

TRAINING PROGRAMS OFFERED THROUGH THE LEARNING DISABILITIES ASSOCIATION OF NEW YORK STATE, INC.

“Introduction to Learning Disabilities” provides a general overview of the nature of learning disabilities and their impact on individuals; clues that indicate possible learning disabilities in an adult population; demonstrating sensitivity and respect for individuals with disabilities. Simulations are used to help participants look at their own learning styles and challenge stereotypes (3 hours).

- Definition of learning disabilities.
 - Categories.
 - Stereotypes and myths.
 - Labels: their use and misuse.
- Definition of Attention Deficit Hyperactivity Disorder (ADHD).
- Characteristics of individuals with learning disabilities.
 - Lack of educational opportunities.
 - Individuals with multiple disabilities.
 - Inheritance or environment issues.
 - Sensitivity to values of the community and of individuals with disabilities.
- Strategies for working with individuals with learning disabilities.
 - Awareness of differences in learning styles and abilities.
 - Eligibility and funding for services.
 - How to provide outreach, linkage and support services.
 - How to use communication and advocacy skills.

“Alternative Learning Styles” is an interactive, multi-sensory approach to understanding the different ways that individuals learn. The Theory of Multiple Intelligences is explained and interwoven throughout this workshop. Participants will learn to recognize their own learning styles and to understand how important this recognition is for individual success in school and work (3 hours).

- Factors in learning.
 - The “eight intelligence”.
 - Environment.
 - Affect.
- Know your own learning style.
 - How do you acquire information from your environment?
 - How do you express yourself?
- Learning and teaching strategies.
 - Apply insight about your own learning style to working with students.
 - How to develop and use a positive, strength-based approach.
 - Student-centered service delivery.
- Practical situations.
 - Examples of individuals with different learning styles.
 - Practice in developing successful helping strategies.

“Learning Disabilities in the Classroom and After-School Setting” provides a general overview of the nature of learning disabilities and how they impact children in the classroom setting. Simulations are used to assist teachers and other staff in

understanding their own teaching styles and how that impacts students' ability to learn successfully (2 hours).

"How to Interpret Test Results and Individual Educational Plans (IEP's) for Students with Learning Disabilities" is an interactive session designed to familiarize participants with the process of interpreting test results. Discussion covers evaluation tools that are used to diagnose learning disabilities; different types of learning disabilities and their implications for children; and how to differentiate learning disabilities from other cognitive disorders (3 hours).

"Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder & Appropriate Strategies" covers the components of ADD/ADHD, from diagnosis to implementation strategies (3 hours).

"Strategies to Develop Successful Study and Organizational Skills" provides staff with the skills to assist students in developing a strength-based toolbox for each individual student (2 hours).

"Building Self Esteem and Reducing Stress" highlights positive strategies that staff can use to build self-esteem for frustrated learners, while reducing stress through positive intervention (2 hours).

"Working with Parents with Possible Learning and Other Disabilities" helps staff to recognize clues that may indicate a possible learning or similar disability and provide staff with strategies to communicate and partner successfully with parents (2 hours).

"Autism, Asperger's Syndrome and Related Conditions" provides information and strategies for working with individuals with these specific disabilities (2 hours).

"The Special Education System and Parent Advocacy" provides an overview of the special education process, including: how to request help for children; Committee on Special Education (CSE); evaluation process; Individual Education Plan (IEP) (1 hour).

- Parent rights and responsibilities.
- How to become your child's best advocate.

"Parenting for Children with Suspected Learning Disabilities: Strategies for Parenting Children with Learning Disabilities" provides parents with information to heighten their awareness of their own and their children's learning styles (2 hours).

"Inclusion":

What every teacher needs to know about including students with special needs in any type of academic setting. Practical suggestions for creating an environment that all students have the opportunity to succeed.

"Learning Disabilities Awareness Training"

Agenda:

Basic descriptions and information, Staff Awareness, strategies for working with individuals with disabilities (IWD)

Brief Description of Training Content:

Definitions, anecdotal scenarios and examples, videos, strategies that are field tested

Length of Program:

1-2 hours

Target Audience:

Professionals in the non-profit field

“Making Friends and Growing Relationships”

Agenda:

Skills, knowledge and methods to assist consumers, staff and families to foster social growth and opportunities

Brief description of training content:

Activities and guided exercises to develop skills that can be practiced and then applied in real-life situations, multi-media

Length of program:

1 hour to Half Day to 4 week course

Target audience:

Consumers, families and staff (in separate groups or together, depending on training needs of group)

“Including Students with Disabilities in Regular Education Settings, K-12”

(Learning Disabilities, Autism, other developmental disabilities)

Agenda:

Skills and knowledge to assist regular education staff in effectively developing and implementing strategies to include students with a variety of learning needs given the staffing and resources available to them

Brief description of training content:

Student specific information presented; menu of specific strategies that are effective; development of action plan for specific settings; bibliography of resources on disabilities including books, videos and websites.

Length of program:

1 hour to Half Day to Full Day

Target audience:

Regular and special education teachers; CSE chairs, Additional discipline areas (e.g. Physical Education, Art)

“Increasing real-life literacy activities for individuals with disabilities”

Agenda:

Skills and knowledge to assist families and staff to increase literacy activities in classrooms, home or community settings

Brief description of training content:

Rationale, awareness, and specific activities to increase authentic reading, writing, listening, and speaking activities in real-life situations

Length of program:

1 hour to Half Day to Full Day

Target audience:

Teaching Assistants, Residence Counselors, Professionals

Other topics: (I have taught entire courses on some of these topics)

- Wilson Reading Method
- Orton-Gillingham Phonetic Approach
- Study Skills for Dyslexic Students
- "Mapping" the Mind: Techniques to increase learning skills and academic performance
- Right Brain/Left Brain Functioning and strategies to increase the interconnection
- Learning Styles and strategies to implement to meet all students' needs
- Adult Literacy Needs in the workplace for individuals with Learning disabilities
- Basic Reading for adults with learning disabilities
- Self-Advocacy for individuals with disabilities
- Accessing learning opportunities for individuals with disabilities
- Adapting existing curricula for individuals with developmental disabilities
- Financial literacy education courses for individuals with developmental disabilities