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Goals of Session:

- ✓ To understand why using Tools and having an accessible ToolKit will help learners succeed and become independent learners.
- ✓ Be familiar with the Information Processing Model so that you can identify appropriate or useful tools based on where the learning breakdown is occurring.
- ✓ Identify different uses and practice using some of the tools.

Dictionary definition of the word *tools*:

- ✓ “a device or implement used to carry out a particular function
- ✓ A handheld device that aids in accomplishing a task
- ✓ A piece of equipment that you use with your hands to make or repair something
- ✓ An instrument used to shape, form, finish”

Why use tools or have a Toolkit?

- ✓ Many students participating in adult education need some type of supportive or alternative instruction
- ✓ Barriers to learning or problems students have varies from one student to another student (ex: attention, procedural [can't remember steps], organizational, visual, etc.)

Barriers to learning vary but approach for helping is the same:

- ✓ “Provide some type of modification by using a tool or instrument in an effort to minimize or circumvent learning barriers.” Dr. Rich Gacka
- ✓ New students can enter your class who probably has different learning barriers than those currently participating in class.
- ✓ Goal is to have students take more responsibility for their own learning

Toolkit can address:

- ✓ Teaching Techniques (better questioning, etc.)
- ✓ Classroom Organization
- ✓ Instructional Management
- ✓ Templates or Graphic Organizers used for developing organization and thinking skills
- ✓ Technology
- ✓ Use of tools to help students

Today, only discussing how we can use inexpensive supplies or tools in our everyday sessions.

Question:

How do you determine which tool(s) to use?

Suggest considering using the Information Processing Model. There are many learning models that explain how we learn, but today going to discuss Information Processing Model. The handout discusses how information is received, processed, and expressed. If you think about it, learning involves many processes that have to work together and a breakdown can occur in any of the areas of inputting, processing, or expressing. Having an idea of where the learning breakdown is occurring, can help us to suggest tools which can help the learner succeed.

To learn, we need to:

- ✓ Be aware and ready to receive information
- ✓ Be ready to learn
- ✓ Information needs to be received, analyzed, manipulated, and combined with previously known information
- ✓ Received information needs to be sliced, diced, analyzed, pulled apart and put back together in new ways
- ✓ Information needs to be organized, stored, retrieved, juggled, and processed
- ✓ Thinking strategies are used at all levels from simple to complex
- ✓ Then information needs to be expressed clearly thru a variety of channels (speaking, writing, etc.)
- ✓ All the while, we are planning, monitoring, and modifying as needed

It is amazing we learn anything There are lots of areas where learning can breakdown which can be different for each learner. This is why we could use tools to address:

- ✓ Attention
- ✓ Organization
- ✓ Reception
- ✓ Expression
- ✓ Memory
- ✓ Problem Solving
- ✓ Practice and Application

Tools can be effective general instructional techniques for all learners but customized for some individuals. All tools Need to be modeled before students are asked to use them. Tutors and

teachers also need to encourage usage of the tools. Also, important to show various possible helps or suggestions and let the student chose which is best for him/her.

Using tools which were provided to tutors by TLC, either use a scenario provided by facilitator or use a scenario you create based on your tutoring, create a list of possible uses for each tool.

Tools given:

- ✓ Notebook with various color overlays (Irlen Syndrome (also known as Scotopic Sensitivity Syndrome or Visual Stress). A perceptual processing disorder. It is NOT an optical problem. It is a problem with the brain's ability to process visual information. This can affect: Academic and Work performance, Behavior, Attention, Ability to sit still, Concentration, Print can look different, Slow inefficient reading, eye strain, poor concentration, difficulty with math computation, difficulty copying, When reading – poor concentration, misread words, problems tracking from line to line, skipping words or lines, and loosing place when reading. For more information go to www.irlen.com
- ✓ Graph paper
- ✓ Highlighters (various colors)
- ✓ Small black dry erase markers and clear book covers (which can be used when reading text books)
- ✓ Post-it notes – various colors
- ✓ Note or Index cards
- ✓ Magnifier
- ✓ Ruler

Scenarios and Suggestions:

- **Anna knows her multiplication facts, but she continually makes mistakes when multiplying or dividing multi-digit numerals.**
 - ✓ Use graph paper using one square for each digit
 - ✓ Turn lined notebook paper on it sides and place one digit per line
 - ✓ Use highlighter and draw line down vertically on every other row
 - ✓ Use straight edge ruler to help ensure numbers are lined up properly
 - ✓ Use a note or index card to ensure numbers are lined up properly
- **Reading comprehension – cause and effect or contrasting when making connections for higher level HSE students Created by *Fantastic Five***
 - ✓ Have a sheet with definitions of Cause and Effect *and* Compare and Contrast

- ✓ Graphic Organizer labeled *Cause / Effect* and *Compare / Contrast*
- ✓ Teach transition Words and have students created a list of transition words or share TLC's chart of transition words with definitions
- ✓ Examples of Stories with questions to pinpoint and/or teach cause / effect or compare / contrast which students can refer to
- ✓ Use Newsela website to locate different reading levels on comprehension to use when differentiating instruction during class
- **When reading, the learner's eyes jump from line to line or skip a line**
 - ✓ Use a highlighter to mark a line
 - ✓ Colored Overlay Sheets
 - ✓ Index Cards
 - ✓ Use a ruler to guide lines
 - ✓ Use a pencil as a pointer
 - ✓ Cut out a "line sized hole" from hard stock or old folder
 - ✓ When using a computer or i pad:
 - Hold paper on monitor and move line by line
 - Use the highlighter option for the screen
 - Change the color of the print
- **Learner has a hard time organizing sentences in a paragraph**
 - ✓ Dictate sentences to the computer and print. Cut sentence strips (one sentence per strip). Doing this will enable student to manipulate sentence strips to create a paragraph. Then have student write the "good paragraph" remembering to throw away unused sentences.
 - ✓ Have premade self correcting packets in ToolKit that the student can take out and practice creating good paragraphs
 - ✓ On the computer, use the copy and paste options to rearrange the sentences the student wrote into a paragraph.
 - ✓ Student creates a check list of what needs to be completed. Then have student prioritize task (one, two, etc.).
 - ✓ Have student write one task per note card. Put note cards in the order that need completed. (Maybe have student number the cards when in the correct order in case they get dropped.) As student completes task, either give tutor completed note card or throw that card away.
- **Learner has trouble completing a task in the allotted time**
 - ✓ Give more time
 - ✓ Warn student with "x" amount of time left
 - ✓ Set a goal before beginning writing that "x" number needs to be completed in "x" amount of time

- ✓ Use a timer to help students be aware of time left
- ✓ Use a paper clock set to time that will match the clock on the wall to help student with time management
- **Older student is having trouble understanding balancing an algebraic equation**
 - ✓ Put each number and equation on post-it notes and physically move the post it to show/demonstrate doing the same thing on each side of the equation
 - ✓ Use an equal sign that is a different color than the equation to help demonstrate the importance of “doing the same thing to each side of the equation”
 - ✓ Color code steps as student balances when completing the equation
- **ESL Students who cannot remember Medication lists for doctor’s appointments**
 - ✓ Help student to create a “To Do List” of what is needed to be taken to the doctor’s appointment
 - ✓ Use smart phone to create a reminder of what to bring to the doctor’s appointment set to remind student before needs to leave for appointment
 - ✓ Create a list of current doctor’s and the medication that each doctor has prescribed and carry the list either in student’s wallet or purse so that the list can be shared with all doctors
 - ✓ Student ask pharmacist to print out list of medications that have been prescribed and have student carry the list in their wallet or purse to give to the doctor
 - ✓ Student create a “to take to the doctor’s appointment” folder or binder with a list of everything the student needs to take to the doctor’s appointment (list of medication, insurance card(s), emergency contact information, etc.)
 - ✓ Place a post-it note on the door with a reminder to take medication list so it is the last thing the students sees as walking out the door
- **Student has a difficult time focusing for more than a few minutes**
 - ✓ “Chunk” lesson so that student can have mini-breaks
 - ✓ Set a timer and slower increase the time the student has to concentrate on a given assignment
 - ✓ Chose reading material so that it is what the student is interested in to help build attention span.
 - ✓ Provide different activities for the student to do rather than just listening to people speak
 - ✓ Have more small group activities where the student has to participate rather than just read or listen
- **In a Pre-HSE class, a student gets overwhelmed with text annotating. Tutor believes the student has overstimulation when beginning the text.**
 - ✓ Simplify the text
 - ✓ Spread assignment out over time. Ask the student to complete less at one time

- ✓ Concentrate on one section and/or concept at one time
 - ✓ Use colored highlighters to break up text and mark important concepts
 - ✓ Remove extra text from page giving the student to read and/or complete
 - ✓ Model how to identify important information or answers to questions
 - ✓ Use a graphic organizer to help sort information being asked to find
- **ESL learner is having a hard time remembering “every day” English vocabulary**
 - ✓ Have student create own dictionary by using note cards. Student finds picture in a magazine, cuts out and pastes on note card. Student then writes the English vocabulary word on that note card.
 - ✓ Create a matching game. The student will match the English word listed on one card to the picture which is on another card.
 - ✓ On computer use a site like Quizit.com to create vocabulary words and their meanings so that the student can practice either in class or after class at any computer.
 - **ESL learner would like more practice having conversations in English that he/she would have at different places like their child’s school, a doctor’s office, and a store...**
 - ✓ Tutor or teacher write different scenarios on note cards depicting various places and questions or statements the student could encounter outside of class. Student chooses a card and either the tutor/student practice or two students practice and the tutor/teacher listen and offer suggestions as appropriate. These scenarios could be a question to ask the doctor, their child’s teacher, at a grocery store, or clothing store....
 - ✓ Computer Sites that student/tutor can use independently or together
 - easyworldofenglish.com
 - manythings.org
 - eslcafe.com
 - a4esl.org
 - gcflearnfree.org/everydaylife
 - cdlphonline.org
 - **When reading a textbook, the learner has a difficult time keeping track of important vocabulary words**
 - ✓ Use clear plastic note cover to place on book and use a highlighter to identify supporting details
 - ✓ Write vocabulary words (one per page) on post-it notes and put the post-it in the margin on the book
 - ✓ Use a graphic organizer. Write page number, vocabulary word, and meaning.

- ✓ Use a bookmark where student can write down an important vocabulary word and page number while reading the passage or pages.
- **Learner has trouble answering graph or chart questions**
 - ✓ Use highlighter to highlight pertinent information such as what is being compared
 - ✓ Create own graphs
 - Gather data by using small packages of M&M's, or number of miles to school on post-it notes, etc
 - Create chart on board by writing title, label vertical information, label horizontal information
 - Create graph
 - Answer questions about graph
 - Students copy graph using graph paper
 - Change graph to a line graph
 - Compare information
 - Change to circle graph, etc
 - ✓ Create a guide for students to use in the future which has all parts of a chart, graph, and/or table labeled with definitions.
 - ✓ Use highlighter to highlight what is being asked in the question
- **One group consisted of Case Managers. Here are their scenarios and suggestions:**
- **Student need help to prioritize everyday challenges**
 - ✓ With client list everything that the client needs to complete. Number in order of importance. Have client rewrite in order starting with the "thing" that is most important first on a "To Do List". Student will either check off or cross out when that item has been completed.
 - ✓ Have student type list on the computer and then send it to their phone so that the student can follow the list using their phone.
- **Client makes more than one appointment for the same day and time.**
 - ✓ Give student a monthly calendar to write all appointments (including appointments for their children) on the day and time on the calendar to help student remember when and where appointments are for each day.
 - ✓ Teach students to use a calendar on their phone or computer. Using their phone when making appointments will prevent them from "double booking"
- **Client only completes half of the necessary tasks so he/she can be enrolled in program**
 - ✓ On a "To Do List" paper, write down everything that needs to be completed. You as case manager, write on one page while student copies on his/her list. You as case manager, review the list to see that everything has been copied correctly including day/time. As client completes an item on the list, he/she initials that it

has been completed and you, as case manager, initial and date of completion when you receive the information. A person is more likely to complete a task if they write it themselves.

- **A client is not able to read the paperwork you are asking them to complete**
 - ✓ Ask client if they normally use reading glasses. If yes, have them choose a pair from several pairs reading glasses of different strength to use when completing the forms at your desk.
 - ✓ Have the student complete a *Visual Acuity Check with Increasing Fonts* found at www.paadultedresources.org under Teacher/Tutor and then in Learning Differences. If the student has difficulty reading anything under size 16 font, you may refer student to visit their eye doctor for an eye exam or refer client to an agency which helps people get an eye appointment or pay for glasses.
 - ✓ Offer the student a magnifier. One kind that is useful is a ruler style where the middle of the ruler is a magnifier.
 - ✓ Have student use a ruler to ensure they answer questions on the same line as the question.

In Conclusion, your ToolKit will have a variety of inexpensive relatable materials which can be used to address students' needs for learning to take place so that their goals can be met. The uses of these tools are limited primarily by the scope of your creativity.