

LINCS Learning-to-Achieve: Training Information

- **What is Learning-to-Achieve Training?**

Learning to Achieve is training based on the most recent rigorous research on Learning Disabilities (LD) and provides a standard set of training modules for face to face and online professional development. It addresses core concepts and special topics, such as English language learners and LD. *Learning-to-Achieve* is designed to help adult education professional developers, teachers, and other human service partners understand learning disabilities in adults, including the neurobiological processes of learning, explicit instruction techniques, and how to actively support adults with LD in educational and workplace settings.
- **What are the purposes of the training?**
 - To develop the capacity of state and local organization professional developers to deliver research-based training to increase the achievement of adults with learning disabilities.
 - To provide tools to increase teacher effectiveness in providing services to adults with learning disabilities
- **What are the two training options?**

There are two training options for two different target audiences:

 - Train-the-Trainer Institute for professional developers, trainers, and teacher mentors; and
 - state/local level training for instructional and support service delivery personnel. Training is provided by trainers who complete the five-day Institute.

Both training options use the same research-based, face-to-face and online training materials.
- **What is the Train-the-Trainer Institute?**

The five day Train-the-Trainer Institute is targeted to professional developers and teacher mentors/leaders. It offers numerous opportunities to deliver *Learning-to-Achieve* content materials with feedback to build or reinforce trainer delivery skills. The Train-the-Trainer Institute prepares participants to share what they have learned with interested colleagues through state and local training.
- **What are the training objectives?**

By the end of this course, participants will:

 - Be knowledgeable about the most recent rigorous research as it relates to adults with LD,
 - including the basics as well as latest advances in neuroscience
 - Know the definitions of LD
 - Understand the concept of self-determination and how it can help adults with LD
 - Know the LD-related legal, confidentiality, and self-disclosure issues
 - Be able to identify the testing and instructional accommodations appropriate for adults with LD
 - Understand the testing and accommodation considerations for English language learners
 - Be able to discuss and demonstrate explicit instructional approaches and issues for individuals with LD

▪ **What are the training objectives? (continued)**

- Be able to describe considerations and strategies on how to teach basic reading and writing to individuals with LD
- Understand the instructional approaches specific to assisting adults with LD in learning academic content
- Be able to identify issues adults with LD may face in the workforce
- Have identified and demonstrated effective training skills through practice with the *Learning-to-Achieve* content, design and materials (Train-the-Trainer Institute participants only)
- Be able to conduct *Learning-to-Achieve* training at the state and local level (Train-the-Trainer Institute participants only)

▪ **How do I apply for Training?**

The LINCS Regional Resource Centers (RRC) coordinate the delivery of the L-t-A Train-the-Trainer Institute. For the Institute, applicants must have the approval of their administrator and the support of the State Director of adult education. State/local training for teachers and other service providers is delivered through trainers who have completed the Train-the-Trainer Institute. Contact your RRC to obtain applications, additional information and technical assistance.

▪ **Who will pay for the training?**

- National Train-the-Trainer Institute
LINCS Regional Resource Centers will pay for the facilities, training supplies, and participants travel costs, hotel, and per diem per federal guidelines for such costs. States or local programs will be responsible for substitutes, if necessary, during the five-day, Train-the-Trainer Institute. OVAE or LINCS RRCs will pay for the trainers. The Region II LINCS RRC at University of Tennessee will order the free Learning to Achieve Trainer Guide and CD and Participant Guide for each participant.
- **State/Local Follow-up Training**
This training is given by participants who complete the National Train-the-Trainer Institute. The sponsoring organization is responsible for all costs, including the training supplies, pockets folders, and binders for the Participant Guides. The Learning to Achieve Participant Guides can be ordered through the Region II LINCS Regional Resource Center at University of Tennessee at no cost to the sponsoring organization. State and local agency policies vary for costs of participant travel, substitutes, and training stipends.

▪ **What materials will participants receive?**

- National Train-the-Trainer participants will receive a free hard copy and CD version of the L-t-A Trainer Manual with scripted trainer notes and other related training materials.
- State and local participants in follow-up training will receive free hard copies of the L-t-A Participant Guide.

All materials are prepared in a shrink wrapped format for a 3-hole binder. They include labeled divider tabs, and labels for the binder's spine and cover.

▪ **What content is covered in the Learning to Achieve Training?**

Materials are designed in modules. *Core content for all participants is covered in Modules 1–3, plus the Accommodations online module.*

- ✓ Participants in the Train-the-Trainer Institute participate in all modules.
- ✓ Local and state trainers can select additional modules in addition to the Core Content to meet local or state needs.
- **Module 1: Definition of Learning Disabilities** (*Core content*): Discuss differences in the definitions of learning disabilities and the consequences for adults with LD.
- **Module 2: Self-determination** (*Core content*): Consider ways in which service providers can support adults with LD in developing self-determination to achieve their goals.
- **Module 3: Legal Issues** (*Core content*): Identify the legal, confidentiality, and self-disclosure issues that apply to service providers working with adults with LD.
- **Module 4: Explicit Instruction for Strategy Learning**: Learn the principles of explicit instruction, and how to assist adults with LD learn academic content.
- **Module 5: Reading Disabilities**: Describe considerations and strategies for working with adults with LD who struggle with word recognition.
- **Module 6: Written Expression Disabilities**: Identify issues adults with LD may face in writing and methods to help adults structure their writing.
- **Module 7: Content Learning**: Learn instructional approaches that can assist adults with LD learn academic content from written materials.
- **Module 8: Workforce Readiness**: Review issues adults with LD may face in the workforce.
- **Online Modules:**
 - ✓ **Accommodations** (*Core content*): Describe testing and instructional accommodations appropriate for individuals with LD.
 - ✓ **LD and English Language Learners**: Identify testing and accommodation considerations for English language learners.
 - ✓ **Neuroscience**: Learn about the underlying neurobiology of LD.
 - ✓ **Professional’s Guide**: Review the Learning to Achieve: A Professional’s Guide to Educating Adults with Learning Disabilities
 - ✓ **Effective Trainer Skills**: Learn skills and techniques associated with effective training. (Train-the-Trainer Institute only)

▪ **Are companion materials available?**

Two documents are available for download in pdf. format from the LINCS website :

- *Learning to Achieve: A Review of the Research Literature On Serving Adults With Learning Disabilities* <http://lincs.ed.gov/publications/pdf/L2ALiteratureReview09.pdf>
 The training foundation is a literature review that identifies and describes research relevant to adults with learning disabilities attending adult education programs. The six topics covered in the literature review are assessment for reading disabilities, English language learners, accommodations, teaching methods, transitions, and impact of learning disabilities.

- *Learning to Achieve: A Professional's Guide to Educating Adults with Learning Disabilities*
<http://lincs.ed.gov/publications/pdf/L2AProfessionalGuide2010.pdf>

This companion guide to the training is a stand-alone resource for professionals who work with adults with LD and haven't taken the training. The six chapters reinforce and extend the content of the training modules. The chapters provide information on relevant characteristics of adults with learning disabilities matched with descriptions and examples of practical intervention strategies. A major theme in research and practice focused on adults with learning disabilities is that effective interventions for this heterogeneous group are appropriate for all individuals who struggle with learning.

- **How is this training different from STAR or Bridges to Practice?**

The U.S. Department of Education's Student Achievement in Reading (*STAR*) project focuses exclusively on helping practitioners teach reading more effectively while *Learning-to-Achieve* covers a wide range of issues relevant to adults with LD. Participation in the two programs is not linked, but is complementary and applies the same reading research findings. The portion of *Learning-to-Achieve* that addresses reading instruction uses the same foundational reading research used in *STAR*. States may choose to participate in *STAR* or *Learning-to-Achieve* or both or neither.

Learning-to-Achieve replaced *Bridges to Practice*, the National Institute for Literacy's previous training for practitioners who work with adults with LD. Learning to Achieve is based on the most recent rigorous research on LD, addresses new topics such as English language learners and LD and provides a standard set of materials for participants in the Train-the-Trainer Institute; it also offers numerous opportunities to practice training techniques and delivery of the materials.

Learning-to Achieve Train-the-Trainer Institute Participant Requirements

Train-the-Trainer Institute*:

- Obtain permission from their program administrator to participate in the Institute.
- Be available to attend all five days of training.
- Prepare in the evenings of training for brief daily presentations by the participant.
- Complete 3 online modules prior to attending the face-to-face training:
 - ✓ Accommodations,
 - ✓ Learning Disabilities and English Language Learners, and
 - ✓ Neuroscience modules.
- Participate in a follow-up evaluation.

* This is an intense course requiring full attendance for five days, preparation time in the evenings, daily presentations by each participant on *Learning-to-Achieve* materials covered the previous day, and preparation before the training (3 online modules).

Requirements to receive a *Learning-to-Achieve Trainer Certificate of Completion* **:

- Meet the above requirements.
- Conduct a minimum of one state/local follow-up training. It is recommended that follow-up trainings take place within 12 months from the completion of the original training.
- Deliver at least 4 modules face to face (exclusive of online modules). This must include core content (Modules 1-3). Not all modules need to be delivered at one time. This can be accomplished in a single or in several training sessions.
- Train at least 15 colleagues. Five to 25 participants can be trained at a time, depending on local needs. *Learning-to-Achieve* trainers can also co- train, with each trainer receiving credit for delivering training.
- Administer *Learning-to-Achieve* evaluations in the follow-up trainings; collect and send the evaluations to LINCS Regional Resource Center II to document training.

** After documenting completion of all requirements, the Train-the-Trainer Institute participants will receive a *Certificate of Completion*