



November 2007
Volume 5: Number 9



Next Season on Survivor

Have you heard about the next planned "Survivor" show? Three businessmen and three businesswomen will be dropped in an elementary school classroom for 1 school year. Each business person will be provided with a copy of his/her school district's curriculum, and a class of 28 - 32 students.

Each class will have a minimum of five learning-disabled children, three with A.D.D., one gifted child, and two who speak limited English. Three students will be labeled with severe behavior problems. Each business person must complete lesson plans at least 3 days in advance, with annotations for curriculum objectives and modify, organize, or create their materials accordingly. They will be required to teach students, handle misconduct, implement technology, document attendance, write referrals, correct homework, make bulletin boards, compute grades, complete report cards, document benchmarks, communicate with parents, and arrange parent conferences. They must also stand in their doorway between class changes to monitor the hallways.

In addition, they will complete fire drills, tornado drills, and Lock Down drills for shooting attacks each month.

They must attend workshops, faculty meetings, and attend curriculum development meetings. They must also tutor students who are behind and strive to get their 2 non-English speaking children proficient enough to take the Terra Nova and PSSA tests. If they are sick or having a bad day they must not let it show.

They must incorporate reading, writing, math, science, and social studies into the program each and every day. They must maintain discipline and provide an educationally stimulating environment to motivate students at all times. If all students do not wish to cooperate, work, or learn, the teacher will be held responsible.

The business people will only have access to the public golf course on the weekends, but with their new salary, they may not be able to afford it. There will be no access to vendors who want to take them out to lunch, and lunch will be limited to thirty minutes, which is not counted as part of their work day. The business

people will be permitted to use a student restroom, as long as another survival candidate can supervise their class.

If the copier is operable, they may make copies of necessary materials before, or after, school. However, they cannot surpass their monthly limit of copies. The business people must continually advance their education, at their expense, and on their own time.

The winner of this Season of Survivor will be allowed to return to their job.

Safe Websites for Children

According to Kim Komando, this website is a safe website for children to use.

<http://www.webkinz.com/index.html>

Kim Komando says: Membership is free with a Webkinz stuffed animal. The toy includes a code entitling your child to a one-year membership. The toy costs about \$10.

Members get their own virtual room that houses their Webkinz pet. They can take care of their pet and play a variety of games. They can earn KinzCash to decorate their virtual room.

The site also features a chat system. There are two different types of chat. With KinzChat, children are limited to predetermined phrases.

With KinzChat PLUS, they can type their own phrases. Words are restricted to a special dictionary. This is designed to filter out offensive words or personal information. For example, numbers and number words are blocked.

Parents can determine which type of chat to allow, if any.

Safe Websites for Children

Kim Komando also states that this is another safe website for children: <http://clubpenguin.com/>

Club Penguin is a kid-friendly virtual world where children can play games, have fun and interact with each other.

Free Online Resource for Computer Training

My name is Kelly Potter and I work for a free, online training website, <http://www.gcflearnfree.org/>. We are a free program b/c we are funded by Goodwill Industries of Eastern NC. Our goal is to provide learning opportunities for people so they can acquire the skills they need to be succeed ... Since 1999 GCFLearnFree.org has offered **free computer training online**. This training includes topics such as Open Office, Computer Basics, Internet Basics, and Microsoft Word, PowerPoint, Excel, and Publisher. We're currently in the process of revitalizing our computer training curriculum to include video lessons along with our text-based lessons.

Just this week we launched a new project, which we call **Everyday Life**. It is geared toward adult basic education, ESL students, and learners that need to acquire functional literacy skills. Some of our initial lessons include how to use an ATM, complete a bank deposit slip, use bus maps, and complete a job application. Our interactive lessons are not intended to teach vocabulary and reading skills, but rather to provide learners with a safe environment where they can practice new skills without real-world consequences and the fear of failure. Our goal with these lessons was to create a realistic environment that learners would relate to. Some of the lessons are intentionally easy, and we will be adding lessons in the future to increase the difficulty level ... Please post your thoughts to the list, or you can email me directly at kelly@gcflearnfree.org. I'm interested in any feedback you have about our Everyday Life project and hope that it will be a resource you can use with your learners.

Thank you,

Kelly Potter

Go to <http://www.gcflearnfree.org/> to view **Everyday Life**.

Professional Development Class

If you are looking for some continuing education credits you can take the Food, Land, and People class online through NDSU. NDSU is offering this for 2 credits in the 600 level credits. The fee is \$150 and covers the cost of the materials and credits. You will be able to use this material with your students as part of the course homework.

This course was developed by educators for educators. Participants will receive a CD with the entire curriculum along with specific materials for North Dakota.

To register for the spring online class go to: www.ndfb.org/promotion and click on Project Food, Land, and People.

Upcoming Calendar Events



November 13th and 14th:

GEMS training for 21st Century at the Doublewood Motel in Bismarck.

From Assessment to Practice: Research-Based Approaches to Teaching Reading to Adults

This webinar with Dr. John Kruidenier, Dr. Rosalind Davidson, and Mrs. Susan McShane has been archived at:

<http://www.nifl.gov/nifl/webcasts/assesspractice/webcast0928.html>

You can go to the above url to view the webcast and download the powerpoint presentation slide



Adult education teachers and administrators:

Have you ever wished you could have some input into decisions that are being made nationally on professional development opportunities? If so, here is your chance to express your opinion and share your thoughts.

The National Institute for Literacy is conducting a survey on the professional development needs of adult education practitioners across the country. We need your help to gather information that reflects your own needs in the area of professional development as well as how you think professional development should be offered. We are asking for only 10-15 minutes of your time.

Follow this link to take the survey at <http://mercury.educ.kent.edu/lincs/lincs.cfm>.

Information collected from the professional development needs survey will be used by the Institute and the LINCS Regional Resource Centers to (1) give us insights on how Institute-produced materials and training can be disseminated and (2) identify areas where the Institute might want to develop additional materials and trainings. The Regional Resource Centers will use the data to develop a regional dissemination plan that will include how to best disseminate and present Institute-sponsored resources and training in partnership with the state organizations.

The National Institute for Literacy, a federal agency, provides leadership on literacy issues, including the improvement of reading instruction for children, youth, and adults. In consultation with the U.S. Departments of Education, Labor, and Health and Human Services, the Institute serves as a national resource on current, comprehensive literacy research, practice, and policy.

The National Institute for Literacy is committed to the dissemination of high-quality resources to help practitioners use evidence-based instructional practices that improve outcomes in adult learners? literacy skills. LINCS is the backbone of the Institute?s dissemination system,

providing information on a wide variety of literacy relevant topics, issues, and resources through regional resource centers, collections of resources, and discussion lists. For more information about the National Institute for Literacy and LINCS visit <http://www.nifl.gov>.

NOTE: The valid OMB control number for this information collection is 1800-0011 v. 86.

National Institute for Literacy Regional Resource Centers

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New Resource for ELL Learners on Health Literacy

Project Care, <http://projectcare.worlded.org/>, is a website for high-intermediate to advanced English language learners who want to learn about caring for others while improving their communication with medical personnel. The website provides audio and video for listening practice, vocabulary development, as well as handouts to project-based activities. Although this site has an accompanying book, we hope the free activities on this site will help students learn more about important health issues while practicing English.

Please use the following contact information if you wish to contact Project Care:

Inquiries related to the book or its purchase, please contact University of Michigan Press toll-free: 866-804-0002 or Email: esladmin@umich.edu

Questions related to the website or related workshops, contact Steve Quann at squann@worlded.org or call 617.482.9485 X465.

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Online Discussion on LD List

I am the Moderator for the Learning Disabilities Discussion List. I am very pleased to announce that **Dr. Arlyn Roffman** will be leading an online discussion on the topic of Transition and Learning Disabilities. The relevant information follows:

Theme: **Guiding Teens with LD: Navigating the Transition from High School to Adulthood.**

Date:

November 8-9, 2007

Learning Disabilities Discussion List

Guest:

Dr. Arlyn Roffman

Guest's Bio:

Dr. Arlyn Roffman, author of the recently published *Guiding Teens with Learning Disabilities: Navigating the Transition from High School to Adulthood*, (Princeton Review/Random House) is a Professor of Special Education at Lesley University in Cambridge, Massachusetts, where she served as the founding director of the Threshold Program, a non-degree transition program for young adults with LD, from 1981-1996. A licensed psychologist, she also maintains a private practice focusing on the adjustment of youth and adults with learning disabilities.

Dr. Hoffman earned her Ph.D. in developmental psychology at Boston College, an M.Ed. in special education from Lesley University, and a B.A. at Connecticut College. She is the author of numerous articles and chapters on learning disabilities and two other books, *A Classroom Teacher's Guide to Mainstreaming* and *Meeting the Challenge of LD in Adulthood*.

Dr. Roffman has served on the professional advisory boards of the Learning Disabilities Association of America (LDA), National Center for Learning Disabilities (NCLD), the National Adult Literacy and Learning Disability Center, and several other organizations. She has consulted and made conference presentations on issues related to special education and psychology throughout the U.S. and abroad and has served as an expert witness on several cases related to transition for students with disabilities.

Tentative Outline for the Discussion

Laying the Foundation for a Successful Transition

What do K-12 teachers need to know about how to prepare students for the real-life, practical challenges of the adult world in terms of

- Continuing education
- Entering the workforce
- Participating in community life?

What do adult educators need to know about their students needs beyond basic skills in order to help them successfully transition into adult life?

Meeting Students Legal rights

What does the law say about transition during the middle and high school years?

- How can teachers help students participate in the transition planning process?

What laws protect students after a student exits high school?

What can adult educators expect students to know if they have been on an IEP in high school? What can adult educators do for those who have not been diagnosed and served under IDEA?

Suggested Background Reading

Guiding Teens with Learning Disabilities: Navigating the Transition from High School to Adulthood (Arlyn Roffman)

A Classroom Teacher's Guide to Mainstreaming (Arlyn Roffman)

Meeting the Challenge of LD in Adulthood (Arlyn Roffman)

Researchers' Roundtable on Transition for Young Adults with Learning Disabilities

<http://www.schwablearning.org/articles.aspx?r=787>

Transition to Adulthood: Focusing on Life after High School

<http://www.schwablearning.org/articles.aspx?r=970>

Research Roundup (LDNews March 2006)

<http://www.nclld.org/content/view/881/480>

Please begin **posting specific questions** to the List for Dr. Roffman based on her tentative outline above. We will continue collecting the questions until Nov. 6, 2007, two days before the discussion begins.

If you have colleagues interested in the topic of Transition & LD, kindly share or forward this announcement to them.

Information on how to subscribe to the Learning Disabilities Discussion List - and how to post messages is below.

I encourage your participation in this event and look forward to receiving your questions.

Thanks so much,

Rochelle Kenyon
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Discussion List
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Summary of the: Closer Connections Conference October 4 & 5, 2007

**Nicole Walford
Devils Lake**

This was my first time attending the Closer Connections Conference in Sioux Falls, SD. It was incredible. Every session I attended was very beneficial. The speakers that they brought in were excellent.

As an ESL teacher at the Adult Learning Center and at the college level, I came away from this conference with pages and pages of notes containing ideas to use in my classroom, and also a list of resources and web sites to reference.

Another benefit from attending this conference was all of the valuable connections that I made. It is always so important to be able to speak with other professionals in your field working in similar situations.

The Soldier

It is the soldier, not the reporter,
who has given us freedom of the press.

It is the soldier, not the poet,
who has given us freedom of speech.

It is the soldier, not the campus organizer,
who has given us the freedom to demonstrate.

It is the soldier, not the lawyer,
who has given us the right to a fair trial.

It is the soldier,
who salutes the flag,
who serves under the flag,
and whose coffin is draped by the flag,
who allows the protester to burn the flag.

By Father Dennis Edward O'Brien, USMC

Remember Veteran's Day on November 11th

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