



NATIONAL ASSOCIATION FOR ADULTS WITH SPECIAL LEARNING NEEDS

NAASLN Membership News & Views Issue Thirty-three – Winter 2012

To view entire issue go to www.naasln.org/newsletterwinter2012.htm

NAASLN Membership News & Views is an outgrowth of the NAASLN Vision to offer our members a centralized hub of information, professional development, technical assistance, communication on issues and trends, and advocacy initiatives on behalf of adults with special learning needs.

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To view entire issue go to www.naasln.org/newsletterwinter2012.htm

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President’s Message

2012—A New Year and a Time for Renewal

Our association had a very busy and productive 2011 and we look forward to the same and more in the coming year. In this issue we want to give you a look at last year’s members’ activities, all of which will be very much a part of NAASLN 2012. These include the awarding of our first annual Members Only Special Needs Grant, the initiation of our State Representatives Project, and [more](#).

We would like to extend a special welcome to all the renewing and new members who joined us during our fall membership drive, which continues into this new year. They will

all be able to immediately take advantage of the Members Only benefits, such as the 50% discount on the NAASLN Webinar Series, which starts with the February 2-hour Internet-based seminar, [Designing a Student Success Course](#).

For those of you have not yet renewed or joined, there's not a better time than today. Don't miss any of the NAASLN membership benefits, such as the webinar discounts, the Members Only Special Needs Grant, plus networking and leadership opportunities. Members are encouraged to join one of the NAASLN committees, the NAASLN Board of Directors, or become a NAASLN State Representative. (See related articles.)

Most of you have already received a reminder to either renew or join for the first time. If you have not received a membership renewal invitation—or if you would like to join NAASLN for the first time—please visit the [membership page](#) on our website for information on member benefits and online and downloadable application forms. If you have any questions, send us an email at info@naasln.org.

Remember that full membership costs only \$35.00 per year, less than 10 cents a day. We also offer organization and student rates. We'll even give you a free membership if you get five colleagues to join.

Like all organizations, we are only as strong as our membership. We must work together and stay informed and involved to maintain a voice for those we serve.

Joan Hudson-Miller & Richard Cooper, Co-Presidents

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Report from the Member Services and Recruitment (MS&R) Committee-The focus is always on member services

Fran Holthaus, M.S., Vice-President & NAASLN Membership & Recruitment Committee Chair

As with any association, recruitment is continuous, but our focus is always on supporting our membership with expanded benefits and services. We were very busy last year doing just this. Here are some of our recent activities.

- Awarded the first annual [Members Only Special Needs Grant](#). Read below about our first grant recipient.
- Recruitment of [NAASLN State Representatives](#). We're pleased to introduce our new State Representatives, who are members willing to act as "point person" in their state.
- Helped members get more involved in the association with participation in a [NAASLN committee](#) – Taping the experience and expertise of our membership benefits the effectiveness of our committees and offers members an opportunity to make a difference. If you would like more information about any of our committees, just contact us at info@naasln.org.
- Members distributed NAASLN information and recruited new members at regional and state meetings. (If you have an upcoming conference and would like to do this, just contact us at info@naasln.org)

- Supported NAASLN members and adults with special learning needs by participating in important conferences and events, such as (1) The **Adult Education Partnership** meetings, held in the spring and fall in Washington D.C.; (2) **The United States Conference on Adult Literacy** in Houston, Texas, where we had presenters and a booth; and COABE in Oakland, CA, with a NAASLN pre-conference session and a full special needs track of concurrent sessions.

Remember that an organization is only as good as its members. We are always looking for committed adult educators to help us. Aren't you interested in becoming more involved? If so contact us at info@naasln.org.

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First Annual NAASLN *Members Only* Special Needs Grant Award

This fall, NAASLN awarded its first *Members Only* Special Needs Grant to Pam Ritter of the YWCA Adult Literacy program in Perkin, Illinois.

Among the 50 learners currently enrolled in the Perkin TWCA adult basic literacy program, 74 percent have been diagnosed with a learning disability and/or were in special education programs in school. These learners benefit from the one-on-one tutoring that only our program provides at eleven different sites throughout the county.

Funds will be used to purchase three ProLiteracy Tutor-Learner Tool Kits, whose 8th edition adds a chapter on learning disabilities and learning differences, and a Colored Overlay Sample Pack from the Irlen Institute. The kits include consumable and non-consumable supplies and equipment recommended to complement their learning styles and enhance their reading success.

The NAASLN grant of \$500 will assist the students in learning about accommodations and strategies that will help them succeed and give them access to learning tools that will allow them to increase literacy skills and attain educational goals more quickly and with less frustration.

By providing a tool kit at each of the three busiest tutoring sites, the learning tools will be easily available for the majority of learners to use during their tutoring sessions.

Fifty trained volunteer tutors will work one-on-one with approximately 85 adult learners each year through the YWCA Adult Literacy & Learning Program, which has been serving Tazewell County, Illinois, since 1985. These learners, who enroll with an average third-grade reading level and an eleventh-grade education, have many barriers to success and need much individual assistance.

The project director became a credentialed resource specialist for special learning needs earlier this year and began using the Payne Learning Needs Inventory and screenings for scotopic sensitivity/visual stress syndrome at intake to determine student's special learning needs and making recommendations to their tutors based on her findings. She now plans to conduct workshops on teaching strategies and accommodations for students with special learning needs to all current and pre-service tutors.

As part of the pre-service training, she will add a component on learning disabilities and has purchased a classroom set of Tutor, 8th Edition books for that purpose using a

ProLiteracy National Book Fund funds award. However, the program does not own many of the materials recommended by Colvin and Nancie Payne for use with adult learners with special learning needs. Among these are tools to help with vision and hearing challenges, visual stress syndrome, attention deficit, hyperactivity and need for multisensory instruction.

Ms. Ritter will be submitting a report and pictures fall 2012 NAASLN *News And Views*. She will share with us how the grant has helped her students, especially those with special needs. We look forward to reading her article and seeing how their students benefitted from this grant.

We received many good applications. It was very difficult to select only one recipient. As the committee read through the applications, we could not help but be poignantly aware of how programs throughout the country are experiencing increased challenges making materials and equipment available to their students to help them succeed in reaching their goals.

We would like to thank all of the grant applicants for their submissions. We also want to take this opportunity to thank all of you for your continued efforts to help all students in your programs, especially adults with special learning needs.

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NAASLN State-by-State

The **NAASLN State Representative program** is off to a great start.

Our current representatives are Janice Hanlon from Arkansas, Sharon Halter from Ohio, Kristen Perry from Minnesota, Lewis Peyton from New York, and Grace Temple from Michigan.

These committed educators represent NAASLN in their own states. They are NAASLN members who are willing to act as point persons to help NAASLN know about their states activities.

Are you interested in being a State Rep? It only takes about 15 minutes a month. But the rewards are beyond measure. Please contact Fran Holthaus, MS&R Chairperson at naaslnvp@yahoo.com or 937-726- 6133 (please leave your name, number, and a good time to call.)

In this issue we would like to introduce the NAASLN State Representatives from Arkansas and Minnesota. (In future issues we will introduce the other state Representatives)

Janice Hanlon, NAASLN Arkansas



Janice Hanlon is the state administrator of the Arkansas GED® Testing program, which is part of the Department of Career Education in Little Rock. Ms. Hanlon has been the administrator for eleven years and truly loves her work. In 2008, she received the Distinguished Service Award from the national GED Testing Service for her commitment to the advancement of her jurisdictional GED testing program and for initiatives that identify, develop, encourage, and support GED test-takers.

Her previous work experience includes working as the Coordinator for Continuing Education at the University of Central Arkansas and program manager for General Cooperative Education, Career Orientation and Workplace Readiness with the Arkansas Department of Career Education.

As part of her work as GED Administrator™, Ms. Hanlon reviews each request for accommodations for the GED test and consults with that state adult education disabilities coordinator and the national GED Testing Service for advice on accommodations issues. In 2010, she was selected to serve on a national GED Testing Service accommodations committee to review the process for applying for accommodations.

She has her bachelors and masters degrees in business education from Mississippi State University in Starkville, Mississippi. She also earned her educational administrator's certification from the University of Central Arkansas in Conway, AR.

Ms. Hanlon was raised in a very small town—Utica, Mississippi. Before she began working in the State Department of Career Education, she taught in public schools in Mississippi and in North Little Rock, Arkansas. She also taught part-time adult education classes for Little Rock Adult Education Center.

Other than her work with the GED Testing program, Ms. Hanlon enjoys her church work, sings with her church choir, and also with the Arkansas Choral Society. The light of her life is her special needs son, Andy. She is a strong advocate for the Conway Human Development Center where her son resides and she participates in staff training “from a parent’s perspective.”

What’s the Latest in Arkansas?

The Arkansas Adult Learning Resource Center (AALRC) continually offers learning disabilities training for adult educators and literacy providers in Arkansas, and the fall 2011 season has been a busy one. Both statewide and local workshops have been conducted to help educators provide the most effective and appropriate instructional and testing services for their adult students who have learning disabilities.

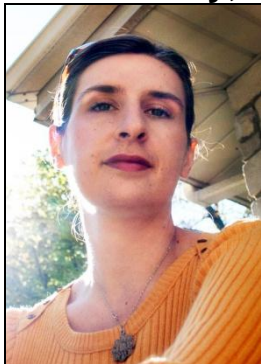
The Learning Disabilities Comprehensive Workshop is an eight-day workshop presented in two-day sessions over a period of three months, and is the most all-

inclusive workshop regarding teaching adults with learning disabilities. The training includes information about the definition of learning disabilities, recent research, characteristics of adults with learning disabilities, screening with various learning disabilities tools and strategies, instructional strategies, diagnostic referrals, and testing accommodations.

LD 101 & LD 201 are presented as consecutive one-day workshops to provide educators with a brief introduction to teaching adults with learning disabilities. LD 101 focuses on a broad overview of definition and characteristics, while LD 201 targets specific instructional strategies for adult education and literacy programs.

The AALRC also offers one-on-one student consultations, in which the Disabilities Project Manager meets with teachers, program directors, and students with disabilities who need more individualized suggestions for meeting educational goals. In addition, the Disabilities Project Manager is available to work with program directors and staff to ensure ADA compliance for students with all disabilities, and does so by a site visit to check all accessibility issues that may need to be addressed.

Kristin Perry, NAASLN Minnesota



Ms. Perry has been teaching Adult English as a Second Language (ESL) and consulting for PANDA in the areas of vision loss and ESL since 2007. PANDA provides disability support services and professional development for Adult Basic Education in Minnesota.

She is certified in Teaching English as a Foreign Language (TEFL) through Hamline University and is also certified in the basics of the Orton-Gillingham approach through The Reading Center/Dyslexia Institute of Minnesota. She currently uses multi-sensory strategies in her low-literacy ESL classroom.

She has provided services to students with vision loss, epilepsy, traumatic brain injury, stroke, post-traumatic stress disorder, dyslexia, and other possibly undiagnosed learning disabilities and mental health issues. Her work in the field has provided input to the state website <http://mn.abedisabilities.org>.

Ms. Perry is passionate about finding and sharing teaching strategies to increase success for all students, but has a special interest in working with those who have learning challenges.

What's the latest in Minnesota?

We are continually updating and adding to our disabilities website. For current information and resources on disabilities please visit <http://mn.abedisabilities.org>.

At this site you will have access to a wealth of information on various disabilities and

options for interventions by PANDA, our state disability specialists. PANDA specialists conduct interventions on learners who are struggling to make progress. They offer suggestions on instructional strategies, resources, and assistive technologies. They also encourage student empowerment through gaining an understanding of their individual learning strengths and challenges.

One particular area of need in our state has been in providing accommodations, support, and technology for learners with visual impairments. We currently have contact with nine programs throughout the state that provide educational services for the blind. We work with Adjustment to Blindness Training providers, State Services for the Blind counselors, and Adult Basic Education programs to ensure visually impaired learners meet their educational goals.

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NAASLN Webinar Series

In February - A Special 2 hour comprehensive webinar – offered at 2 different times in the same week.

Designing a Student Success Course

February 21, 2012 3:00 - 5:00 PM EST

February 22, 2012 3:00 - 5:00 PM PST

First impressions are critical! Students have been entering into adult education programs with little or no new academic skills or new insight about learning since they walked out of school. New research on persistence and on the science of learning tells us that WE MUST START our education services differently. As we look to redesign service delivery, creating an up-front student success course is essential to engaging students and preparing them for a successful education experience that can maximize goal attainment.

This webinar will review the components that research tells us must be included in an up-front course for all students that can:

- Give students the tools they need to manage their learning, set goals, and link basic learning to post-secondary and career pathways
- Build insight into learning strengths and challenges, current academic skills, and how use your brain to analyze and task-out learning anything
- Develop an understanding of ‘self’ and an individual's own role in becoming a successful learner
- Create the social relationships that build both a safe learning environment and a cohesive cohort group
- Train the skills of learning via Participatory Learning - essential elements for building a learning community and preparing students for a different learning experience
- Help students understand their own personal power and how to use that power to self advocate for what they need to achieve their goals.

This session will offer the wisdom and successes from programs that have implemented a student success course. Persistence statistics on increased student contact hours and increased learning outcomes from these programs will be discussed.

Pre-readings will be required to maximize participation. A community of practice will be created for individuals/programs that would like to begin developing and implementing this primary step in redesigning service delivery.

To register to: <http://www.naasln.org/webinars.htm>

Archived Webinars

Most of the past webinars are available as archived videos on the NAASLN website at a cost of \$20 for members and \$40 for non-members. Learn more at www.naasln.org/webinars/webinar_archives.htm.

Anna Louise Cooper Professional Development Webinar Fund

Last year, NAASLN established the Anne-Louise D. Cooper Professional Development Webinar Fund in memory of Dr. Richard Cooper's wife. The fund provides a means to pay stipends to webinar presenters.

If you would like to support NAASLN's mission to provide on-going and quality professional development webinars on topics important to you and your fellow professionals, you can make a donation to:

The Anne-Louise D. Cooper Professional Development Webinar Fund
NAASLN
c/o KOC Member Services
1143 Tidewater Court
Westerville, OH 43082

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Website of the Month—

U.S. Department of Education has free publications on disability information at www.edpubs.gov or by calling 1-877-4-ED-PUBS (1-877-433-7827), Monday through Friday, 9 a.m. – 6 p.m. (ET)

In recognition of the value and importance of providing access to information related to disabilities, the Department of Education has produced a variety of free publications in the area of students with disabilities, employment, and civil rights. Here is a sample:

ED005200B	USDE: The IDEA: Provisions Related to Children w/Disabilities Enrolled by their Parents in Private Schools: March 2011
ED005196P	Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators: March 2011
ED002493H	Disability Employment 101 for Your Business
ED005114P	How to File a Discrimination Complaint with the Office for Civil Rights
ED005121B	Student Placement in Elem & Second Schools & Section 504 of the Rehab Act & Title II of the ADA

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Resources

NCLD Releases 2011 Edition of *State of Learning Disabilities*

The National Center for Learning Disabilities (NCLD) released its biennial report, *State of Learning Disabilities: Facts, Trends and Indicators*, which provides the authoritative national and state-by-state snapshot of learning disabilities (LD) in the United States,

and their impact on the ability of students and adults to achieve educational success and employment.

State of Learning Disabilities also clarifies what a learning disability is and explains the common misperceptions associated with LD.

The report documents significant advancements for students with learning disabilities as well as continued challenges facing older students, college students and adults with LD.

Key findings include:

- The number of school-age children with learning disabilities has declined by 14% during the last decade.
- 2.5 million public school students have learning disabilities and are eligible to receive special education – representing 42% of the 5.9 million students with disabilities, down from a high of over 50% a decade ago.
- Learning disabilities do not include conditions such as Attention-Deficit/Hyperactivity Disorder, intellectual disabilities, autism, deafness and blindness, yet such conditions are often confused with LD.
- More students with LD are graduating with a regular high school diploma (64%) than only a decade ago (52%) and fewer students with learning disabilities are dropping out of school (22%) than in 1999 (40%).
- Students with LD attend postsecondary education at lower rates than their non-disabled peers. Only 10% of students with learning disabilities enrolled in a 4-year college within 2 years of leaving high school.

View more highlights or download the report at www.ld.org/stateofld

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News from the Field

Shifting Gears in the Midwest

Marcie Foster, Policy Analyst, Workforce Development, CLASP

Shifting Gears, which is a multi-year state policy initiative in the Midwest to help more low-skilled adult learners earn postsecondary, is helping Midwest states implement systemic changes to institutionalize innovation in adult education, workforce development, and postsecondary education programs.

Illinois, Indiana and Wisconsin received implementation grants in February 2007. Minnesota and Ohio initially received planning grants and then received implementation grants in July 2008. Michigan joined the initiative in July 2009 with an implementation grant.

The newsletter “Transmissions” provides information on state accomplishments and best practices, up-to-date news, and policy insights for policymakers, researchers, advocates, program administrators, and others outside the Shifting Gears network.

To learn more, visit

<http://archive.constantcontact.com/fs015/1101981639992/archive/1107956191950.html>

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TESOL Announces Name Change

John Segota, CAE, Director of Advocacy, Standards, and Professional Relations
TESOL International Association

Teachers of English to Speakers of Other Languages (TESOL), the leading association for English language educators, recently changed its name to TESOL International Association.

The association adopted the new name because it better communicates who the association is. The new name is also expected to create less confusion about the role of the association as it reaches out to new groups and individuals around the globe.

Since its founding nearly 50 years ago, Teachers of English to Speakers of Other Languages, or TESOL, as it has become widely known, has helped shape the field of English language teaching and learning. Its name, in fact, is also the same as the name of the academic field. As TESOL the field has evolved to meet the exploding worldwide demand for English language teaching, TESOL the association has evolved right along with it.

“We have been moving in the direction of a name change for a number of years,” said Christine Coombe, President of the TESOL Board of Directors. “This is really the right time for TESOL, and the association’s new tag line, ‘Advancing Excellence in English Language Teaching,’ really captures who we are.”

“The new name, supported by the new strategic plan and a new brand identity, will really help support our core mission of professional development and education for thousands of teachers,” said TESOL Executive Director Rosa Aronson.

Founded in 1966, TESOL International Association is a professional community of educators, researchers, administrators, and students committed to advancing excellence in English language teaching for speakers of other languages worldwide.

In addition to the new name, TESOL Board approved a new three-year strategic plan, a new credo, an updated core values statement, and a new logo and a website. For more information, see www.tesol.org/s_tesol/index.asp

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CALENDAR OF EVENTS

Upcoming Events—2012

WE LEARN Annual (Net) Working Gathering & Conference on Women & Literacy
March 8-10
Providence, RI
www.litwomen.org/conference.html

21st National Conference on Family Literacy, National Center for Family Literacy,
March 25-27
San Diego, CA
www.familit.org/conference

A Declaration of Excellence: TESOL International Convention & English Language Expo
March 28-31

Philadelphia, PA
www.tesolconvention.org

Teaching and Learning
March 29-31
Myrtle Beach, SC
www.edtheturtle.com/tlcbeach

COABE / VAACE Conference, Commission on Adult Basic Education
April 9-13
Norfolk, VA
www.coabe.org

53rd Annual Adult Education Research Conference
May 31-June 3
Saratoga Springs, NY
www.adulterc.org

67th CEA Annual Conference and Training
July 29-August 1
St. Paul, MN
www.ceanational.org

NAASLN Road Trip Tracks

Watch the NAASLN Website Calendar for more information on events where NAASLN will be presenting special tracks, pre-conferences, or sessions. As they are confirmed, they will be posted on our website: www.naasln.org/calendar.htm.

If your state organization wants to feature a NAASLN-on-the-Road track, please contact Laura P. Weisel at powerpath@aol.com. It's a great way to add a national angle to your local professional development conferences.

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Calling All Success Stories!

Are you a success story? An adult who overcame a special learning need? If so, **NAASLN Membership News and Views** is looking for you? **Send us your stories.** A look back in your life can be an inspiration for others to look ahead.

NAASLN is committed to ensuring and expanding opportunities for adults with special learning needs so that they can become successful and productive lifelong learners. Join in NAASLN's commitment by sharing your own story or one about someone else. Send your stories to newsletter@naasln.org or info@naasln.org.

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WE WANT TO HEAR FROM YOU!

Did you enjoy this issue? Continue to be a part of NAASLN's dynamic e-community. If you have not yet done so, please by send in your \$35 annual membership fee today.

NAASLN is devoted to enhancing the opportunities for life-long learning for adults with special learning needs by improving the efforts of adult educators working with these

individuals in the full range of life-long learning programs, i.e., ABE, ESL, and GED.

Future Newsletter Submissions

Help us meet your needs. Recommend or submit an article, event announcements, book reviews, and web sites links. Either email newsletter@naasln.org or send to: Joan Hudson-Miller, 3849 Albright Avenue, Los Angeles, CA 90066 or Fax to 310-354-2601.

All submissions will be reviewed for appropriateness for our readership and will be selected at the discretion of the newsletter editors.

Sharing information

Do you have ideas on how you would like to better network with other members? Are there other features you would like to see in this Newsletter and on our website? Email newsletter@naasln.org or leave a message on at 888-5NAASLN (888-562-2756).

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Help Spread the Word

Please forward this newsletter to other educators and interested parties. If this newsletter was forwarded to you and you would like to become a member of NAASLN and a regular subscriber, send an email to info@naasln.org for membership information or visit our web site: www.naasln.org/membership.htm.

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Send comments or questions about this newsletter by email to newsletter@naasln.org.

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