

# *Six Modules of LBS Practitioner Training Tables of Content, Expanded Versions*

## *Module 1: Literacy and Basic Skills 101*

- 1.1 The need for literacy training in Ontario**
  - Definition of literacy
  - The International Adult Literacy Survey: description, literacy levels, survey findings
  - Readings on the effects of low literacy on the individual and on society
  
- 1.2 What is LBS?**
  - Objectives of the LBS program (as defined by MTCU)
  - Does the government have a hidden agenda?
  - What do the Program Guidelines say?
  - Other points of view
  
- 1.3 Working with LBS in a School Board Setting**
  - What LBS agencies are funded to provide
  - How School Board programs across the province differ
  - How these differences affect how LBS programs are delivered
  - What the benefits are to providing LBS in a School Board setting
  - What challenges School Boards face in delivering LBS
  
- 1.4 LBS Primary Text Materials**
  - Working with Learning Outcomes: Draft Copy
  - The Level Descriptions Manual
  
- 1.5 LBS Instructors and LBS Information Management**
  - Why the increased information gathering and record keeping has value
  - Strategies to ease the stress of information management
  
- 1.6 The Learner's Journey**
  - Accounts from learners regarding each service of the LBS program:
    - Information and Referral,
    - Intake and Assessment,
    - Training Plan Development,
    - Program Delivery,
    - Follow-up
  
- 1.7 The Changing Role of the LBS Instructor**
  - How LBS has changed how we (in adult education) do business
  - What some instructors say about these changes
  - School Boards are at different stages of literacy reform
  
- 1.8 Final Assignment**

## ***Module 2: Approaches to Adult Learners and Adult Learning***

### **2.1 Who are adult literacy learners?**

What LBS learners are like  
Challenges low literacy learners face in daily life – (Literacy Ontario Fact Sheets)  
Why learners choose School Board programs.  
Safe learning environments  
Learners with goals; learners not ready to set goals yet  
Determining how much help to give learners during goal-setting

### **2.2 Principles of adult learning**

What are the distinct characteristics of adults?  
What do those characteristics mean to adults as learners?  
What principles of adult learning can we draw from this information?

### **2.3 Diversity issues and their impact on learning**

Issues that set individual learners apart, and have a negative affect on learning  
Past experiences, present conditions and life circumstances that create barriers to learning  
What an instructor can do and not do about these barriers to learning  
Becoming aware of day-to-day realities for LBS learners.

### **2.4 Creating a positive learning environment**

Diversity issues that adversely affect learning in groups  
What makes matters worse?  
Preventive measures to avoid disruptions that stem from diversity issues  
Responding to diversity issues that are having a negative impact on learning within the group.

### **2.5 Learning styles**

Introduction to learning disabilities  
Three most common learning styles: visual, auditory, and kinesthetic  
The connection between preferred learning styles and successful learning  
Tools for identifying the learner's preferred learning style  
Instructional strategies for each preferred learning style  
Example of a lesson that addresses three learning styles at one time  
Rationale for teaching to a learner's strength.

### **2.6 Becoming a self-directed learner**

What it means to be a self-directed learner  
The connection between becoming a self directed learner and the domain of SMSD  
Four stages of self-direction requiring four instructional approaches and four different levels of support

### **2.7 Learner motivation and retention in LBS programs**

Four reasons for early drop-out from LBS  
Ways to identify learners who are at-risk for leaving the program early  
Research findings on how to promote retention in adult literacy programs  
What learners say about dropping out  
Strategies instructors can use to increase motivation and commitment to learning  
Matching motivational strategies to the four stages of self-directed learning.

### **2.8 Final Assignment**

## ***Module 3: Working With Adults With Learning Disabilities***

### **3.1 Understanding learning disabilities**

Definitions of learning disabilities,  
Differences between LD, DD, and ADHD,  
Causes of learning disabilities,  
Why there are so many LD learners in our classes,  
How learning disabilities affect an adult's daily life,  
Important starting point messages for learners and instructors to keep in mind.

### **3.2 Identifying learning disabilities**

What LD screening and diagnostic testing can tell you,  
Signs of possible learning disabilities,  
Preparing learners to hear about possible learning disabilities and further assessment,  
LD screening tools,  
Guidelines for conducting screening.

### **3.3 Specific learning disabilities**

How the brain processes information for new learning,  
Many different kinds of learning disabilities,  
Disabilities in visual, auditory and organizational processing,  
Information possessing problems associated with each,  
Resulting problems in reading, writing and math associated with each.

### **3.4 Finding the right strategy**

Why there can be no magic solution,  
Balancing act: building on strengths and working around problems,  
Planning ahead – strategies to put in place when planning training for learners with disabilities in visual, auditory and organizational processing,  
Assessing results – strategies to try when learners with these learning disabilities encounter problems in reading, writing, speaking and listening and math.

### **3.5 Good LBS practice in School Board Classrooms**

Effective teaching for all kinds of learners,  
Adapting classroom instruction for learners with particular learning disabilities.

### **3.6 Moving towards self-advocacy**

Accommodations and assistance devices,  
Skills for self-advocacy.

### **3.7 Final Assignment**

## ***Module 4: Planning the LBS Program***

### **4.1 Outcome-Based Education**

- Understanding outcome-based education
- What “outcome-based” looks like in a literacy program
- Learning Outcomes

### **4.2 Goal-Directed Assessment**

- Understanding goal-directed assessment
- The LBS Goal-Directed Assessment Process – 5 steps
  - Gathering information
  - Setting Goals
  - Analysing goals requirements
  - Determining current abilities
  - Setting out an action plan for training
- Ways learners respond to the goal-directed assessment process

### **4.3 Learner-Centred Programming**

- Understanding the learner-centred nature of LBS through:
  - Individual training plans
  - Demonstrations
  - Learner portfolios
  - Individual learner conferences

### **4.4 Planning the Overall Program**

- The importance of strategic planning
- Key LBS reference points
- Different ways to deliver LBS in school board classrooms
- Different approaches to planning
- One step-by-step approach to planning:
  - A master plan
  - A month-at-a-glance plan
  - A weekly timetable
  - The day plan
  - Planning the physical space for optimum learning

### **4.5 Final Assignment**

## ***Module 5: Most Effective Training***

### **5.1 The teaching-learning exchange**

- How adults learn best
- Principles and techniques of good teaching
- Teaching one-to-one (including tutors)
- Teaching and learning in groups
- The learning outcome of Speak and Listen Effectively

### **5.2 Teaching to learning outcomes**

- Reading
  - Defining “reading”
  - Reading theory
  - Stages of reading and LBS levels
  - General teaching strategies for reading
  - Strategies for working with reading problems
- Writing
  - Writing for various purposes (what writing skills are needed?)
  - Identifying a learner’s writing level
  - General teaching strategies for writing
  - Strategies for difficulties in grammar, spelling, and sentence structure
- Math
  - Defining numeracy and math
  - Numeracy for various purposes
  - General teaching strategies for numeracy
  - Strategies for working with math problems

### **5.3 Teaching to different goal paths**

- A different approach for school board programs
- Small group learning and theme development
- Thematic approaches for different goal paths
- Teaching for Personal Independence
  - What are the core/essential skills?
  - Instructional approaches (themes) ideas and resources
  - Learners with intellectual disabilities
  - Technology and personal independence
- Teaching for the Workplace
  - What are the core/essential skills?
  - Curriculum development for employment goals
  - Instructional approaches (themes) ideas and models
  - Links to resources and where to find more
  - Using technology
- Teaching for Further Education and Training
  - What are the core/essential skills?
  - Curriculum development for academic goals
  - Instructional approaches (themes) ideas and models
  - Links to resources and where to find more
  - Technology and goals for further education and training.

### **5.4 Assessment and Evaluation**

### **5.5 Teaching to transition and beyond**

### **5.6 Final Assignment**

## ***Module 6: Professional Issues for LBS Practitioners.***

- 6.1 Classroom management**
  - Established routines and standard procedures
  - Behaviour management
    - Preventive measures
    - Conflict intervention
  - Learner retention
  
- 6.2 Administrative skills and knowledge**
  - Administrative accountability
  - Good communication at work
  - Time management and organization
  
- 6.3 Expectations in the workplace**
  - School Board policies and procedures
  - Common knowledge in LBS
  - How we do things here
  - Working in hostile environments
  
- 6.4 On-going professional development**
  - Taking stock: professional self-evaluation
  - Setting goals for personal and professional growth
  - Working successfully in a climate of change
  
- 6.5 Final Assignment**