

LEARNING DISABILITIES COHORT NEWSLETTER

Volume 1, Issue 2

January, 2008

C/SE ABLE RESOURCE CENTER

Welcome to our second issue of the LD Cohort newsletter. This issue focuses on the Columbus Speech & Hearing Center, their services and important information for all community members. Read at your leisure and enjoy!

Spotlight on: Columbus Speech & Hearing Center

In November, the Special Needs Steering Committee visited the Columbus Speech & Hearing Center. We met with Joanne Shannon, Director of the Comprehensive Program for the Deaf.

The purpose of the Comprehensive Program for the Deaf (CPD) is to find full-time competitive jobs for people with disabilities. Originally created to assist hard of hearing consumers, the program has broadened its scope to include anyone with a disability throughout all of Ohio. CPD sends work counselors anywhere in Ohio. Work counselors stay with the consumer until they feel the em-

ployer/employee have achieved a comfortable level of communication. Work counselors follow up for 90 days and provide resources and put systems into place.

Other services available at Columbus Speech and Hearing:

- Audiology services
- ASL service for the community
- Corporate sign language: go into workplace in order to communicate with coworkers
- Deaf awareness training in the workplace
- Discuss devices available to assist workers on the job



For more information on available services, contact the Columbus Speech & Hearing Center:

Phone: 614.263.5151

TTY: 614.263.2299

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Special points of interest:

- Submit your questions/answers, lesson plan adaptations, or other items to LD Community Cohort newsletter. Contact Mary Barbara Totten, totten@ohio.edu or 800.753.1519 for more information.

Tips for Talking to People Who Are Hearing Impaired Individuals

From the Columbus Speech & Hearing Center:

- Face the person who is Hearing Impaired directly, on the same level with the person, whenever possible.
- See that the light is shining on the speaker's face, not in the eyes of people who are Hearing Impaired individuals.
- Be aware of the possible distortion of sound for the person who is Hearing Impaired.
- Do not talk from another room; if you must, make sure the person has heard you call and tell the person what room you are in.
- Recognize that everyone, especially Hearing Impaired people, do not hear and understand as well when they are tired or ill.
- Speak in a normal fashion without shouting or elaborately mouthing words.
- If a person has difficulty understanding some particular phrase or word, try to find a different way of saying the same thing rather than repeating the original words over and over.
- If you are giving specific information (ex. time, place) be sure the person who is Hearing Impaired repeats it back to you. Many numbers and words sound alike!

Meet the Coach: Fran Holthaus

In 1974, I became a GED teacher and Adult Basic and Literacy education Coordinator for the Upper Valley JVS two-county district. Eventually I became the ABLÉ Director.

Beginning with my college experience as the first dorm "counselor" on the handicapped floor for Wright State University, I have been particularly interested in students who struggled to learn due to learning difficulties resulting from physical, mental, emotional or psychological challenges. I studied psychomotor development, vision and auditory development, learning difficulties and reading extensively. ESOL needs grew in our area over the years and so I was able to use my English, reading and LD knowledge to develop a

successful ESOL program. We also were able to provide a family literacy program as well as a Pre-K School Success program and an Ohio Reads program.

For over thirty-five years, I have had the opportunity to train many other educators and really enjoyed the opportunity to share what I learned and found to work with others. I also learned a great deal from others as they shared their ideas and expertise with me. My success as an educator is due to the willingness of others to share with me. I was honored to serve as the OAAACE Special Needs Director for a number of years and benefited greatly from the knowledge and commitment of other adult educators. I applied and was honored to be

accepted as an ABLÉ coach. Because I learned so much from friends and colleagues that helped me to assist students, I wanted to continue my ABLÉ relationships with colleagues. By discussing challenges, we can share and exchange experiences and knowledge and students benefit.



Kickoff 2007: Fran demos using technology with students.

Review: Strategies in the Classroom

In the LDS 202 training, we reviewed six strategies for working with adults with suspected or diagnosed learning disabilities. This column will review each strategy.

Be Creative with Drills:

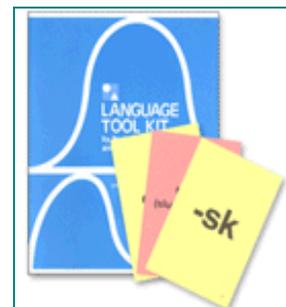
Drill until the concept or skill you need to teach is really solid. Drills can be fun, creative and full of variety, but they are still drills. We know that

“Drill and Kill” is the phrase used to disparage senseless repetition of material. Such repetition can indeed be boring and can drive some learners out of the program. This is not the case with a student who has a learning disability. He or she needs, and even enjoys, the success that comes with constant repetition. When the skill becomes automatic, it no longer

takes so much energy.

Check out our blog at: www.learningdisabilities.blogspot.com for more ideas on creating fun drills.

Also, check out our Resource Center for manipulatives you can borrow to use in for drills: www.able-ohiou.org.



Filling the Gap: A Manual for Integrating the Deaf Adult into Adult Basic Education Classes

“Filling the Gap” is an excellent resource for every classroom. It reviews Deaf Culture, Communication, How to Use an American Sign Language Interpreter and Classroom Strategies. The following is a brief excerpt from the section, “Classroom Strategies.”

- Before the first class, review “Filling the Gap.”

- Hold a meeting for your supervisor, the student and yourself to discuss the best ways to facilitate integration.
- Hire an interpreter for this meeting so that open communication is established.
- Learn if the student uses a hearing aid and when the last hearing

- aid fitting and selection were performed.
- Discuss with the student their preferred mode of communication. If they prefer the use of an interpreter, be prepared to provide an interpreter at every class or individual meeting.

Contact us for your copy of “Filling the Gap”

“In order to work effectively with an individual who is deaf, one needs to fully comprehend the spiraling effects of deafness on the individual.”

Cohort Q/A

Q: I've heard the term “scaffold” in reference to instruction, but am not sure what it means - any ideas?

A: Yes! “Scaffolding” as you know is a structure built piece by piece, one piece on top of the other; usually temporary, these structures provide support for construction workers while working on a building.

In the world of education, “scaffolding” has a similar meaning regarding construction of knowledge. In this case, scaffolding involves the frequent use of connected questions and collaboratively constructed explanations. These create a context for learning that is based on the student’s prior knowledge. For example, your students may be work-

ing on division. Use scaffolding and review the rules of multiplication (items are divided into sets and counted in sets rather than individually, for a total) and work the logic backwards for division. We take a total and divided it into a certain number of sets. $81 = 9$ sets of 9.

Hope that helps!



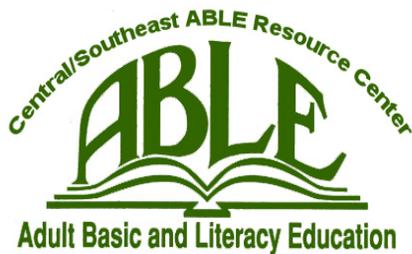
Send questions to: totten@ohio.edu

C/SE ABLE RESOURCE CENTER

The Literacy Center
338 McCracken Hall
Athens, Ohio 45701
Phone: 800.753.1519

Fax: 740.593.2834
E-mail: totten@ohio.edu
www.able-ohiou.edu

Mailing information



Lesson Plan Ideas

Of course you know that great lesson plans await you at <http://literacy.kent.edu/eureka/lessonplans/index.html>.

Here's a sample of what you might find there:

Show Me The Money

Outcomes: By writing a summary, students can determine which bank would be the best choice for their banking needs. They will consider various scenarios and choose which account is best for them.

Student Goals: Students have questions about what qualities are important in choosing a bank that meets their needs.

Materials: Small items for barter,

banking brochures; handouts (available at Eureka website)

Activities: (1 of 6) Each student is given one small item (pencil, banana, candy bar, etc.) with many different things represented. Students must take what they are given. If they don't like what they receive, or they see something else they would like better, they may try to trade for something else. They may have to make several exchanges to get what they want. Allow time for bartering. Take note of problems.

Ask questions to prompt discussion: *How many of you wanted to trade what you received for some-*

thing else? Why? Summarize by concluding some couldn't trade because no one wanted what they had or no one had what they wanted. Discuss equity: How many would trade the banana for a pencil? What would the banana be worth in 2 weeks? Students will be learning more about the history of money, the concept of income and banking services that are available for their financial needs.

See the rest of this lesson plan and find others at:

<http://literacy.kent.edu/eureka/lessonplans/index.html>.