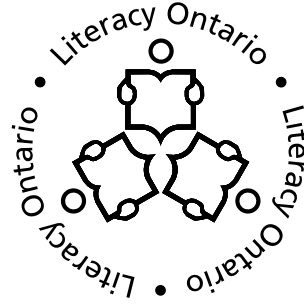


Literacy Ontario



Best Practices in Literacy for Adults with Developmental Disabilities

Literacy and Basic Skills Section
Workplace Preparation Branch
Ministry of Education and Training

1998



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Order Information

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Canadian Cataloguing in Publication Data

Main entry under title:

Best practices in literacy for adults with developmental disabilities.--

At head of title: Literacy Ontario.

Includes bibliographical references

ISBN 0-7778-7955-7

1. Literacy--Ontario. 2. Developmentally disabled--Continuing education--Ontario. 3. Reading (Adult education)--Ontario. I. Ontario. Literacy and Basic Skills Section. II. Title: Literacy Ontario.

LC154.2O5B47 1998

374'.0124'087509713

C98-964035-3

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Introduction and Purpose

Across Ontario, successful literacy programs improve the lives of thousands of adult learners every year. Literacy programs touch upon all aspects of learners' lives, from job skills to self-esteem and community integration. *Best Practices in Literacy for Adults with Developmental Disabilities* reviews a sample of those successful programs. The information collected in this study helps us to better understand the components of successful literacy programs. In addition, the study data may be used as a resource for the continued improvement of all literacy programs in Ontario.

A number of barriers continue to prevent adults with developmental disabilities from attending literacy programs. *Best Practices* research can be a useful tool in overcoming these barriers. Historically, program personnel may have believed that they would be unable to serve the needs of adult learners with developmental disabilities. Because of that mistaken belief, many learners have not been served. Some of these common beliefs are concerned with transportation to and from the program; potential behaviour problems; pacing of the class; a lack of expertise in serving adults with developmental disabilities; funding arrangements; the perceived need for life skills classes; potential caregiver interference; different goals and goal-setting processes; and fatigue compared with other adult learners. These assumptions have hindered successful literacy programming for adults with developmental disabilities. *Best Practices* research demonstrates that all of these barriers not only have been faced but have been confronted and overcome in various programs across Ontario.

Through a series of interviews with a number of exemplary program personnel and their students, *Best Practices in Literacy for Adults with Developmental Disabilities* shines a spotlight on success. The information gathered in this study can be used as a resource and as a tool for networking.

Mandate for Success

Through its adult literacy programs, Ontario has demonstrated its commitment to making literacy agencies and services accessible to learners with disabilities. Though barriers to progressive programming still exist, the government of Ontario has attempted to ensure that people with developmental disabilities have access to literacy services.

The Literacy and Basic Skills Section¹ has worked closely with the School Board Access Work Group to develop basic principles of access. These include:

- measurable progress based on learner-centred assessment and goals;
- the ability to use expressive and receptive communication utilizing symbols;
- literacy programs as a bridge to participating in the broader community;
- literacy programs working in cooperation with other service providers and funders.²

These principles provide a framework from which existing programs can evaluate and restructure operating programs. In this *Best Practices* study, we look to a number of the existing literacy programs that exemplify success according to the basic principles of access. Each program was consulted to provide guidance and direction to agencies and literacy providers across Ontario.

On the basis of this framework for success, working achievements can be noted and shared. Already, a number of successful literacy programs have been founded on shared ideas and partnerships to improve services and to ensure adequate resources for people with developmental disabilities. Collecting data and then sharing successful results enable networks and organizations involved in the provision of programs for people with disabilities to gain valuable insights into programs that not only “work”, but also reach the stated goals and objectives of the principles for access.

Exemplary literacy programs for the developmentally disabled have been identified in communities across Ontario. Most programs studied have been funded by the Literacy and Basic Skills Section, Workplace Preparation Branch, MET.³ MET provides funding for literacy programs across Ontario that aim to serve adult learners in their communities. Programs that operate through school boards and community agencies also have been consulted in this *Best Practices* research. Both are major providers of literacy services to people with developmental disabilities.

Adult learners with disabilities, like all learners, have different intellectual abilities. Some literacy programs serve a range of adult learners while others serve only adults with developmental disabilities. This investigation has collected information about inclusive programs as well as programs that serve the specific needs of adults with developmental disabilities, so that programming strengths can be shared and barriers to access can be challenged.

Predictors of Success

There appears to be little, if any, valid and reliable research published pertaining to literacy and adults with developmental disabilities. The research that does exist is generally investigative in nature; like this study, it provides recommendations based upon data collection and analysis.

Successful programs, as revealed through these investigative efforts, notably by the Roeher Institute,⁴ have found a number of common components. These program components include:

- strong leadership;
- supportive instructors and tutors;
- inclusive eligibility criteria;
- inclusive assessments;
- an individualized method of instruction and use of resources;
- the provision of supports to increase accessibility;
- opportunities for tutor training and tutor support;
- flexibility in approaches to evaluation;
- outreach.

In this investigation, the interviews conducted with both students and personnel involved in literacy programs for adults with developmental disabilities verify the components listed above. Information collected consistently affirms the importance of these factors in the success of literacy programs.

Throughout this *Best Practices* study are examples of success. The stories of adult learners with disabilities reveal some of the real benefits of exemplary literacy programs. The learners described throughout this document are students involved in both inclusive and non-inclusive programs.

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Ronnie, Adult Learner

Ronnie lives with his elderly parents. In time, he would like to move into a group home or his own apartment. During tutoring sessions, he has been focusing on acquiring specific life skills to increase his independence. Ronnie and his tutor studied an essential sight word list, job-associated vocabulary, and emergency procedures for buildings.

One of Ronnie's goals was to do his own banking. During tutoring sessions, Ronnie worked on learning how to write cheques, fill in deposit and withdrawal slips, and balance a chequebook. One evening a few weeks ago, Ronnie proudly showed his tutor and staff coordinator that he now had his own personal cheques and could fill them in without assistance. To demonstrate his newly acquired skill, he happily wrote out a cheque for the coordinator and his tutor, each for one million dollars.

Ronnie has a part-time job in a bowling alley and is a conscientious worker. Recently, the supervisor mentioned Ronnie's willingness to take on new tasks and his improved reading, writing, and comprehension skills. The supervisor gave Ronnie a promotion and an increase in pay. Ronnie is proud of his achievements.

Ronnie exemplifies the success of a program that is learner-centred and focused on the continuous development of his expressive and communicative skills. Further, this literacy program reinforces the learner's participation in the broader community.ⁱ

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Data Collection: Interviews

All interviews were grounded on the basic principles of access as outlined in *An Information Guide to Adult Literacy Education in Ontario* (1995). Please refer to the semistructured interview included in the appendix.

- Information was gathered from approximately 50 teachers, supervisors, and students.
- Exemplary programs are those deemed to be highly successful by a panel of experts as well as referrals from practitioners in the field.
- Readers should be aware that the scope of this project did not allow interviews with all programs that exhibit best practices across the province.

Interviews were structured based upon the basic principles identified. A consultant and the project Steering Committee co-created the interview structure and questions. The formal interview outline was provided to program personnel and adult learners upon request. In all cases, interviews were conducted by the consultant informally and with many opportunities for those interviewed to describe the details of their programs.

It is important to note that this project lies in the realm of information gathering, both qualitatively and quantitatively. The information gathered validates commonalities in best programs.

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Kelly, Adult Learner

Kelly moved from a solid 2-3 to a solid 3-5 grade level in reading comprehension and writing. This improvement is most evident in her written components, which were virtually illegible in September [and became] legible, sensible, and creative by June. She too became proficient on the computer. Kelly grew to be very expressive, deep, and emotional as the group grew and bonded. She was an absolute pleasure.

Kelly's program represents best practices in learner-centred assessment and goals while at the same time supports Kelly in gaining skills that may encourage further community participation. In addition, Kelly's literacy program has certainly enhanced her feelings of self-esteem.ⁱⁱ

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General Findings

Successful literacy programs for adults with developmental disabilities have faced similar barriers and found similar strategies towards maintaining their successes. The commonalities among programs range in scope from philosophical considerations to evaluative forms. The following items summarize some of the most notable similarities in the successful programs studied in this investigation.

Benefits of Literacy Programs

All of the successful literacy programs studied are founded upon a strong understanding of the many benefits of improved literacy for adults with developmental disabilities. Improving upon limited literacy skills can be a meaningful experience for any adult. However, improved literacy can be even more important for adults with developmental disabilities than for adults without disabilities. Literacy can have a significant effect and impact across life domains for individuals with disabilities (Erickson, Koppenhaver, and Yoder, 1994). All of the program coordinators, instructors, and students interviewed told of the significant benefits of improved literacy.

The investigation results reported in this project also support the claim that literate individuals with developmental disabilities are more readily accepted by their peers (Donahue and Prescott, 1988). Time after time, the literacy programs reviewed demonstrated that developmentally disabled individuals who gain some competency in literacy have higher expectations of themselves along with increased opportunities in life.

Meetings held by the consultant at various programs presented learners and personnel with the opportunity to express the many benefits of literacy for the learners. There is no doubt that enhanced learner communication has improved self-esteem. The evidence was apparent through examples given by instructors as well as through conversations with the learners themselves. Often, the ability to think critically has been enhanced through improved literacy. Examples of students who were able to write letters to politicians, to store owners, and to others in the community at large certainly demonstrate that adults with developmental disabilities are able to have greater voices as citizens. In every case observed, learners not only could provide self-direction about what they wanted to learn but were encouraged to do so by the teacher or tutor. Further, conscious efforts have been made to find out how learners wanted to use the skills learned in their communities. In some cases, this process has been formalized; however, integrating this information always is part of the informal ongoing assessment.

.....

Andrea, Adult Learner

Andrea works as a cleaner in a hotel. Initially, Andrea and her tutor focused on reading labels for laundry instructions, prescription directions, and symbols that indicate danger. Now Andrea uses these skills at home and work.

At first, Andrea was uncomfortable with changes in routine. With increasing independence, she adapts to changes in plans. Through reading, Andrea has become aware of her personal and workplace rights.

As a result of participating in the Adult Literacy Program, Andrea asks library staff for assistance and uses the library catalogue and the Internet with her tutor's support. She has wide-ranging interests and borrows materials regularly. Using the library has become an important part of her tutoring sessions.

Andrea and her tutor continue to meet together. They are working on reading schedules and taking messages, skills that would be helpful to Andrea on the job.ⁱⁱⁱ

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Methods of Instruction

In the programs studied, a variety of approaches to learning have been developed. Learners, teachers, and program coordinators agree that a combination of instructional styles and formats tends to assist adult learners with developmental disabilities. Successful literacy programs often combine a number of approaches to learning:

- one-to-one instruction (usually in a volunteer or tutor situation);
- small-group instruction;
- classroom instruction; and
- a sequential combination of instructional methods.

Expressive and Receptive Communication

Teaching-learning strategies may vary according to a number of factors, but almost all of the programs reviewed made note of specific contributing factors. All successful programs mentioned their focus on expressive and receptive communication. Repeatedly, program users and coordinators said that the successes of their programs are based upon learner-centred models of instruction. Some of the common components of these models are:

- learner orientations that are generally informal processes with a gradual approach taken in group situations;
- the participation of the learner in the choosing of materials;
- language experience through writing;
- materials related to reading matter in which the adult learner was interested;
- life skills programs;
- a focus on expressive and receptive communication skills;
- computer-assisted instruction.

The appendices contain more detailed descriptions of instructional components.

Anne, Adult Learner

Anne was able to read simple instructions on the job as a dishwasher in a hospital. She came to the Adult Literacy Program for help with spelling, banking, and scheduling her time. The initial assessment revealed that Anne could not distinguish coins and this made shopping on her own difficult.

With a busy personal schedule, Anne needed to keep track of where she needed to be and when. Together, Anne and her tutor practised using a day-by-day calendar to note her commitments. They also worked on adding, subtracting, estimating, and making change. Writing word numbers and filling out forms introduced banking skills.

Now Anne organizes her time, looks for words in the dictionary for spelling and meaning, and fills out withdrawal forms and writes cheques. These new skills helped Anne get a job as a cashier at the hospital. She and her tutor continue to work together to increase her reading skills and fill out forms for work.

A successful literacy program can be a bridge to the broader community. Anne's increased progress based on continuous assessment not only helped her in attaining a more responsible position in her place of work, but has given her incentive to improve her ability to use expressive and receptive communication.^{iv}

Learner Assessment

The assessment of learners' successes and challenges in their literacy programs is taken seriously in all of the agencies studied. Assessment includes two phases: initial assessments and the evaluation of continuing progress. These phases may differ from each other slightly, but most often the initial assessment is seen to be the beginning of the continuing process of program evaluation and learner progress. As well, there is no question that progress more and more is being measured through learner-centred assessment and goals. This outcome was not the case as recently as three years ago. All successful programs integrate learning plans into their evaluative processes. Methods of assessment vary from program to program; however, as in other areas, there are some common features to the assessment process in successful programs.

Initial Assessments

- Initial assessments are either formal, or informal and followed by formal assessments.⁵
- The initial judgement about access is made by a coordinator/supervisor or a teacher.

- The assessment is often carried out by the same person who becomes the teacher.⁶
- In some cases, assessments are used to establish ineligibility,⁷ but it is important to note that these same programs make certain that appropriate referrals to other agencies are carried out.⁸

Progress

- Progress is measured by learner-centred assessment and goals.
- Progress is defined by whether or not the stated goals and objectives have been met.
- A variety of methods and materials (written, computer, oral discussion) are used to appraise the learning readiness, experience, and skills of the learner.
- The learner is always encouraged to participate in the choosing of materials for assessment purposes.
- Teacher-tutor contact and feedback are crucial to learner motivation in the assessment process in overcoming learner fears, past miseducative experiences, and dependency on others.
- An individualized evaluative approach is taken that is appropriate for each learner.
- Evaluation is considered to be an ongoing process.

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Joan, Adult Learner

"I like to learn to write letters to my brother-in-law. I like to read. I wrote a book and I can read it. I want to do more reading. I like to write letters on the computer. The Learning Centre is a good place to come. It makes me feel special and happy about myself."

Joan's program illustrates not only the progress that learners can make based on goal setting, but also has given her improved self-esteem. As a result, Joan's program acts as a bridge to participating in the broader community.^v

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Learning Plans and Goal Setting

- Individual learner files are available upon request and contain training plans.
- Training plans are jointly defined by the learner and teacher/tutor.
- Most agencies encourage the learner to set goals without a primary caregiver present.⁹
- Training plans attempt to state goals and outcomes that are clear and concise.
- Files indicate that learners agree to measurable learning outcomes.

- Files note that learners commit to a reasonable period of time to accomplish their goals.¹⁰
- Individual plans are updated on a regular basis, showing progress and possible revisions to the learner’s goal(s).

In some instances, measurement of progress is made difficult because of the limited amount of time that the learner has to meet with a tutor/instructor. For example, one hour per week from October through April often does not provide enough information to evaluate continuous progress. However, evaluative tools must reflect the needs of individual learners while taking into account the challenges of their programs.

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Josephine, Adult Learner

Josephine works in a centre that helps adults with mental or physical challenges. Her job was to assist the program facilitators by setting up rooms for programs and running errands. Josephine joined the Adult Literacy Program to develop skills that she could use on the job.

As Josephine’s reading and writing skills improved, she became more confident and vocal about wanting more responsibility at work. With the help of her tutor, she acquired math skills. Josephine told her supervisors that she could add and subtract without difficulty. A short while later, Josephine was promoted to cashier in the cafeteria at the centre. She enjoys her new job and is proud of her accomplishments.

Now Josephine is working with her tutor on cursive writing skills. Her goal is to write letters to members of her family.

Learner-centred assessment and goals are an important key to best practices in literacy. Josephine’s program experience clearly demonstrates measurable progress. In addition, her literacy tutor is working with Josephine to help in improving this learner’s communication skills.^{vi}

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Recruiting Teachers and Tutors

The energy and competence of literacy teachers and tutors have a monumental influence upon the successes of adult learners. How to find those teachers therefore has become an important component of the programs studied. While the recruitment of teachers differs according to the needs and/or locations of different programs, general patterns of recruitment have been identified.

- Many teachers/tutors are recruited by “word of mouth”, or by their reputation as outstanding teachers.
- The media can be utilized to find teachers/tutors: local newspapers, television “spots”.

- Programs often house booths at fund-raising events, literacy “fairs”, local exhibitions, or related activities to recruit teachers.
- A number of literacy agencies have developed arrangements with co-op students and university students who volunteer to tutor and teach.
- Recruitment posters often are placed in local universities, colleges, and libraries.

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Lori, Teacher

“... The class demanded ownership, democratic process. This was difficult for the students at first because they just wanted me to give them work (worksheets) and tell them what to do. I refused. I expected them to decision-make and problem-solve and discuss... [By] June I felt they were quite good at it (although they were still ‘amazed’ at what they learned because ‘I hadn’t taught them anything – they just had fun!’) Now that is teaching!”

Teaching demands a process of helping learners to help themselves by increasing their skills, knowledge, and sensitivities. This literacy program demonstrates best practices in the area of learner-centred assessment and goals while improving the learner’s expressive and receptive communication skills.^{vii}

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Professional Development

Maintaining and developing the competence of teachers and tutors is considered to be part of the recipe for successful adult literacy programs. While many programs are limited in their resources, creative approaches to professional development have been an important part of the programs studied.

- All of the agencies studied have developed teacher/tutor training programs.
- Training is considered to be a continuous process.
- Training formats for teachers and tutors are both formal and informal.
- The staff of teacher/tutor volunteers have opportunities to attend workshops, conferences, and other professional development programs.

The appendices contain more detailed information about instructors.

Community Integration

The continuing move towards deinstitutionalization and enhanced community living for adults with developmental disabilities brings issues concerning integration to the forefront. Literacy programs can play a large role in enhancing community integration. Successful programs have common philosophies and practices around community integration:

- Literacy is considered to be a bridge to learner participation in the broader community and community partnerships.
- Most programs note that bridging the learner to the community is a stated objective of the program.¹¹
- In many instances, key community members have been brought in to demonstrate community support of the program (as volunteers; in fund-raising efforts).
- Many programs take their students into their communities:
 - to enhance banking skills;
 - to use libraries as resources;
 - to learn and use the local transportation system;
 - to write and read shopping lists;
 - to enhance consumer skills;
 - to enhance social skills.
- The cooperation of community agencies and businesses is sought in making the projects successful.
- Community response in most cases has been one of full cooperation.

Literacy delivery agencies have helped learners to participate more fully in their communities. Some learners have “leisure buddies” (other volunteers) to facilitate that participation. Learners themselves act as volunteers in promoting literacy services at information booths and tag days, among other events. A number of learners have written letters regarding their viewpoints concerning community political decisions, and some have written letters to local businesses asking for changes to physical aspects of buildings (such as the height of elevator buttons) where existing conditions make it difficult for disabled persons to cope. It is clear from the programs studied that enhanced community integration is a major success of literacy services for adults with developmental disabilities.

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Ronald, Adult Learner

“Helping Others

At the bowling alley, I helped crippled children from the Variety Club. It made me feel good. Some children were in wheelchairs and I helped them get from their buses into the bowling alley, and back again when they were finished.

While they bowled, I brought them a guide so that they could roll the balls straight down the alleys. I helped to liven up the games for them.”

Ronald’s experience clearly demonstrates a learner whose literacy has helped him “bridge” to participating in the broader community.^{viii}

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Networking

During interviews with leaders of successful programs, networking was mentioned many times as a most important method of keeping up to date and helping one another. There are numerous benefits to sharing resources. Such organizations as Frontier College and St. Christopher House “trade off” in their training of tutors. The Oshawa-Clarington Association for Community Living provides workshops for tutors from other literacy delivery agencies. The Orillia and District Literacy Council works closely with the Association for Community Living and has helped train its counsellors and caregivers. The Huron-Perth Literacy Council acts as a clearing body in its geographical area.

Key community members are often contacted to connect programs, depending on the need. Some of those contacted are affiliated with key industries, personnel associations, politicians, and school boards. The increased opportunities for program growth and for the integration of learners into their larger communities are notable when delivery agencies network and share resources.

Successful programs work in cooperation with other service providers and funders. Supervisors and coordinators of literacy agencies generally provide the leadership in cooperative ventures, although teacher/tutors are sometimes involved. These literacy leaders have made conscious efforts to work collaboratively with other literacy providers, community agencies, public institutions, businesses, and associations that serve the developmentally disabled.

Many communities have an umbrella agency that brings together a number of different service bodies. Successful programs have leaders who attend and become involved in these umbrella agencies. Many contacts are made at these meetings. Positive outcomes include enhanced training opportunities and the avoidance of overlapping.

Although cooperation is not seen as a way to enhance funding, the efficiency and maintenance of funding has been enhanced in many agencies based upon joint training and development efforts, along with the avoidance of overlap.

Information sharing has led to improved assessment and skill-review materials. Where two agencies share the same facility, some savings and advantages have been brought about in the area of supplies and equipment.

The cooperative process is enhanced by changes brought about to help specific learners. Some learners may be getting ready for a job; therefore, specific aspects of numeracy and literacy may become the major focus of learning and networking needs. In these cases, learners, potential employers, and business communities all benefit from this type of cooperative, structured learning.

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Jan, Adult Learner

Jan began classes ... in September 1996. She was assessed as reading below a preprimer level. Although she is able to express herself very well verbally, the meaning of print has escaped her. She was very nervous about 'school'. She stated at the beginning of the school year that she wanted to learn to read in order to get a better job. (She cleans houses.) Jan has caught on to the Bridge reading system so well that in a matter of weeks I started to send a Bridge book home with her after every session. Then, after Christmas, she told me that she had received a typewriter for Christmas. (Actually, she brought it in to class to prove it to me!) So we started Language Experience in addition to the Bridge. Each class, she dictates a story to me and takes it home to type. Last class, she dictated the story to me and typed it on the computer there as her typewriter is broken. She did the entire thing in 15 minutes – correctly too. She was very proud of herself. The Bridge Staff from her group home told me recently that she is really doing great with the reading. They said that when she began classes with me, they thought it would be a nice time-filler; apparently her file says repeatedly that she cannot be taught. I am so happy to prove them wrong!

Cooperation between the group home staff and the literacy program exemplifies the importance of working together to meet learner needs. Jan's success is amplified by the supportiveness of those involved with her learner-centred assessment and goals.^{ix}

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Implications

As a result of this investigative research, commonalities among literacy programs for the developmentally disabled across Ontario are readily identifiable.

Repeated stories of successes, whether related to teacher training or student motivation, are strong indicators of best practices in literacy programs. On the basis of these interviews, some of the following implications are suggested:

- Successful delivery agencies, in order to maintain support for their learners in learner-centred environments, must retain adequate funding.
- Learners and teachers are continuing to refine their assessment and evaluation techniques in order to achieve recognized learning outcomes for the learners.
- While not all developmentally disabled adults in literacy will be employable, literacy skills are extremely important for increased self-esteem and enhanced communication skills for both individual and community living.
- Cooperative and interagency partnerships are recognized by successful programs as absolutely necessary for the provision of the best service to adult learners.
- Flexibility in approaches to networking, resource sharing, and cooperation is essential.
- Program leaders are prepared to expand and enhance their training programs and opportunities wherever possible.
- Students feel extremely positive about their literacy programs; they are treated as adults who can make decisions, and they clearly value the impact that literacy has on their lives.
- Computers play an extremely important role in literacy programs for skill development and numeracy.
- *Best Practices in Literacy for Adults with Developmental Disabilities* makes it clear that barriers preventing adults with developmental disabilities from participating in literacy services can be overcome.

With continued support, increased networking, and committed coordinators and teachers, literacy successes are sure to increase. Sharing the findings of this *Best Practices* investigation can enrich the lives of all adult learners with developmental disabilities and all community members across Ontario.

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Brian, Adult Learner

"I like computers. I like doing hard questions in math. I look forward to coming. I feel good. I like to learn."

Adult literacy learners are self-motivated. Best literacy practices build on that motivation. Measurable progress, symbol utilization, program bridging, and cooperative ventures can only take place if the learner is or can be motivated. Brian exemplifies a learner in a best practices program that takes all of these factors into account.^x

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Footnotes

1. Workplace Preparation Branch, Ministry of Education and Training.
2. See *An Information Guide to Adult Literacy Education in Ontario* (1995), pp. 24-25.
3. Ministry of Education and Training.
4. The G. Allan Roeher Institute “make[s] things better for Canadians who have a mental handicap” through research, publications, training, and presentations. It is situated on the campus of York University, Toronto, Ontario.
5. It should be noted that in those cases where assessment was informal, supervisors/teachers were redefining and redeveloping their formats to sharpen learning outcomes.
6. Many community-based and library-based programs have a coordinator/supervisor who may carry out the initial assessment while school board–operated programs tend to have teachers do the assessment.
7. Notable are the public library programs, which also ensure that adult learners are referred to other programs.
8. All programs had a process for learner referral in place, but in some cases no appropriate learner programs were available either because of lack of space or because no programs in the local area actually existed.
9. To reinforce the independence of the learner in the decision-making process.
10. Flexibility is important when looking at time, but efforts were observed that illustrate attempts to become goal specific within time constraints.
11. Where this objective is not stated, the goal of community integration is fully present, and the agency is in the process of formally stating this commitment as an objective.

Endnotes

- i. Submitted by Joan Robinson, North York Public Library Adult Literacy Program, Toronto.
- ii. Submitted by Lori Lehne, Kernahan Park Secondary School, St. Catharines, Ontario.
- iii. Submitted by Joan Robinson, North York Public Library Adult Literacy Program, Toronto.
- iv. Submitted by Joan Robinson, North York Public Library Adult Literacy Program, Toronto.
- v. Submitted by the Learning Centre, Oshawa-Clarington Association for Community Living.
- vi. Submitted by Joan Robinson, North York Public Library Adult Literacy Program, Toronto.
- vii. Submitted by Lori Lehne, Kernahan Park Secondary School, St. Catharines, Ontario.
- viii. Submitted by Ronald M. Yountz, North York Public Library Adult Literacy Program, Toronto.
- ix. Submitted by Shirley Thrasher, Grimsby/Lincoln and District Association for Community Living.
- x. Submitted by the Learning Centre, Oshawa-Clarington Association for Community Living.

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Appendix A: Interviews

Interview Questions

1) How does your literacy program measure progress according to learner-centred assessments and goals?

- What assessment process do you use? Formal? Informal?
- Is progress based on an individualized assessment?
- How is progress defined?
- How are goals and objectives set?
- Is the learner involved in the setting of literacy goals?
- Who does the assessment (the same person who will be the teacher/tutor or someone else)?
- How is the total learning of the adult learner appraised or rated (learning readiness, experience, skills of the learner)?
- Is the learner encouraged to be involved in and encouraged to participate in the choosing of materials and methods?
- Have you found learner motivation to be an important part of the assessment process?
- How is the initial judgement about access made and by whom?
- How are teacher/tutors recruited?
- How are teachers/tutors trained?
- Are assessments used to establish ineligibility?
- Is a process for learner referral in place?
- What orientation is in place for the learner, and what are the key components?
- What strengths does the learner bring to the program?
- Who decides who gets into the program?
- Are tutors/teachers trained to work with their client group?

2) How does your literacy program demonstrate the use of symbols as an integral part of the learner's ability to use expressive and receptive communication?

- What is the instructional approach taken (one-to-one support, small groups, classroom-based)?
- How often do the learners and teachers/tutors meet? Weekly? Daily?
- What teaching/learning strategies are most effective? Examples include stories and other reading materials on topics in which the adult learner is interested; computer-assisted literacy; life-skills materials.
- What is considered to be your definition of expressive and receptive communication?
- How, and how often, is the individual learner evaluated?
- Have you found that improved receptive and expressive learner communication has improved self-esteem and the ability to think critically?
- Has the learner demonstrated the ability to share a greater voice in the community at large?
- Can learners provide self-direction about what they want to learn and how they want to use the skills as a part of the total teaching and learning process?

3) How does your literacy program demonstrate overall participant progress?

- Does each learner file contain a learning plan jointly defined by the learner?
- Does the learning plan state goals and outcomes which will demonstrate to the learner and tutor that goals are met?
- Does the file contain certain evidence that demonstrates the learner's agreement to measurable learning outcomes and a commitment to a reasonable period of time to accomplish the outcomes and to demonstrate progress?
- Has this plan been updated on a regular basis, showing progress and possible revisions to the goals?

4) How does your literacy program use community partnerships?

- What principal methods have been used to help to "bridge" learners and literacy programs with the broader community?
- How have these methods been developed?
- Has bridging to the community been a stated objective of the program formally or informally?

- Can you describe how your literacy program for developmentally disabled people has helped them to participate further in the community?
- How has the community responded to your efforts? Can you provide strategies for preparing both the learners and the community?
- Have you identified key community members to help you in your efforts to have adult learners participate in the broader community?

5) How has your program outlined those elements crucial to these community partnerships?

- How did you identify the target groups in the community that you felt would be key to successful collaboration?
- Once target groups were identified, what strategies did you use and do you now use to enhance the cooperative process?
- What are the benefits and challenges that have come about because of the cooperative efforts initiated?
- Who has provided leadership in cooperative ventures?
- Have you adjusted programs and services as a result of literacy programs working in cooperation with other service providers and funders?
- What would be your overall appraisal of the cooperative efforts?
- Do you see benefits in terms of funding by your literacy programs' thrust in cooperation with other service providers and funders?
- Have you found by increasing cooperative efforts that you have been able to provide better and more support for your program components? For example, have you used tutor training and support, the sharing of information and program support materials, new approaches to assessments and evaluation, or program referral?
- How many adult learners with developmental disabilities have you referred to other programs? What are those programs?

Implications

1. What are some issues of concern? What are the future challenges?
2. How does one support learners in accepting responsibility for learning and acknowledging success?
3. Please add any personal comments that you may have regarding future program developments for this learner population.

Interview Schedule

Program And Location	Date	Contact	Contact's Title
Adult Basic Education, North York Board of Education, North York	Oct. 29/96	Pat Hatt	Program Leader, Adults with Special Needs, Continuing Education
Participation House, York Region Board of Education, Markham	Nov. 14/96	Alan Dickson Madelaine Levy Marian Wragge	Assistant Coordinator of Continuing Education Teacher Teacher
Frontier College, Toronto	Nov. 15/96	Susan Macdonald	Program Manager, Independent Studies
Kingston Literacy, Kingston	Nov. 18/96	Cayne Arnold Rose Strohmaire Sheila Round	Executive Director Teacher Teacher
St. Luke's Lutheran Church, North York Board of Education, North York	Nov. 19/96	Suzan Gerber	Teacher
Community Literacy Program, Metro Toronto Association for Community Living, Toronto	Nov. 20/96	Lucy Scanlon	Coordinator, Toronto Board of Education
Council House, National Council of Jewish Women, North York	Nov. 22/96	Donna Gorber	Teacher, North York Board of Education
St. Christopher House Adult Literacy Program, Toronto	Nov. 22/96	Nancy Friday-Cockburn	Coordinator

Program And Location	Date	Contact	Contact's Title
Lincoln County Board of Education/Grimsby-Lincoln and District Association for Community Living:			
• Adult Basic Numeracy and Literacy	Nov. 26/96	Neil Pauls	Community Education Services
• Beamsville	Nov. 25/96	Judy Berard Shirley Thrasher	Teacher Teacher
• Kernahan Park Secondary School, St. Catharines	Nov. 26/96	Lori Lehne	Teacher
Oshawa-Clarington Association for Community Living, Oshawa	Nov. 27/96	Kathy Lampa Carol Ashton	Learning Centre Supervisor Day Program Supervisor
Ajax, Pickering, and Whitby A.C. Living Literacy Project	Nov. 27/96	Janice Salsbury	Coordinator, Literacy Project
Hamilton Public Library	Dec. 2/96	Venilde Tortora	Literacy Supervisor
North York Public Library	Dec. 3/96	Joan Robinson Marion Gold Irene Davis Tina Natale Heather MacPherson	Supervisor, Adult Literacy Program Coordinator, Fairview Library Coordinator, Don Mills Library Coordinator, Downsview Library Coordinator, North York Centre
Adult Learning Centre, Halton Roman Catholic Separate School Board, Oakville	Dec. 6/96	Nancy Rapiti Gerry Eaton Helen O'Brien	Supervisor, Continuing Education Services Teacher Teacher
Trent Valley Literacy Association, Peterborough County Board of Education, Peterborough	Dec. 10/96	Corry Wink	Supervisor

Program And Location	Date	Contact	Contact's Title
Perth County Board of Education/ Stratford Association for Community Living/Listowel Association for Community Living, Stratford	Dec. 11/96	Art Duboyce Barbara Pogson	Superintendent of Education Teacher (Stratford)
Working Adults Learning Educational Skills (W.A.L.E.S.), Rosemount School, Kitchener	Dec. 13/96	Andrew Owen Brenda Wade	Community Services Liaison Literacy Instructor
Orillia District Literacy Council, Orillia	Dec. 16/96	Jo Ann Cryderman	Coordinator
Literacy Society of South Muskoka, Gravenhurst	Dec. 16/96	Jeanne Tucker Beth Madole	Coordinator Teacher
New Leaf Literacy, Sudbury	Dec. 18/96	Judy Bell Mary Wideman	Coordinator Teacher
North York Adult Development Program (Metropolitan Toronto Association for Community Living), Toronto	Dec. 19/96	Bob Ferguson Bobby Nand	Coordinator (M.T.A.C.L.) Teacher, North York Board of Education

Appendix B: Instructors

1. St. Christopher House Adult Literacy Program

Recruiting for Tutor Training

Questions to definitely ask:

1. **Where do you live?**
 - if in our area, continue with questions
 - if not in our area, refer elsewhere
2. **How did you hear about our literacy program?**
3. **Describe the program a bit** (one-to-one, adults, two hours per week, one-year commitment, meet here, learner-centred approach, no testing, train tutors 15 hours)
4. **Have you done any other kind of volunteer work?**
5. **Have you done any teaching before?** (not necessary to tutor)
6. **Explain when next tutor training will be** (September/October, January/February, April/May). Involves usually one Thursday evening and two consecutive Saturdays. We interview tutors before the training – casual, about one-half hour.

We can put the person on the list for our next tutor training, and we will contact when we have set the dates. No guarantee that they will be called for next training. About 45 people contact us and we can only train 15 at a time.

Criteria for selecting new tutors:

- live or work in our catchment area
- able to make one-year commitment
- available for two hours on a weekday
- be sensitive to issues around racism, sexism, homophobia, and labelling people
- want to tutor for more than purely professional gain
- have some understanding of community issues
- have some indicated interest in literacy issues
- priority to people from multicultural and disabled communities

St. Christopher House

Questions to think about when interviewing new tutors:

1. Are you available during the day or in the evening?
2. Have you worked with adults in a learning or helping situation before?
3. Have you had other volunteer experiences or community involvement?
4. Why did you decide to volunteer as a literacy tutor? (as opposed to other kinds of volunteer work)
5. How do you feel about working with learners who may have either some real learning challenges or physical challenges to learning?
6. What are you doing/working at now?
7. What do you need to learn before tutoring? What would you like us to include in the training?

Tutor Questionnaire

St. Christopher House Adult Literacy Program
248 Ossington Avenue, Toronto, Ontario M6J 3A2
Phone: 539-9000

Your Name: _____

Your Telephone Number: _____

This questionnaire is an opportunity for you to tell us more about yourself, and help you reflect on your understanding of literacy. Please answer all the questions, taking all the space you like. Use the back or other sheets of paper if you would like to.

Please mail or bring it back to us a week after you get it. If we do not receive the questionnaire from you, we will assume you are not able to be a tutor at this time.

1. Why do you want to be an adult literacy tutor?

2. What do you think it must be like to live in Toronto not knowing how to read or write or do basic math?

St. Christopher House

3. Do you think there is more to being literate than just being able to read and write?

4. Who has difficulty with reading and writing in Canada today?

5. What qualities or skills do you bring to the work of being a literacy tutor?

6. Please tell us something about any other volunteer experiences or community involvement you have had.

7. Have you worked with adults in learning or helping situations before? If so, what have you learned from these experiences?

8. What do you expect to gain from being a literacy tutor?

Outline of Tutor Training

- Session 1** Orientation to Kingston Literacy
 - Literacy issues
 - Volunteer opportunities
 - The adult learner

- Session 2** The teaching resources at RWC and RW2
 - Choosing and creating materials for tutoring
 - Short-term and long-term planning

- Session 3** Setting the scene for positive learning experiences
 - Learning to read
 - Reading strategies

- Session 4** Strengthening reading strategies
 - Planning a reading lesson
 - Learning styles
 - Learning difficulties
 - Ideas for teaching writing

- Session 5** Clear language
 - Stages in the writing process

- Session 6** Applying thinking strategies to new learning
 - Teaching and learning spelling
 - Teaching and learning math

- Session 7** Being matched
 - Ongoing assessment
 - Dealing with new situations in tutoring

Tutor Application

Date: _____

Name: _____

Address: _____

Postal Code: _____

Age: under 25 26-35 36-45

46-55 56-65 66+

Level of Education achieved:

Other Certificates/Qualifications:

Languages spoken:

Present Employment/Course of Study:

Times available for tutoring:

- Would you be willing to attend a series of training sessions?
- Would you be willing to give up to four hours to the program for a minimum of six months?

Given a choice, which type of student would you prefer to work with:

- Physically challenged student?
- Post-psychiatric patient?
- English-as-a-second-language student?
- Special needs/learning disabilities?
- Ex-offender?
- Mentally challenged student?
- No preference

Hamilton Public Library Learning Centre

At which library would you prefer to meet?

Have you tutored before?

Yes No

If yes where? _____

Have you volunteered before?

Yes No

If yes where? _____

Where did you hear about this program?

Why did you decide to volunteer your services to this program?

Why do you think you would be a good tutor? (Please answer in paragraph form.)

Please list two references, one of which must be a professional reference.
(Please give local telephone numbers only.)

Name

Telephone #

This application will be kept on file for a six-month period.

I agree that information about me collected through my participation at the Hamilton Public Library Learning Centre may be used for any purposes consistent with goals of the program.

Tutors, please be patient – it takes time to find the right student/tutor match according to schedules, skills, and needs.

Personal information collected on this form may be used for internal processes. Such information is collected under the authority of the Ontario Public Libraries Act, 1984. Questions about this collection should be directed to the Deputy Chief Executive Officer, Box 2700, Station LCD 1, Hamilton, Ontario L8N 4E4, Telephone (905) 546-3216.

Date: _____

Tutor's Signature

E.S.L./Literacy Supervisor's Signature

Volunteer Contract

As a literacy/E.S.L. volunteer, I agree to:

1. Commit myself to the program for a period of at least six months;
2. Meet on a regular basis with an assigned student;*
3. Respect the confidentiality of that student;
4. Attend all sessions of the tutor training;
5. Keep weekly notes on tutoring lessons that will be submitted to the program on a regular basis.

As a literacy/E.S.L. supervisor, I agree to:

1. Provide training for a new volunteer and match the volunteer with a student. If the match proves inappropriate, a new match will be made;
2. Maintain regular telephone contact with all pairs;
3. Be available for consultation by telephone, drop-in, or appointment with pairs;
4. Provide ongoing support through newsletters and training workshops;
5. Provide learning materials as appropriate.

Are you willing to have your future writings used for promotional purposes by the Hamilton Public Library Learning Centre?

Yes No

Are you willing to have your future photographs used for promotional purposes by the Hamilton Public Library Learning Centre?

Yes No

Date: _____

Tutor's Signature

E.S.L./Literacy Supervisor's Signature

Revised February 1996

* The Hamilton Public Library Learning Centre encourages all learners and tutors to meet at a library or other public place.

Evaluation of Tutoring Program (Tutors) Exit Interview

Tutor _____ Date _____

Male Female

Age Group _____

Educational Background

Starting Date _____ Ending Date _____

Reason for Leaving

1. Illness
2. Frustration with student
3. Education
4. Employment
5. Lack of time available
6. Relocated
7. Joined another program
8. Program not suitable
9. Family concerns
10. Comments: (continue on back if necessary)

Appendix C: Initial Assessments

1. St. Christopher House Adult Literacy Program

Learner Intake Form

Date: _____ Interviewed by: _____

Name: _____

Address: _____ Apt. #: _____

City: _____ Postal Code: _____

Nearest Intersection: _____

Telephone number: (home) _____ (work) _____

How old are you?* (age group or date of birth)

Under 25 25 to 44 45 to 64 65 or over

OR Birth date: _____

Male Female

Place of Birth: _____ Years in Toronto: _____

How did you learn about this program or were you referred to this program by any of the following agencies:*

- | | |
|---|---|
| <input type="checkbox"/> Literacy Network/Hotline | <input type="checkbox"/> Employer |
| <input type="checkbox"/> Library | <input type="checkbox"/> Workers' Compensation Board |
| <input type="checkbox"/> School Board | <input type="checkbox"/> Correctional Institution |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Health Services |
| <input type="checkbox"/> Ontario Basic Skills Program | <input type="checkbox"/> Help Centre |
| <input type="checkbox"/> Social Service Agency | <input type="checkbox"/> Radio/Television/Print Promotion |
| <input type="checkbox"/> Canada Employment Centre | <input type="checkbox"/> Other Students |
| <input type="checkbox"/> Employment Program (Futures) | <input type="checkbox"/> Self-referred |
| <input type="checkbox"/> Other _____ | |

* Information to be carried over to the *Student Information Profile*

Education and Training

1. What kind of schooling did you have when you were young?

2. Where did you go to school?

3. How many years have you spent in school?

4. How old were you when you left school?

5. What was the last grade (if applicable) in school that you completed?*

- Grade 6 or less Grade 7 to 9
 Grade 10 to 12 Over Grade 12

6. Why did you leave school?

7. What did you like about school?

8. What did you not like about school?

9. Have you been given any special kind of testing?

- Yes No

10. (If yes) What do you remember about the testing and the results?

11. Did anyone give you a name for the result?

- Yes No

12. What education and training have you had since you left school?

- When? Where?

13. Have you been tutored before?

* Information to be carried over to the *Student Information Profile*

St. Christopher House Adult Literacy Program

Equity Questions

14. What is your first language?

15. If your first language is not English, what is it?*

16. How well do you read this language?*

17. How well do you write this language?*

18. Do you consider yourself to be a member of any of these groups?*

- Aboriginal Peoples
- Racial Minorities
- Persons with Disabilities
- Francophones
- Laid-off Workers over 45 years old

19. Do you have any needs that you think we should know about?

Employment

20. Are you working now?

- Yes Full-time Part-time
- No

(If yes) What kind of work are you doing?

How long have you been doing this kind of work?

21. What is your main source of income?*

- Employment
- Social Assistance
- Employment Insurance
- Other _____
- Disability Pension
- Workers' Compensation
- Family Members' Income

* Information to be carried over to the *Student Information Profile*

St. Christopher House Adult Literacy Program

22. What other types of jobs have you had in the past?

23. What types of job did you enjoy doing the most?Why?

24. What kind of jobs did you not like to do?Why?

25. What kind of work would you like to do in the future?

26. Do you have any problems that affect the kind of work you do?

Health

27. Do you have any eye problems?

Yes No

(If yes) What are they?

28. Do you have any hearing problems?

Yes No

(If yes) What are they?

29. Do you have any physical disabilities that you think may affect your learning?

Yes No

(If yes) What are they?

30. Do you have any health problems that you think may affect your learning?

Yes No

31. Are you now or have you been on medication that has affected your learning?

St. Christopher House Adult Literacy Program

Children

32. Do you have any children?

- Yes No

How many? _____ Ages: _____

33. Do they go to school or daycare?

- Yes No

34. (If yes) Which school or daycare do they go to?

35. Do you need childcare to come to St. Christopher House Adult Literacy Program?

- Yes No

Goals

1. What would you like to accomplish in this program?

2. What do you hope to be doing one year from now?

3. What do you hope to be doing five years from now?

4. How can we help you?

Informal Assessment

A. Reading

1. Do you read now in your everyday life?

- Yes No

(If yes) What do you read?

(If no) Do you know the alphabet?

- Yes No

Do you know the sounds of letters?

- Yes No

When you get stuck on a word, what do you do?

Student's view of reading

It may be helpful to find out what the student thinks about reading. The following questions may be asked to develop an understanding of the student's view of reading.

1. What do you think of reading? What does it mean to you?

2. Why do people read?

3. How do people learn to read?

4. What has been most helpful to you in learning to read?

5. What has been least helpful?

6. How do you think you can become a better reader? What would be helpful?

7. What makes it easier for you to understand what you are reading?

St. Christopher House Adult Literacy Program

8. How do you try to remember what you read? (OR) Is there anything you can do to make what you are reading easier to remember?

Comments:

Reading Sample: (story name and comment)

B. Writing

1. Do you write now in your everyday life?

Yes No

(If yes) What do you write? _____

(If no) Do you copy words and letters?

Yes No

2. What would you like to be able to write?

Student's view of writing

The following questions may be asked to develop an understanding of the student's view of writing.

1. Why do people write?

2. How do people learn to write?

3. What has been most helpful to you in learning to write?

4. What has been least helpful?

5. How do you think you can become a better writer? What would be helpful?

6. What makes it easier for you to write?

St. Christopher House Adult Literacy Program

Comments:

Writing: (attach writing sample)

Spelling:

C. Math

1. Are you using numbers now?

Yes No

2. Can you:

- print numbers 1-100 Yes No
- make change? Yes No
- add and subtract? Yes No
- multiply and divide? Yes No
- do fractions? Yes No
- do word problems? Yes No

3. Would you like to work on math?

Yes No

(If yes) What would you like to work on?

D. Other Comments

St. Christopher House Adult Literacy Program

Matching Information

Preference:

- Male Female
 One-to-One Group Other

	Mon.	Tues.	Wed.	Thurs.	Fri.
Morning					
Afternoon					
Evening					

Matched With	Date

Student Application Form

Name: _____

Student Number: _____

Address: _____

_____ Postal Code: _____

Home Tel. Number: _____ Work Tel. Number: _____

Birth Date: _____

Contact Person: _____

Tel. Number: _____

Your Doctor: _____

Tel. Number: _____

Are you on any medication?

Yes No

What was the last grade that you finished? _____

Where? _____ When? _____

Are you taking any other programs?

Yes No

If yes, which one(s)? _____

Where did you hear about this program?

Do you work?

Yes No

If yes, where?

Do you work shifts?

Do you have two hours a week to be in this program?

Yes No

Hamilton Public Library Learning Centre

Can you come to this program for at least six months?

Yes No

When can you come to this program?

Mornings Afternoons Evenings

Which library can you meet at?

What do you want to learn?

Do you read:

Newspapers?

Yes No

If yes, which parts?

Magazines?

Yes No

TV Guides?

Yes No

Street Signs?

Yes No

Menus?

Yes No

Maps?

Yes No

Do you have any hobbies or things you like to do?

I agree that information can be kept about me to help the LEARNING CENTRE meet its goals.

Date: _____

Student's Signature

Literacy Supervisor's Signature

Personal information collected on this form may be used for internal processes. Such information is collected under the authority of the Ontario Public Libraries Act, 1984. Questions about this collection should be directed to the Deputy Chief Executive Officer, Box 2700, Station LCD 1, Hamilton, Ont., L8N 4E4, Telephone (905) 546-3216.

Student Contract

As a literacy student I will:

1. Stay in the program for at least six months;
2. Meet regularly with the tutor chosen for me;*
3. Respect the privacy of that tutor;
4. Let my tutor keep notes on our tutoring lessons and let the literacy staff read these notes to help them assess my progress.

As a literacy supervisor I will:

1. Assess a new student and match the student with a volunteer tutor. If the match does not work out, a new match will be made. If a match can't be made, I will refer the student to another program;
2. Be available for advice by phone, drop-in, or appointment.

Can we use your future writings to promote the Hamilton Public Library Learning Centre?

Yes No

Can we use your future photographs to promote the Hamilton Public Library Learning Centre?

Yes No

Date: _____

Student's Signature

Literacy Supervisor's Signature

Revised March 1996

*If you have to miss a lesson, you must call the Learning Centre. If you miss three lessons, you will be referred to a more suitable program.

*The library asks all students and tutors to try to meet at a library or other public place.

Assessment Kit

Contents

1. Student and Assessor Session Reports
2. Kingston Literacy Assessment Profile
3. 20 Student and Tutor Session Reports
4. Progress Report #
5. 5 Reflection Sheets
6. Plastic envelope for work samples
7. Tracking sheets:
 - i Level 1 – Blue
 - ii Level 2 – Yellow
 - iii Level 3 – Pink

Have fun learning together.

Student Form (Initial Assessment)

RWC (Read Write Centre) or RW2 (Read Write 2)

Name _____
(first) (last)

Address _____

Tel. Numbers

(1) _____ (2) _____

Former student here?

Yes No

Referred by _____

Entry Date _____ Assessed by _____

of sessions _____ Program _____

Hours/week _____ Exit date _____

Tutor _____ Tel. # _____

Starting date _____ Ending date _____

Goals _____ Date _____

Interested in RAPP (Reading and Parents Program)?

Yes No

Kingston Literacy

Initial Assessment

Education

Work History

Transferable Skills

Literacy Skills

Numeracy Skills

Learning Style

Special Needs and Supports

Action Plan

Date

Progress Reports (Give dates and summary: attach extra pages with details)

Reason for Leaving

Follow-Up

First Meeting

Date: _____

Tutor's Name: _____

Learner's Name: _____

Location: _____

When will you be meeting?

Day of the week: _____ Time of the day: _____

Learner's Daily Activities (banking, working, taking children to school, driving, shopping):

What written materials does the learner have trouble with? (filling in forms, filling in bank slips, writing telephone messages, reading to children, reading the newspaper, reading advertisements, writing letters, counting out money for shopping, studying for the citizenship test, studying for the driver's licence test)

Have you agreed to exchange telephone numbers?

Yes No

Learner's telephone number: _____ Tutor's telephone number: _____

Learner's Goals (Try to be as specific as possible.)

What materials would you like the Program Coordinator to get for you?

Have you both read and signed the Voluntary Learning Contract? (If not, please explain why.)

Additional Comments:

Skills Checklist

Learner's Name: _____

Date of Assessment: _____

	I know with visual aid	I know	I don't know	I want to work on
Use of the Alphabet				
1. Letters of the Alphabet				
a) recognize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Matching				
a) upper and lower case letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) upper with upper and lower with lower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Alphabet				
a) reproducing the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) copying the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) knowing the alphabet by memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I know which letters stand for which sounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can copy words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can copy a sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can write a dictated word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can write a dictated sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shapes				
9. I can use a pencil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can trace shapes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can copy shapes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can match two shapes that are the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pictures				
13. I name what I see in a picture or photograph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy				
14. Numeracy				
a) recognize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) matching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I know with visual aid	I know	I don't know	I want to work on
15. Reproducing Numbers:				
a) copying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) by memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Numeracy Skills:				
a) Addition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Subtraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Multiplication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Decimals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Days of the Week				
17. I know the days of the week.				
a) in correct sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) and can identify specific days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Months of the Year				
18. I know the months of the year.				
a) in correct sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) and can identify specific days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money Matters				
19. Coins				
a) I can name the coins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I know their value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Bills				
a) I can name the bills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I know their value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling Time				
21. I can tell time.				
a) recognize hour hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) recognize minute hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) tell time on the hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) tell time on the half-hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) tell time on the quarter-hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) tell time in 5-minute intervals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) read time on a digital clock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I know with visual aid	I know	I don't know	I want to work on
Survival Words				
22. Survival Words				
a) just by seeing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) read some street signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) traffic symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) product warnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) everyday basic words (men, women, stop, exit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Identification				
23. My Name				
a) I can say my name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I recognize my name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I can reproduce my name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. My Address				
a) I can say my address.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can reproduce my address.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. My Telephone Number				
a) I can say my telephone number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can reproduce my telephone number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. My Birth Date				
a) I can say my date of birth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can reproduce my date of birth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I know my age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Skills				
27.				
a) I can turn a computer on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can turn a computer off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I can load a program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I can exit a program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I can use a keyboard independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I can follow instructions on the computer screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I can use the printer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I can produce a document independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	With coaching	Independently
28. Reading		
a) I can read a word.	<input type="checkbox"/>	<input type="checkbox"/>
b) I can read a sentence.	<input type="checkbox"/>	<input type="checkbox"/>
c) I can read a story.	<input type="checkbox"/>	<input type="checkbox"/>
d) I can understand what I read.	<input type="checkbox"/>	<input type="checkbox"/>
29. Language Experience		
a) I can verbally express a complete thought.	<input type="checkbox"/>	<input type="checkbox"/>
b) I can verbally express a complete group of thoughts on one theme.	<input type="checkbox"/>	<input type="checkbox"/>
c) I can tell a story.	<input type="checkbox"/>	<input type="checkbox"/>

Adults with Special Needs – Student Interest Inventory

Name: _____

Date: _____

Instructor: _____

1. My hobbies include:

2. The television shows I most often watch are:

3. My favourite music is:

- | | | |
|----------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> Country | <input type="checkbox"/> Pop | <input type="checkbox"/> Jazz |
| <input type="checkbox"/> Rock | <input type="checkbox"/> Classical | <input type="checkbox"/> Other |

4. The movies I enjoy most are:

- | | | |
|--|---------------------------------------|------------------------------------|
| <input type="checkbox"/> Westerns | <input type="checkbox"/> War | <input type="checkbox"/> Mysteries |
| <input type="checkbox"/> Science fiction | <input type="checkbox"/> Love stories | <input type="checkbox"/> Other |

5. I enjoy watching the following sports:

6. I play the following sports:

7. At this time, I read:

- | | | |
|--|-------------------------------------|------------------------------------|
| <input type="checkbox"/> The newspaper | <input type="checkbox"/> Letters | <input type="checkbox"/> Magazines |
| <input type="checkbox"/> Short stories | <input type="checkbox"/> Catalogues | <input type="checkbox"/> Other |

8. When I read the newspaper, I am most interested in:

- | | | |
|---|---|-------------------------------------|
| <input type="checkbox"/> Local news | <input type="checkbox"/> Advice columns | <input type="checkbox"/> World news |
| <input type="checkbox"/> Advertisements | <input type="checkbox"/> Sports | <input type="checkbox"/> Classified |

9. I read for:

- Work
- Personal enjoyment
- My children
- Information

10. I use math most often for:

- Work
- Figuring out bills, paying cheques, banking
- Helping my children with homework
- Other

11. I use writing skills for:

- Work
- Personal letters, recipes, notes
- Other

12. I want to improve my reading and writing skills so I can:

13. I want to improve my math skills so I can:

14. Other things I would like to work on:

7. Participation House, Markham

ABL/N Learning Plan

Student's Name _____ Term _____ Date _____

Long-Term Goal(s) _____

Reading

Short-Term Goals – I will be able to: _____

Strategies (Learning Plan)	Already knows	Goal	Achieved goal	Assessment Methods	Results
Letter recognition					
Letter sound recognition					
Long and short vowels					
Syllables					
Prefixes and suffixes					
Letter blends					
Reading aloud					
Comprehension and verbal					
Community signs (“Exit”)					
Spelling					

Participation House, Markham

Writing

Short-Term Goals – I will be able to: _____

Strategies (Learning Plan)	Already knows	Goal	Achieved goal	Assessment Methods	Results
Pic syms					
Bliss					
Alphabet board					
Computer					
Pencil and paper					

Numeracy

Short-Term Goals – I will be able to: _____

Strategies (Learning Plan)	Already knows	Goal	Achieved goal	Assessment Methods	Results
Number recognition					
Sets					
Add					
Subtract					
Multiply and divide					
Consumer math					
Counting money					
Banking					

Instructor's Signature _____ Student's Signature _____

Appendix D: Learning Plans

1. Frontier College, Toronto

Learning Plan

Learner: _____

Date: _____

To be reviewed:

1. What's your goal? (Define the goal.)

2. To do this, what do you need to know? (What does the learner need to know?)

3. Which of these skills do you already know? (Which of these skills does the learner have?)

4. What do you need help with? (Determine the learner's needs.)

5. Which of these would you like to start with? (Set next action steps.)

6. When do you think you'll be able to achieve your goal? (Establish a reasonable time frame.)

Monthly Progress Report

Student: _____ Month: _____

Tutor: _____

These are my long-term goals: _____ Date to reach: _____

These are my short-term goals:

These are the things we did this month:

This is what I learned this month:

This is something else I would like to say:

Today's date: _____

2. North York Public Library Adult Literacy Program

Learning Contract

We, _____
Learner Tutor

agree to meet on _____ at _____
(day) (time)

at the _____ library,
(location)

tel. _____ .

We both agree to meet for two (2) hours, once a week, to work on literacy goals. If I cannot attend a session for any reason, I will call the Adult Literacy office or my learning partner at least two hours in advance.

Areas needing attention are:

Learner Signature:

Tutor Signature:

Date: _____

Voluntary Exchange of Tel. Numbers

Learner

Tutor

(home) _____

(home) _____

(work) _____

(work) _____

Daily Accomplishments

Week of _____

Monday

Tuesday

Wednesday

Thursday

Friday

From: *Where Do We Go From Here?*
Reproducible for classroom use ©N.Y.B.E. 1996

Self-Assessment

Name: _____ Date: _____

The main thing I worked on this week was

I enjoyed

Now I know how to

I need more practice on

Next week my goal is

A change in myself that I have noticed is

Other comments:

Portfolio Assessment

Portfolio: _____

Record of Learning: _____

Subjects:

- Reading Writing
- Math Computer

Name: _____

Date: _____

Program: _____

Reading Recognition

Tasks	Learning	Sometimes	Usually	Mastered
1. Does recognize letters' purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can recognize name in print.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recognizes some letters in print.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognizes basic signs – stop, go, danger, men's, ladies' room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can read with picture symbols.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can read own word list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can read simple words, instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can read own story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can read short text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other				
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Writing

Tasks	Learning	Sometimes	Usually	Mastered
1. Holds pencil, with purposeful grip.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will trace lines, shapes, with control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can copy letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Can print name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can print pertinent information, address, telephone number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can copy texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Has own signature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Other				
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Learning Outcome: Speak and Listen Effectively

Specific Outcomes	Learning	Sometimes	Usually	Mastered
1. Asks and answers basic questions coherently:				
– with familiar people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– with unfamiliar people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– to one person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– to a group of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Gives information:				
– in concrete or actual situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follows instructions or directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses correct sequence:				
– in abstract or imaginary situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Adapts vocabulary and grammar to respond to listener's needs and the situation:				
– in basic situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– in complex situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Presents a point of view effectively:				
– with awareness of standard body language, eye contact, and tone of voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– using standard body language, eye contact, and tone of voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Organizes ideas or stories into beginning, middle, and end:				
– with logical sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– using conventional structure (opening remarks, statement of purpose, supporting arguments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Participates in group situations, contributes to group goals:				
– on a variety of topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcome: Speak and Listen Effectively

Skills Needed	Learning	Sometimes	Usually	Mastered
1. Understands and responds to simple requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Understands that communication is a two-way process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Understands how tense and grammar affect communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sequences ideas logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses language that is appropriate to the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Shows understanding by asking short questions, repeating, checking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses common expressions to open and close a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Uses appropriate manner in addressing people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrates active listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment A

Pre-reading skills	Learning	Sometimes	Usually	Mastered
---------------------------	-----------------	------------------	----------------	-----------------

Picture reading identify

1. People in pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Objects they recognize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Characteristics of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Shapes and textures of objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. What the people are doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Grouped objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. What a person is doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. What is happening with the object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. General moods in the picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Expresses what is happening in the picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How to use a book	Learning	Sometimes	Usually	Mastered
--------------------------	-----------------	------------------	----------------	-----------------

1. Holds a book right side up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Opens a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Turns one page at a time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Understands the beginning, middle, and end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Picks out page numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Locates the title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Locates the author's name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Locates pictures in a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Locates different illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Locates a word with the first letter in their name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment B

Words in the environment	Learning	Sometimes	Usually	Mastered
---------------------------------	-----------------	------------------	----------------	-----------------

Can identify . . .

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Words that they use daily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Restaurants that they use often | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A word associated with the picture or symbol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Labelling	Learning	Sometimes	Usually	Mastered
------------------	-----------------	------------------	----------------	-----------------

Can identify . . .

- | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Their word list without clues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Words and match with the object | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Words in different activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Word and picture association	Learning	Sometimes	Usually	Mastered
-------------------------------------	-----------------	------------------	----------------	-----------------

Can . . .

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identify the words in a sentence with symbols | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Match words to the sentence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Create own sentences for their environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Identify the words from their word list | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Attachment D

Pre-numeracy skills	Learning	Sometimes	Usually	Mastered
Basic Operations				
1. Why we use numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can learn how to count	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Can identify numbers from 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Can match the numbers with a number pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Can place number cards in sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Can print out numbers from 1-10 or use the computer to print out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Can count out using the number line from 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Following the process shown in question 2 above, this person can identify the numbers from:				
a) 1-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) 1-25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 1-30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) 1-40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) 1-50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) 1-60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) 1-70	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) 1-80	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) 1-90	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) 1-100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Daily basic numeracy skills

Learning Sometimes Usually Mastered

1. Learns how to add:				
– 1 digit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– 2 digits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tells time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Makes change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Opens a bank account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Number recognition for a specific job skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Simple calculations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Budgeting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Follows a recipe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Money skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Uses a calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Basic math skills

Learning Sometimes Usually Mastered

1. Recognizes coins				
a) 1 cent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) 5 cents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 10 cents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) 15 cents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) 20 cents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) 25 cents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) 30-50 cents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) \$1.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) 5, 10, 20 dollars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Money recognition/value				
a) Names the coins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Knows their value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Value of a penny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Value of a nickel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Value of a dime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Value of a quarter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Adding with pennies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Adding with pennies and nickels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Adding with pennies and dimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learner Diary

Directions: Complete one diary sheet each week.

This week I studied

This week I learned

This week I used what I learned in these places

This week I spoke with these people

This week I made these mistakes

My difficulties are

I would like to know

My learning practising plans for next week are

Appendix E: Other Resources

1. Literacy News, 3: 1996

Books in Brief

- 1) *Danger on the Tracks* by Rick Session (Reading Level 1)
- 2) *Hard Times, Good Times* by Joce Dalrymple (Reading Level 2)
- 3) *Just an Ordinary Life* by Connie Mitchell (Reading Level 3)
- 4) *My Happiest Moment* by Anthony Shea (Reading Level 1)
- 5) *Shopper in a Pickle* by Shirley Tipping (Reading Level 1)
- 6) *Woman's Best Friend* by Mary Smith (Reading Level 1)

This series of learner stories is highly recommended for use with learners who are reading at a very basic level. The stories focus on adult themes that are familiar to most learners: planning a wedding, having a child, facing life with a disability, and developing special friendships.

The format of these books is inviting to readers. The books are light paperbacks, ranging from 25 to 32 pages. The text is large and clear and pages are not cluttered. Learners with visual difficulties will find these stories very easy to read. Supporting photographs appear through the books.

It is worth noting that these books were written by learners in a Canadian literacy program, Project Library. This information may encourage our own learners to read the stories, and perhaps even motivate them to write their own narratives.

Venilde Tortora, Literacy Supervisor

A Program with a Purpose

Program Objectives

The program's objectives can be divided into three categories and two sections. The categories are WEEKLY, MONTHLY, and YEARLY objectives, which are divided between the IN-CLASS and WORK-EXPERIENCE sections.

Weekly Objectives

In-class: Each program session will begin with a half-hour social forum called "circle". During circle, the participants briefly discuss their previous night's activities. The exercise is directed at improving several levels of self-esteem, while improving memory and oral skills as well. The participants gain confidence in themselves as they speak in front of a group, establishing their place in this community, and helping them grow more comfortable and competent in the context of social interaction.

Essentially the day-to-day working of the program combines the elements of basic literacy/numeracy that our participants are in great need of, with constant positive reinforcement and exercises directed at building necessary self-confidence.

The abilities of the participants dictate that the daily lessons be adjusted such that all individuals are accommodated at their own skill level. Thus, the following list of proposed daily activities and exercises is implemented at a variety of levels, making preparation work complex and correct resources essential.

-
- | | |
|---------|--|
| Monday | <ul style="list-style-type: none">- Focus on literacy skills. Activities and exercises range from alphabet recognition to journal writing and novel reading. Other forms of literacy addressed may include newspaper activities, letter-writing skills, conversation skills, grocery lists.
- Areas of development include spelling, grammar, penmanship, writing, printing, and good written and oral communication skills. There is also a focus on comprehension and retention of written work, including the ability to read and follow written directions. |
| <hr/> | |
| Tuesday | <ul style="list-style-type: none">- Focus on numeracy skills. Activities and exercises range from money recognition to budgeting concerns. Calculator and cash register skills are included in the math exercises and reinforced by the participants' experience working in the class tuck shop. |
-

Other activities include basic counting skills, colour- and shape-related exercises, measurement, number recognition, addition and subtraction skills, and telling time. Once a month the class as a whole decides on special activities for the upcoming month.

- As we are dealing with adults in this program, the math skills are directed towards financial concepts. Once a participant shows a basic aptitude for number recognition and addition and subtraction skills, the individual's program is adapted to include coin recognition, making change, and in some cases (where appropriate) multiplication of tax and budget percentages. Therefore, the main focus of the numeracy section of the program is introducing and/or strengthening realistic levels of life skills involving money.

-
- Wednesday – Theme day. Activities and exercises include films, trips to the library, book studies, projects or presentations, scrapbooks, and discussion sessions. Where appropriate, the participants will be encouraged to take part in role-playing situations of conflict resolution, work-related or social scenarios, and discussing the situation to discover how they feel it should be dealt with. Other activities that may take place on Wednesdays include cooking and baking lessons, combined occasionally with laundry and other domestic chores.
- The themes are chosen by the participants and staff from the areas of community awareness, safety, self-concept, cultural awareness in the form of studies of countries and Canadian multiculturalism, seasons, and holidays. The area of concern being addressed by this section of the course is the idea of place within the community, with a focus on self-awareness and esteem, as well as the broader implications of place within a culturally diverse society. The domestic skills are covered to help build confidence in the participants, as some either live on their own or hope to in the future.

-
- Thursday – Outing day (full-day for all participants). Trips are taken into the community to various places of historical interest or educational value in terms of viewing the workings of a particular type of business (a restaurant tour). The places are chosen by both staff and participants, and the tours generally take place in the morning. The afternoon is usually spent in the gym. The gym component consists of a variety of activities suited to the participants' different levels of capability.

W.A.L.E.S. (Working Adults Learning Educational Skills)

- During the outings, the ideas of safety in the community, bus skills, and proper deportment are reinforced. The outings are generally (where possible) related to the month theme, thus reinforcing whatever areas the themes deal with. The gym component is used to help foster a greater community spirit in the class, as well as working at improving gross motor skills and self-confidence.

-
- Friday
- Music and drama day. The day may begin with the writing of appropriate thank-you letters pertaining to the activities on the Thursday preceding. The music component consists of singalongs, instruments, and listening. The participants are encouraged to sing themselves, and to express views on how different types of music affect them. The drama component consists of role playing in terms of acting out various emotional states. Drama will also consist of educational videos dealing with current events, community awareness, or other areas of concern such as conservation. The videos are followed up by questions on their content.
 - Areas being addressed are letter-writing skills, development of a sense of rhythm, and a wider appreciation of music. Self-confidence is built through the singing exercise in which individual participants are encouraged to perform solos. The drama segment improves recognition of body language and therefore interpersonal relations. The videos are directed at improving comprehension and retention levels, as well as providing a broader view of the community and the world we live in.

Work Experience: Weekly objectives in this section consist of maintaining punctuality, discussing and developing a sense of appropriate dress for the workplace, and meeting the employers' requirements.

Each day a participant works, he or she is either accompanied or met by the Work Experience Coordinator or one of the T.A.S. The supervisor may stay with the participant for the whole period or simply check in. During each placement time, a cursory evaluation is done of the areas covered in the weekly objectives outlined above. Any areas of needed improvement are discussed with the participant in an effort to guide that improvement, and any areas of strength are positively reinforced.

Monthly Objectives

In-class: Each month there is a thematic concern to focus on. For example, September is safety month. The focus is on all forms of safety within the school, the home, and the community. The October focus combines Thanksgiving and Hallowe'en with a sense of the history of the events through readings and exercises. The monthly calendar is discussed with the class at the end of the previous month. The staff and participants decide on an outing choice that best suits the interests of the participants and, where possible, the upcoming theme.

Over a five-week period, each participant's daily performance is monitored. One day per week, the entire class is monitored and noted, and plans for individual improvement and reinforcing strengths are made by the staff. The next week, the next day of the week is assessed in the same way, and so on, in a five-week cycle. The course through which the participants' areas of improvement will be addressed is discussed with the individuals.

Work Experience: Each month-end, a formal assessment will be done focusing on all areas of the participants' performance in the workplace. Areas of both strength and weakness are noted on the form for discussion with the participant in the school.

The monthly objective in this area is one of gauging the participants' ability to accept and deal with the work experience. Furthermore, a system is in place to provide continual positive reinforcement directed at improving work-related skills in order to bring participants to a more self-assured attitude towards finding and retaining a job.

Yearly Objectives

Overall: The W.A.L.E.S. program has two responsibilities in its objectives: i) In-class: to provide an academic and social forum in which the participants can learn the necessary skills and behaviours appropriate to job placement; ii) Work experience: to provide work experience for its participants through organization of volunteer placements in the community.

There is a more formal and intensive series of evaluations that direct the course of the individual's program for the year. These forms will be gone through with the participant near the beginning of the program's year. They are addressed to three levels: lower, average, and higher functioning participants. The results of this assessment are then transferred to Individual Education Plans and further accomplishments, problems, or improvement will be recorded on this form to be dealt with accordingly.

This program provides a transition between school and work, helping its participants to improve and adapt basic literacy/numeracy skills towards career-minded exploration and eventually gainful employment. The final goal of the program, therefore, is the instilment of independence in the participants, such that being able to live on their own and support themselves becomes a realistic possibility.

Learner Assessment

- All the students are treated as individuals, and the method of assessment is also individualized.
- Students are first assessed as they enter the program.
- Goals are established based on the students' needs.
- Some students are formally assessed.
- All students are informally assessed.
- Evaluations are participatory and continuous.
- Evaluations are individualized so they are appropriate for each learner.
- Evaluations are related to day-to-day work in the program.
- Students are met with on a regular basis.
- Assessments are non-threatening.
- Students are encouraged to assess and reassess their goals.

Methods

- Interviews are one-on-one sessions between instructor and learner.
- Interviews are confidential.
- Students are given the opportunity to communicate problems, are given personal feedback, and can make comments.
- A learner progress profile exists – contains selections of learner work that is continuously added to.
- A conscious effort is made to keep efficient learning logs, on a daily, weekly, or monthly basis.
- An effort is also being made to follow up on students after they leave the program.
- Efforts are also being made by the Board of Education to provide in-service training for instructors to assist learners to develop self-assessment skills.

Learner-Centred Approaches

- Students and instructor together develop a plan.
- Plans are based upon initial assessment and are updated regularly.
- Plans are based upon students' interests and learning styles.
- Students are encouraged to get involved in decisions regarding objectives.
- The curriculum and manner of instruction are individualized to meet the various learning styles of the students.
- Students are encouraged to provide feedback to help modify learning plans.
- A comfortable learning environment is provided to ensure students are given ample opportunity to improve.

- Flexibility in all aspects of the program is essential to provide for and cater to the needs of the students with special needs.
- A computer is provided in the classroom.

Method

- Students are encouraged to participate in the planning of the program.
- Students are involved in choosing materials, method of evaluation.
- Students are encouraged to work independently and in groups.
- Opportunities are provided to increase literacy and numeracy skills, life skills, critical thinking, and problem-solving.

Six Other Standards

- 1) Program commitment to learners
 - The program fosters improvement in literacy and numeracy skills depending on the needs of the students.
 - The program takes into account the development of self-esteem, as well as academic skills.
- 2) Learner commitment to program
 - Learner and teacher establish short- and long-term goals.
 - Learners commit to attending with consistency.
 - Attendance records are kept.
- 3) Respect for learners
 - The program provides a comfortable, supportive learning environment.
 - The program respects learners' individuality, preferences.
 - The program respects learners' privacy.
- 4) Access and equity
 - The program is accessible to people with disabilities.
 - The program is open to all equity groups.
- 5) Instruction time
 - Student and teacher establish the required amount of time necessary for learners to progress.
 - Special circumstances will be considered as appropriate to meet the individual needs of the student.
- 6) Learning materials
 - The program uses a variety of learning materials as appropriate to meet the individual needs of the student.
 - appropriate for adults
 - appropriate for different learning styles

Learning Plan

Learner and Tutor

June and July 1995

1. I will practise writing out cheques – the date, the name, the number, and writing out the number.
2. I will tell my tutor the names of the things I bought at the grocery store. We will make a list and learn to write the words.
3. I will learn to read the numbers in my chequebook.
4. I will write stories about things that I do, like going to movies, what I do on holidays.
5. I will keep bringing my magazines and cutting out pictures for my scrapbook. My tutor will help me write words under the pictures.

Learning Plan (Sample)

Learner and Tutor

January to April 1996

Reading – Learner would like to read stories about people from other countries.

- We will look for books in the resource centre.
- We will look for books in the library.
- We will try to read one new book each month.

Writing – Learner would like to write letters to the government.

- about the cuts to the TTC
- about countries that don't have clean drinking water
- any problems that come up

Spelling – Learner wants to work on spelling.

- We will take hard words from the books we read.
- We will make flashcards to help Learner remember the words.
- We will start with putting the letters of the alphabet on cards (using Learner's stickers) and write a word that starts with each letter.
- We will add new words when we learn them.

Math – Learner wants to learn more math.

- We will start by adding and subtracting with two numbers.
- We can use straws and Learner's ruler for help.
- We can play some games with math.

Field trips – Learner would like to go on some outings to help her learning.

- We will meet at Learner's house to help her learn how to use her answering machine.
- We will go to the library to get the books we need for reading.

Learner can get a certificate when we look at these goals in three months and see what new things we have done together.

Everyday Reading Materials

The reading materials below are readily available and inexpensive, and may relate to your student's goal.

- Advertisements
 - Department stores
 - Grocery stores
 - Others
- Bills
- Boxes
 - Cereals
 - Other foods
 - Detergent
- Bumper stickers
- Bus schedules
- Calendars
- Catalogues
 - Adult education classes
 - Gift stores
 - Specialties
- Containers
- Cookbooks
- Coupons
- Forms
 - Credit application
 - Job application
 - Insurance
 - Income tax
 - Registration
- Greeting cards
- Identification
- Instruction books
 - Appliances
 - Equipment for job
 - Games
 - Vehicles
- Labels
 - Cleaning products
 - Clothing
 - Food packages
 - Medicine bottles
 - Toiletries
 - Records
- Magazines
- Mail
- Maps
- Membership cards
- Menus
- Newsletters
- Newspaper articles
 - Advice columns
 - Comics
 - Movie ads
 - Recipes
 - Sports
 - Store ads
 - Want ads
 - Weather
- Notes from school
- Packages
 - Frozen food
- Programs
 - Plays
 - Sports events
- Price tags
- Recipes
- Report cards
- Song lyrics
- Street signs
- Telephone book
- Textbooks
- TV magazine
- Vending machine instructions
- Wrappers

SARAW (Speech Assisted Reading and Writing)

Introduction

The SARAW system and software were donated to the W.A.L.E.S. Program by the Neil Squire Foundation and Capilano College, both of British Columbia. This highly adaptable software was developed specifically to meet the needs of the developmentally challenged adults in the literacy program at Capilano College. Since its arrival at the W.A.L.E.S. Program, SARAW has proven to be an excellent resource, motivating even the most computer-shy clients to learn. Its colourful displays and variety of voices have helped to keep interest high and in some cases dramatically increase the rate of learning in individual participants.

As the name suggests, the SARAW program provides learners with a vocal feedback on their input into a computer. It has many assistive devices that can be implemented for special needs learners, and also provides help in speeding up the typing process and to a certain extent spelling.

The Program

There are three main areas for participants to work in within SARAW: READ, ACTIVITIES, and WRITE.

Read

The program comes with a number of stories written by the original group of adults that the software was developed with. Upon the proper command, the computer will read these stories back to the learner word by word, sentence by sentence, or continuously. The reading can be paused at any time by simply pushing the SPACE BAR. Some of these stories are quite remarkable and touching; it is well worth the time to look at some of them. There are seven different categories and each contains several stories. For the more advanced learner, a word-by-word read-back can help with word recognition.

Activities

The activities section of the program has three main components: SOUNDING BOARD, WORD PATTERNS, and MYSTERY WORD.

The SOUNDING BOARD is a colourful graphic chart composed of all the sounds in the English language. Using the CURSOR KEYS, the learner moves a white square onto the various graphics and the computer sounds them out. If the learner presses ENTER, the graphic is enlarged, the sound repeated, and an associated word is spoken (the name of the graphic, "B, BOAT", ...). If ENTER is pressed again, the computer will run through a list of words starting with the same sound and ask the learner to repeat them.

The WORD PATTERNS section presents, in a variety of ways, word families for the learner to put together. The computer can prompt the learner either verbally or visually, both or neither.

The MYSTERY WORD section is SARAW's version of hangman. It too has a variety of support levels, giving either verbal or visual clues.

Write

The WRITE section is basically a limited word processor. As the learner types in work, the computer will read it back letter by letter, word by word, sentence by sentence, or any combination thereof, including none. As the learner types, a list of words will follow the cursor. This list is composed of anywhere from one to nine of the most common words spelled with whatever initial letter or letters the learner has typed. After the learner has finished the work, SARAW will ask for the story to be saved (upon issuing an EXIT command).

Like the SOUNDING BOARD, this section's capabilities are excellent for learners working at the letter recognition level as well as those whose abilities allow them to write letters or assignments.

Assistive Devices

SARAW comes equipped with a key-guard and a switch for a scanner. It is also set up to interface with a UNICORN KEYBOARD, which is simply a very large, flat, square QWERTY keyboard. The program has several different versions to accommodate the needs of its users. One version, "SARAW, 1-KEY", restricts the computer to recognizing only one keystroke at a time, preventing heavy-handed typists from getting too frustrated, while a sister version, "SARAW, 1-KEY, NO REPEAT", performs the above function while also preventing the key strokes from bouncing (repeating a key if it is held down).

Conclusion

Overall, the SARAW program has been an excellent addition to our program. The Neil Squire Foundation has been sending updates and improvements to the program as they develop, so as we get used to working with it, the program continues to improve. The learners love SARAW and often have little conversations with it. The largest drawbacks lie in the WRITE section, as there are no spelling or grammar checks built in and editing is a bit tedious. However, the read-back function and one-to-one staff support can easily avoid these problems.

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V7J 3H5
Attn: Pat Hodgson

W.A.L.E.S. Program
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Articulation for Developmentally Challenged Learners

Articulation, the process that supports learner transition from one program to another, is part of developing a seamless learning system. For developmentally challenged adults, the acquisition of pre-reading skills will help them move from a sheltered workshop or recreational setting to an adult literacy program. Pre-reading skills include letter formation and recognition. Associating letters with objects or activities helps learners begin to develop a sense of how literacy can be used in everyday life.

Adult literacy programs stress the importance of learner-motivated goals. Learners who are able to state how they would like to use literacy skills during the assessment process provide staff with information for guiding tutors, setting learner goals, and developing learning plans.

Whether learners are involved in pre-literacy or literacy programs, it is important to create a balance between learner goals and required skills, including the ability to write personal information such as name, address, and telephone number. Introducing basic concepts at the pre-reading level will assist developmentally challenged adults in making the transition to adult literacy programs.

January 28, 1997

The Assessor's Suitcase

Keep a collection of printed materials and objects on hand for your assessments. Use originals rather than photocopies. Originals provide all the visual and tactile context cues (graphics, pictures, typography, colour, shape, and texture) that can be used when reading and understanding.

- calendar
- box of matches
- beer coaster
- coins and notes
- local newspaper
- T-shirt with writing
- clothing label
- plastic shopping bag with writing
- shopping flyers – grocery and hardware
- measuring cup (metric and imperial)
- measuring spoons
- tape-measure
- pack of cards
- menu
- postcards
- family photos
- bus schedule
- utilities or telephone bill
- shopping list
- calculator
- greeting cards
- cereal box
- can of soup
- telephone book
- junk mail
- TV guide
- income tax form
- bank slips – deposit and withdrawal
- kitchen scales
- clock
- short novels
- magazines
- college calendar
- magnifying glass
- Tylenol bottle
- crocheting, knitting, and sewing patterns
- recipe with picture
- business letter
- maps: local, provincial, Canadian, world
- blueprints, scale drawings
- appliance manual
- pens, pencils, markers, erasers, paper, stapler, paper clips, envelopes

Core Values

In order to bring effective strategies to bear on the above issues, all the individuals who make up the “culture” of Kingston Literacy need to have an understanding of what motivates them. The following values are given as a list of beliefs that guide all of what we do. They are called “core” because they are at the centre of what collectively defines us and moves us to action.

These values or beliefs have been compiled from various sources, and yet are by no means definitive. More work needs to be done in clarifying to ourselves what Kingston Literacy accepts as its core values.

Kingston Literacy believes:

- that all people should be respected and treated fairly, regardless of race, sex, creed, religion, ability, sexual orientation, and economic situation;
- that learning is a lifelong process;
- that all adults and families should have easy access to opportunities for upgrading their literacy and numeracy skills;
- that it is a basic human and democratic right of all citizens to have the literacy and numeracy skills needed for full participation in society;
- in working cooperatively to build a more literate society;
- that voluntarism provides opportunities for people to fulfil their potential;
- that our programs and services must be responsive to community needs;
- that every individual in Kingston Literacy must be given opportunities to make positive contributions to the growth and development of the organization;
- that these values will be reflected in all that we do.