Learning Challenges Workshop

Strategy Development – Literacy and Basic Skills Practitioners

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Activity

Pick a learner and answer the questions below or create your own.

i) **Tara** has a lot of difficulty tracking text. She often looses her place when reading, skips lines, and constantly leaves off the endings of words and substitutes words that look the same. She has a visual processing challenge. She would like to work on tracking and reading comprehension strategies.

Goal – Grade 12   Goal Path – Credit

ii) **Robert** has trouble saying what he means. He has a lot of difficulty with word retrieval and has a limited vocabulary. He is very nervous when speaking with unfamiliar people and in a group setting because of his difficulties. He has an auditory processing challenge. He would like to improve his speaking skills.

Goal – Improve his skills for work in construction   Goal Path - Employment

iii) **Eric** forgets many appointments and has difficulty getting to class on time. He has difficulty following a schedule and judging how long a task will take. He has a lot of difficulty organizing his notebook/work and often misplaces or does not complete his work. He has an organizational processing challenge. He would like to work on some organizational strategies.

Goal – GED for college (Social Service Worker)   Goal Path – Post-Sec

Scenario - Check

☐ **Tara** – Visual Processing Difficulty - would like to work on tracking and reading comprehension strategies

☐ **Robert** – Auditory Processing Difficulty - would like to work on his speaking skills

☐ **Eric** – Organizational Information Storage and Retrieval Difficulty - would like to work on his organizational skills

1. Use the strategy list and your own experience to brainstorm learning strategies/accommodations that might help this learner.
    (Use the strategies listed in the specific challenge area for the skill area that they want to work on – for example, use the reading comprehension list in the "Strategies/Accommodations for Learners with Visual Challenges" section for Tara).

2.   Select one strategy from #1 and describe how you would use the direct
        instruction method to teach this strategy.

        Explanation

        Modeling

        Self-Instruction

        Practice

        Feedback

        Implementation

3.   What type of structure/routine could you put in place for this learner?

4.   What OALCF competencies and task groups will you focus on for this learner?

5.   What accommodations would you implement for this learner?

6.   What are the steps involved in reaching the client's goals? How long do you think it might take?

7.   What are some strategies that may benefit them in their next step (goal path)? (see page 153-163)