

## Part III:

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### Trainer's Guide Suggested Training Activities

After the group has completed Parts I and II of the case study, one or more of the following questions and follow-up activities could be used to discuss the accommodation and the process involved in greater depth. Part III is designed for trainers and normally would not be given out to participants. Part III usually works best as a total group discussion, ranging from a few minutes up to 10-15 minutes. Questions or activities are typically followed by information to assist in supplementing participant discussion. Trainers are encouraged to add other questions to focus discussion on specific learning objectives and local or state issues.

**Review Jackie's functional capacities/limitations and discuss the strategies and accommodations used for each.**

#### **What is a learning disability?**

*The Individuals with Disabilities Education Act (IDEA) defines a learning disability as a "disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations."*

*Another definition of a learning disability is "a neurobiological condition that affects the way kids of average to above average intelligence receive, process, or express information. LD negatively impacts the ability to acquire the basic skills of listening, speaking, reading, writing, and/or mathematics," from The National Information Center for Children and Youth with Disabilities at <http://nichcy.org/index.html>.*

#### **Review areas where learning disabilities may occur.**

*Learning disabilities may occur in the following areas:*

- 1. Spoken language: Delays, disorders, or discrepancies in listening and speaking;*
- 2. Written language: Difficulties with reading, writing, and spelling;*
- 3. Arithmetic: Difficulties in performing arithmetic functions or in comprehending basic concepts;*
- 4. Reasoning: Difficulty in organizing and integrating thoughts; and*
- 5. Organization skills: Difficulty in organizing all facets of learning.*

For each of the areas listed above, review some examples of AT that may be utilized.

- 1. For spoken language or auditory processing - FM amplification devices, electronic notebooks, computer-aided real-time translation, voice synthesizers, videotapes with closed captioning, variable speech control tape recorders.*
- 2. For reading or written language - Scanners with speech synthesizers that read back text, books on tape and disk, CD-ROM's, magnification of text and graphics, alteration of colors, font, or print size; and conversion of oral language to written*

*text, word processing tools such as spelling and grammar checkers, abbreviation expanders, and brainstorming/outlining software. For visual processing, software display controls, books on disk.*

- 3. For reasoning and organization, including memory and time management problems-highlights, beepers, digital watches, tape recorders, personal management software and electronic devices.*

**Discuss your state laws regarding education of individuals with learning disabilities.**

**What is a 504 plan?**

*Based on civil rights law, Section 504 of the Rehabilitation Act protects people with disabilities by eliminating barriers and allowing full participation. A 504 plan is developed for a child with a disability to give him/ her access to general education curriculum, usually by identifying reasonable accommodations. In order to qualify for 504, the public school’s multidisciplinary team has to determine whether a child has a disability that substantially impairs his/her learning, compared to an average child without disabilities. Special education refers to specially designed instruction to meet the unique needs of eligible kids whose educational needs can’t be met through modification of the general education program. A range of options, such as pull out programs and special day classes, must be available to implement the Individualized Education Programs (IEP) of kids enrolled in public schools. Special education is not a place, but rather a set of services.*

**Discuss options for less costly or free alternatives to the Kurzweil 3000 speech system.**

*A free product, Read Please ([www.readplease.com](http://www.readplease.com)) will read existing text files. Some scanners come with a “lite” version of an Optical Recognition program. Both combined would give some of the functionality of the above programs for those on a small budget.*

For a list of resources and websites, visit the Tech Connections website at [www.techconnections.org](http://www.techconnections.org). The audio conference held in September 2001 has a list of resources and websites, in addition to other handouts related to this topic. You may also contact Tech Connections at 1-877-835-7335 to request this material.

