

Name _____

LS 254 Diagnostic Assessment Homework Assignment

To receive credit for LS 254, you must complete this assignment and submit it to your LD specialist at your results (final) appointment. Part one consists of short essay questions. Part two involves completing a chart. The work you do on this assignment is designed to help you in your classes.

Part One: *Learning Differently and A Matter of Perception*

- A. Read the handbook *Learning Differently* (on reserve in the college library, or on line at: www.cabrillo.edu/academics/learningskills/)
- B. View the video *A Matter of Perception: Understanding Learning Differences* (on reserve in the college library)
- C. Answer the following questions on a separate sheet of paper.

What are the common characteristics of students with learning disabilities which make learning a challenge? (pages 18-22)

What are some learning strategies that may be used effectively for certain types of cognitive weaknesses? Name 2 types of cognitive weaknesses and two effective strategies for each. (pages 63-66).

What are “academic accommodations”? List some typically requested academic accommodations at the college level. (pages 32-34)

What is ADD or ADHD? How might either one be treated differently from a learning disability? Is ADD **legally** considered a learning disability?

Name three differences that exist between high school support services and college support services for students with learning disabilities.

What question(s) might it be important to ask yourself regarding disclosure of your learning disability in the workplace?

After viewing the video, *A Matter of Perception: Understanding Learning Differences*, write a brief essay describing scenes or information in the video you feel you can identify with. Describe or explain why you identify with them.

Part Two: Personal Strategies Chart

<u>Learning Context</u>	<u>Challenges</u>	<u>Strategies</u>	<u>Possible Accommodations</u>
Reading (sorting out words/ comprehension)			
Writing (note taking/papers)			
Math			
Lecture			
Test Preparation/ Study Skills			
Test Taking			

Part Two: The Personal Strategies Chart

The chart on the following page will help you decide what your individual challenges are and which strategies and accommodations you can use to help you meet these challenges. According to the directions below, using what you have learned from the handbook, video, recommendations sheet, and the testing process, please fill in the chart. Bring it to your results appointment, where you and the LD specialist will review your chart and compare your challenges, strategies, and accommodations with those suggested by your test results.

1. In the second column, list any learning challenges you have in each of the 6 contexts. *Challenges are problems you encounter in these tasks; difficulties you have learning.* Common challenges for students with learning disabilities can be found on pages 19-21 of the handbook.

2. In the third column, list strategies that you might use to meet each of your challenges. *Strategies are techniques you can use on your own to improve your learning.* Strategies can be found on pages 63 –67 of the handbook (disregard the headings) and on the colored recommendations sheet.

3. In the fourth column, list accommodations you hope the college will grant you based on your challenges. *Accommodations are adaptations or adjustments the college can provide you to help you compensate for your learning disability.* Accommodations can be found on pages 33 &34 of the handbook. REMEMBER, under Title V and the Americans with Disabilities Act, accommodations are granted based on verified disabilities.

These accommodations do not give you an unfair advantage over another student. Therefore, what accommodations you can use will be based on your test results.

The LD Specialist will evaluate your chart according to the attached grading rubric.

The LD Specialist will also make appropriate recommendations for strategies and accommodations based on the results of your learning disability assessment.

STRATEGIES FOR TEST PREPARATION and STUDY SKILLS

Frequent rehearsal, repetition, review of information
Catchwords, acronyms, silly sentences, "hooks"
Tape record lectures
3X5 cards for vocabulary and spelling, model questions, facts and key points
Study while waiting in line for appointments
Multisensory techniques: read/speak, listen/write, listen/speak, etc.
Recite/ write material; test and retest yourself
Memorize in small chunks; review previous chunks; spread over sessions
Study before sleeping
Post information on refrigerator, mirrors, bedside table
List problem solving steps/procedures
Relate abstract concepts to concrete examples
Try new approaches/ different angles
Talk through problems
Relate new information to previous knowledge
Read more
Use tutors

Other Tutorial Help:

Math Lab - Room 1079

Tutorials Center - Room 1080

Alpha Gamma Sigma Honor Society – Room 906

Learning Skills Lab – Room 1072 for tutorial assistance and access to assistive technology

STRATEGIES FOR TEST TAKING

Extended time on tests
Large graph paper for math calculations
Repeat verbal instructions to verify; ask for written ones
Large charts, calendars, index cards as reminders
Sit near the front of the class
Notetakers
Text assist and / or Kurzweil
Use of bookmark to track while reading
Color plastic overlays and / or non-white paper
Flashcards to increase visual speed
Ask for oral directions/instructions
Write down instructions, directions, procedures and assignments
Organize notes using color coding and diagrams

Recommendations for Academic Success Strategies

Reading	Writing	Math
Extended time for tests	Extended time for tests	Extended time for tests
Alternate test location	Alternate test location	Alternate test location
Test reader	Use of word processor with spell checker	Use of calculator
Use of computerized text reader (Kurzweil)	Use of Franklin Speller	Formula check sheet
Use of plastic colored overlays	Use of editing checklist	Tutors
Tutors	Note taker	Large block graph paper
Audiotapes	Tutors	Error analysis
Tape record messages & Instructions	Proofread with a tutor	Counseling for math anxiety
Screen-reading computer programs	Double check when copying	Fractional, decimal, & statistical Calculators
Color-coded materials, files, maps, etc.	Personal computer/laptop	Talking calculators
Scanners for entering printed material into computers	Voice input software	Computer-assisted instruction software
	Word prediction software	Large display screens for calculators
	Carbonless note-taking paper	

ORGANIZATIONAL SKILLS

- Analyze current study skills using computer software programs
- Use calendars/daily planners for assignment and tests
- Allot time for projects, assignments, studying by keeping an organized study schedule
- Set up study area; remove distractions
- Separate sections in binder or use separate binders for each class
- Keep a prioritized to do list
- Set semester goals
- Break larger projects into smaller steps; schedule time for each step
- Attend test preparation and test taking workshops
- Day planners
- Electronic organizers/schedulers
- LCD watches, data bank watches, timers, counters and alarms
- Personal data managers (PDA's)
- Color coding for maintaining ledger columns

Grading Rubric for LS 254 Assignment

This assignment is designed to help you in your other classes. It must be completed and turned in to your LD Specialist at your results (final) appointment. In order for you to receive credit for LS 254, you must receive an excellent or satisfactory grade on this assignment. Students receiving an unsatisfactory grade on this assignment must correct their errors and re-submit the assignment to receive credit.

EXCELLENT

- All seven questions are answered completely and correctly, according to information in the handbook or video.
- All boxes in the chart are filled in completely according to each student's self reported strengths and challenges. All strategies & accommodations are based on these strengths and challenges. All of the strategies and accommodations are based upon those listed in the handbook, or the colored recommendations sheet.
- Responses are neat and consistently demonstrate appropriate spelling, organization, and use of language.

SATISFACTORY

- All seven questions are answered, but some answers are incomplete and/or incorrect.
- Most boxes in the chart are filled in according to each student's self reported strengths and challenges. Most of the strategies & accommodations are based on these strengths and challenges. Most of the strategies & accommodations are based upon those listed in the handbook or the colored recommendations sheet.
- Responses are neat, but may not consistently demonstrate appropriate spelling, organization, or use of language.

UNSATISFACTORY

- All seven questions are not answered, or most answers are incomplete and/or incorrect.
- All or most of the boxes in the chart are not filled in according to each student's self reported strengths and challenges. All or most of the strategies & accommodations are not based on these strengths and challenges. All or most of the strategies & accommodations are not based upon those listed in the handbook or the colored recommendations sheet.

Responses are not neat and/or do not demonstrate appropriate spelling, organization, and use of language