Personal LD Classroom Inventory
Compiled in 2001 by Valerie MacIntosh, NH Adult Education LD consultant

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. 

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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.**  

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