

Personal LD Classroom Inventory

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Based on materials from
Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities, a project of the National Institute for Literacy

I provide a learning environment that will promote independence on the part of the learner. _____

- I pay attention to physical space, including such elements as seating, lighting, noise, location of resources, decorations, and temperature. _____
- I ask questions which inspire creative problem solving. _____
- I involve my students in decisions about what is to be learned. _____
- I encourage input and feedback about instructional practices, i.e., what makes the learner learn best. _____
- I encourage learners to chart their progress. _____
- I involve significant persons in the learner's life whenever possible. _____
- I individualize instruction and encourage independent goals. _____

I adapt lessons to the learner, and I provide legal as well as other appropriate accommodations. _____

- I use accommodations such as tape recorders, headphones, color coding, highlighters, large-print materials, index cards and cue cards. _____
- I use different methods for teaching content or concept mastery. _____
- I individualize accommodations and avoid accommodating in such a way as to limit skills development. _____
- When necessary, I provide background information before proceeding with a presentation. _____
- I adapt material by breaking it down into manageable chunks. _____
- I reduce cognitive barriers by teaching learning strategies such as selecting critical information and reorganizing information. _____
- I organize material and identify potential problems. _____
- I identify critical information and give explicit explanations. _____
- I check and recheck to see if connections have been made and information has been learned. _____

I approach information lessons differently than I approach instructional lessons. _____

INSTRUCTIONAL LESSONS

- In my Direct Instruction lessons, I provide clear objectives and expectations of skills to be learned. _____
- I introduce, model, and provide guided as well as independent practice of the skills that I teach. _____
- I identify and help to plan opportunities to practice skills in real-life situations. _____
- I demonstrate self talk as I teach a skill. _____

INFORMATION LESSONS

- I use as many modalities as possible in presenting information (visual, auditory, tactile.) _____
- I identify clearly what the learner should pay attention to. _____
- I attend to specific visual and auditory disabilities. _____
- I assist students in developing their working memories by:
 - ⇒ helping them look for patterns _____
 - ⇒ helping them fit new knowledge together with previous information _____
 - ⇒ teaching them self questioning techniques to continually test their knowledge _____
- I assist in developing long term memory by using visual images, anecdotes and real-life experiences. _____

I collaborate with the student about lessons before and while I provide instruction. _____

- I offer choices to learners about what, when, how fast, and where to learn. _____
- I share the lesson plans and strategies I am using, as well as the goal of the lessons. _____
- I try to insure mastery through explicit instructions and explanations. _____
- My lessons have a predictable structure to facilitate learning. _____
- I accept the mentorship role in my teaching. _____

Skills and Strategies

- I discuss real life uses of previously taught material. _____
- I analyze the components of a skill with my students. _____
- I gradually transfer the responsibility for the steps of a skill to the student. _____
- I allow the learners to evaluate themselves. _____
- I recognize the accomplishments of learners. _____

Tools and Devices

- I use outline webs, graphic organizers, tables, grids, and flowcharts. _____

- I use symbols, concrete objects, pictures, models, and diagrams. _____
- I use films, videos, current events, stories, and hypothetical scenarios. _____
- I use role plays, dramas, demonstrations, and gestures. _____
- I use acronyms, keywords, and sketches. _____

My lessons typically contain all the characteristics of LD-appropriate teaching. _____

<i>Characteristic</i>	<i>My lessons...</i>	
• Structured	are systematic and in manageable chunks.	_____
• Connected:	show how the lesson is linked to the learner’s goals.	_____
• Informative:	give clear explanations of what it will take for learning to occur.	_____
• Explicit:	have a clear plan for steps of mastery.	_____
• Direct:	give one-to-one guided practice with feedback.	_____
• Scaffolded:	use learner’s prior knowledge as the foundation for learning.	_____
• Intensive:	provide frequent sessions with a high level of interaction.	_____
• Process-sensitive:	consider barriers to acquiring, storing, retrieving, and demonstrating learning.	_____
• Accommodating:	are actively engaging through multiple modes of input.	_____
• Evaluative:	adapt instruction based on progress.	_____
• Generalizable:	increase success in and out of class.	_____
• Enduring:	provide cumulative reviews and application opportunities.	_____