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Presentation Topics

- Teaching Self-Awareness
- Teaching Strategically
- Learning Strategically
- Developing Self-Advocacy Skills



Major Concepts

- Understanding L.D.
- Self-awareness
- Multisensory Instruction V-A-KT
- Strategies
- Self-Advocacy
- Memory tips
- Celebrate Our
- Success!



ATTRIBUTES OF SUCCESSFUL ADULTS WITH LEARNING **DISABILITIES**

- Self-awareness
- Proactivity
- Perseverance
- Goal setting
- Presence and use of effective support systems
- Emotional coping strategies



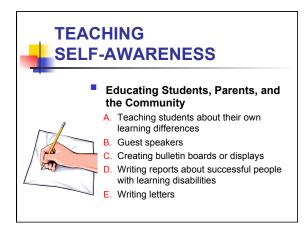
DEFINITION OF SELF-AWARENESS

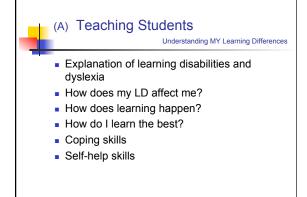
- Aware of strengths and weaknesses
 - Academic areas (reading, math)
 - Non-academic areas (physical functioning, coordination, emotions)
 - Academic related areas (attention, organizational difficulties) Dr. Marshall Raskind



DEFINITION OF SELF-AWARENESS p. 2

- Able to discuss strengths and weaknesses openly
- Able to see difficulties as one aspect of themselves
- Able to accept limitations and find employment situations which fit their strengths and learning challenges Dr. M.







(B) Finding Guest Speakers

- Faculty/staff at your school
- Family members
- Former students
- People who live in your community
- Famous people



(B) Preparation of Guest Speakers

- What is your learning disability?
- Is anyone else in your family L.D.?
- When did you find out that you were L.D.?
- What was it like for you in school?
- What strategies were useful to you in school?
- Was there one teacher or family member who helped you the most? What did he/she do?
- What are your successes?
- What strategies do you use as an adult?
- What are your encouraging words?



(C) Creating Bulletin Boards or Displays About Learning Disabilities or Strategies for Success

- Classroom, Hallway, District Office, Library
- Parent Nights, Open House
- Buildings in the Community (Chamber of Commerce, Mayor's office, restaurant, Library)
- Cardboard Presentation Boards
- HINT----Use fadeless paper/cardstock, laminate, make 2 copies



(D) Note-taking Categories for Reports About Successful People With Learning Disabilities

- Family/Childhood
- Learning/School
- College/Young Adult
- Various Jobs/Profession
- Accomplishments/Successes
- Encouraging Words
- What I learned from studying this person?

TEACHING SELF-AWARENESS

p.2



- L.D. Simulation
- Teaching students to verbalize about their own learning differences and how it affects their life
- Helping students educate others about their learning disability (peers, teachers, employers)
- Books and websites



Questions About Self-Awareness

- Is the child aware of his/her academic strengths and weaknesses?
- Is the child aware of his/her non-academic strengths and weaknesses?
- Does the child know his/her special talents or abilities?
- Does the child understand and accept his/her own learning disability?
- Does he/she know and utilize strategies?

Dr. Marshall Raskind

TEACHING STRATEGICALLY Quantum Teaching

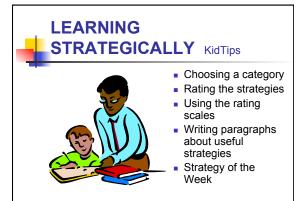
- Vary methods
- Humor
- Color
- Ways to Focus
- Rap/Music
- Mnemonic Devices
- Mind Mapping





- Memory Strategies
- Motions
- Pegging









- Creative activities using the cards
 - Personal card deck (file box, small photo album, metal ring)
 - Presentation boards (students
 - Pocket charts (students manipulating strategy cards)





LEARNING STRATEGICALLY KidTips p. 5

- Setting goals about using strategies
- Developing a learning portfolio (includes rating scales, strategy paragraphs, illustrated strategies, completed parent form, play or comic strip)
- Asking students to add their own strategies



Self-Advocacy

- Speaking up for yourself
- Expressing yourself openly
- Letting others know what is on your mind
- Organizing your own education and life



SELF-ADVOCACY p. 2

- Setting goals
- Having dreams
- Knowing who you
- Not hiding who you
- Being okay with yourself



Learning About Self-Advocacy The Self-Advocacy Strategy p.1

- Inventory
 - Students determine what they know, what they want to learn, and choose goals
- Body Basics
 - Students learn how to present their ideas, use correct tone of voice, eye contact, facial expression, and manners



Attending the Conference

The Self-Advocacy Strategy p.2

- Share the Information
 - Accomplishments, what they need to learn, and future goals
- Listen and Respond
- Ask Appropriate Questions
- Tell Personal Goals



Explanation of the Educational Conference The Self-Advocacy Strategy p.3

- Opening
 - Student makes introductions
 - States reason for the Conference
- Discussion led by the student
 - Shares progress
 - Shares test grades
 - Tells how he/she learn best



Explanation of the Educational Conference The Self-Advocacy Strategy p. 4

- Discussion led by the student (cont.)
 - Tells about his/her strengths and areas that need more work
 - States goals for the coming period
 - Answers questions
 - Asks questions



Other Parts of the Meeting The Self-Advocacy Strategy p. 5

- Teachers and other members of the educational team give their reports
- Parents talk about the progress they have seen and give comments
- Final plan is created for the student
- Each member is asked to complete a feedback evaluation for the student regarding his/her presentation at the conference
- Student closes the meeting



Sample Questions From

The Evaluation Form The Self-Advocacy Strategy p. 6

- Did the student welcome the participants?
- Was eye contact used?
- Did the student share good information?
- Did the student stay focused?
- Did the student ask good questions and listen well?
- Was the meeting closed well by the student?
- Comments for the student?



Bibliography

- Success Attributes of Kids With Learning Disabilities by Marshall Raskind
- KidTips by Kathy Young
- Understanding My Learning Differences by Susan McMurchie
- Quantum Teaching by Bobbie DePorter, Mark Reardon, Sarah Singer-Nourie
- Self-Advocacy Strategy by KU Center for Research and Learning