practical examples of creating safe learning environments, using the arts in learning, the writing process and other ideas for "rebuilding the spirit".

Penfold, Rosalind B. (2005). **Dragonslippers: this is what an abusive relationship looks like.** Toronto, ON: Penguin Canada.

b. Stress and mental health

Davidson, Howard S. (1993). **Just ask!: a handbook for instructors of students being treated for mental disorders.** Calgary, AB: Detselig Enterprises.

Written for literacy instructors, coordinators and tutors, this book looks at the effects on learning of mental health problems and their treatment. It suggests strategies for instructors to use. Included are mood disorders, anxiety disorders, substance abuse disorders and brain injury disorders.

Murphy, Judy. (2005). **Living with stress.** Edmonton, AB: Grass Roots Press. *This book for learners helps you identify stressors in life and offers strategies for calming minds and bodies. This easy to read book contains over 40 illustrations.*

Murphy, Judy. (2008). **Move the body, stretch the mind.** Edmonton, AB: Windsound Learning.

Written for adults in literacy and other learning programs, this book promotes mind/body balance and activities that support learning including breath work, stretching, relaxation exercises and meditation.

Orenstein, Myrna. (2007). 2nd ed. **Smart but stuck: how resilience frees imprisoned intelligence from learning disabilities.** New York: Haworth. *This book explores the emotional aspects of learning disabilities and imprisoned intelligence, showing how and why smart people with learning disabilities are resilient. It includes material on the relationship between learning disabilities and neuroscience.*

Ryan, Michael. (1997). **The other sixteen hours: the social and emotional problems of dyslexia.** Baltimore, MD: International Dyslexia Association.

Stress management: self-care handbook. (2005). Deerfield, MA: Channing L. Bete Co.

This handbook includes a number of useful tips for reducing stress.

c. Building self-esteem and confidence

Gift of self-esteem, The. (4 DVDs + guide). (2003). Kelowna, BC: Filmwest (distributor).

In 13 sessions, these DVDs present a system showing how to achieve the kind of success you define. It teaches seven ingredients of success and how to apply them systematically to handling and managing life.

Hanna, Myrna. (2000). **A dream that walks. (DVD, workbook)** Guelph, ON: Action Read Community Literacy Centre.
The workbook contains a tool to help adult learners at Literacy Levels 1 and 2 break goals into steps. The DVD contains stories of learners' experiences with this program.

Lawrence, Denis. (2000). **Building self-esteem with adult learners.** London, UK: Paul Chapman.
This book shows tutors how to enhance self-esteem in their adult learners, particularly those doing literacy skills training. A structured program to raise students' self-esteem is included.

Moore, Anne. (2005). **A dream that walks II: planning for change.** Guelph, ON: Garlic Press.
This book presents steps to assist adults in setting realistic goals, making an action plan, and taking care of your self along the way.

Moore, Anne. (2006). **Making it work: a workbook on conflict and communication for adult literacy learners.** Guelph, ON: Action Read Community Literacy Centre.
This practical tool discusses conflict management and communication techniques in various guises, using worksheets and discussion questions learners can use alone or in groups.

Mortiboys, Alan. (2005). **Teaching with emotional intelligence: a step-by-step guide for higher and further education professionals.** New York: Routledge.
This book contains activities and checklists to help teachers develop skills in communicating and developing a relationship with learners.

Murphy, Judy. (2009). **Living with healthy relationships.** Edmonton, AB: Grassroots Press.
The third book in the Easy-to-Read Health series, this resource explains in plain language the difference between healthy and unhealthy relationships, how to respond to and resolve conflicts, how to communicate with others, and how to build healthy relationships.

V. Changing how the world thinks about learning disabilities

a. Advocacy and awareness

Calvin Judy & Duffy, Kerry. (1994). **A community handbook on developing a literacy and disability awareness training program. (Online)** Ottawa, ON: The Canadian Association of Independent Living Centres.
<http://www.nald.ca/lil/english/litinfo/printdoc/handbook/handbook.pdf>

This resource provides information and strategies for helping people with disabilities make their own decisions and advocate for themselves. It includes guidelines for workshops on disabilities.

Crowther, Jim, Hamilton, Mary & Tett, Lyn. (2001). **Powerful literacies.**
Leicester, UK: NIACE.

A resource for researchers and practitioners, this book addresses the twin themes of literacy and power. It approaches literacy as a complex social practice.

Dunlap, Louise. (2007) **Undoing the silence: six tools for social change writing.** Oakland, CA: New Village Press.

This book presents tools to help writers produce material that promotes social change.

Lavoie, Richard. (2004). **Beyond F.A.T. city: a look back, a look ahead. (DVD)**
Alexandria, VA: Artwork PBS.

Richard Lavoie, creator of the original F.A.T. City Workshop, reviews the history and philosophy of the project, the major trends and issues in the field of learning disabilities since 1987, and the challenges ahead for parents and educators.

Lavoie, Richard. (2004). **How difficult can this be?: understanding learning disabilities: frustration, anxiety, tension : the F.A.T. city workshop. (DVD)** Alexandria, VA: Artwork PBS.

This workshop simulates of the world of a learning disabled student. A group of teachers, counsellors and parents do exercises in such a way that they experience the frustration, anxiety and tension that is the usual daily experience of a student with a learning disability. Includes discussion of mainstreaming, discipline and self-concept.

LdPride. (Website) (1998-). Retrieved Oct. 6, 2009 from <http://www.ldpride.net/>
An online community for adults with learning disabilities. Includes information on learning styles and multiple intelligences.

North Saskatchewan Independent Living Centre. (1999). **Change is inevitable, but growth is optional: a self advocacy manual. (Online)** Saskatoon, SK: NSILC. Retrieved Oct. 6, 2009 from
<http://www.nald.ca/library/research/change/cover.htm>

This manual focuses on the advocacy process, collective organizing, and the legal and political aspects of advocacy.

Readman, Tim & Carpenter, Christine. (2004). **Reading between the lines: a practical guide for organizations and individuals wishing to improve the accessibility of their literacy programs to people with physical disabilities.** Burnaby, BC: Neil Squire. Also available online at
<http://www.nald.ca/lil/english/litinfo/printdoc/thelines/cover.htm>

*See full description under **Accessibility**.*

Tufail, John & Lyon, Kate. (2007). **Introducing advocacy: the first book of speaking up: a plain text guide to advocacy.** London: Jessica Kingsley. *Written for learners, this book introduces the concept of advocacy and explores advocacy models where the goal is to expand the life skills of the individual with learning difficulties. It examines different forms of advocacy and is designed for use in formal and informal learning situations.*

b. Learner stories

Bow Valley College & Neil Squire Society. (2005). **Learner stories: LaDS (Literacy and Disabilities Study).** Calgary, AB: Bow Valley College. *Adults who attended programs that use the SARAW talking computer program wrote these stories.*

Knowledge Network. (2008). **Deciphering dyslexia. (DVD)** Canada: NFB. *See full description under Dyslexia.*

Living our lives. (10 booklets + 1 CD-ROM) (2001). London, UK: DfES. *Life stories told by ten people with learning difficulties, offers a resource for learners and tutors.*

Martindale, Marguerite (ed.). (1988). **Portraits of our lives literacy series.** Toronto, ON: Roeher Institute. **Belonging. Choosing to be proud. Daring to win. Do you have a broken leg? How we see the world. It never occurred to me. It's about solidarity. Server of people. So much depends on an address.** *The books in this series are based on interviews with individuals who live with a range of disabilities.*

McNea, Dave & Gallagher, Paul. (1998). **Learning diff'rently.** Vancouver, BC: ALDA. *Stories from the Adult Learning Development Association.*

VI. Professional development

Centre for Alternative Learning. (Website) (1999-2009). Havertown, PA: Center for Alternative Learning. Retrieved Oct. 6, 2009 from <http://www.learningdifferences.com/>
See full description under III. Teaching and learning ...

Fowler, Judith Anne. (2003). **Learning disabilities training: a new approach.** London, ON: Literacy Link South Central. Also available online at <http://www.nald.ca/library/research/ldtrain/cover.htm>
See full description under II. Intake, screening ...

Fowler, Judith Anne & Hunt, Jennifer. (2004). **Learning disabilities training: phase II : screening tools, strategies, and employment. (Online resource)** London, ON: Literacy Link South Central. Retrieved Oct. 1, 2009 from <http://www.nald.ca/library/research/ldtrain/tools/cover.htm>
See full description under II. Intake, screening ...

Learning Disabilities Association of Canada. (2007). **Putting a Canadian Face on Learning Disabilities (PACFOLD) (Website)** Retrieved Oct. 1, 2009 from <http://www.pacfold.ca/>

National Institute for Literacy (Website) (2009) Retrieved Oct. 6, 2009 from <http://www.nifl.gov/adult/adult.html>
This organization sponsors “Learning to Achieve”, a training program designed to improve practitioners’ knowledge of learning disabilities in adults.

NIACE. (2003). **Basic skills for adults with learning difficulties or disabilities: a resource pack to support staff development.** Nottingham: DfES.
This resource gives tutors and practitioners resources to help in teaching adults with learning disabilities. Sections are presented for: learners with mental health difficulties, learners who are blind or partially sighted, learners with learning difficulties, dyslexic learners, learners who are deaf or hard of hearing, and learners with physical disabilities.

Randall, Nora & Smythe, Suzanne. (2007). **Toward a “whole life” approach: a guide to learning disabilities resources for adult literacy educators.** Vancouver, BC: RiPAL BC. Also available online at http://ripal.literacy.bc.ca/learning_dis/LearningDisabilities.pdf
This listing, compiled for adult literacy educators, contains many of the resources on this list, organized into 6 major categories.

Smythe, Suzanne and Courage, Dawn. (2007). **A conceptual framework to guide professional development: toward a “whole life” perspective on learning disabilities in adult literacy settings.** Vancouver, BC: RiPAL BC. Also available online at <http://www.nald.ca/library/research/ripal/conceptual/cover.htm>
This review presents a selection of recent research on learning disabilities in adult literacy settings and considers the implications of this research for supporting professional development. It includes a conceptual framework based on research.

Feb. 1, 2010