

# CONNECTIONS

Volume 4, Issue 4, 2004

June, 2004

## Leon County offers 12th Grade Options Program

by Sue Kraul

### THIS ISSUE AT A GLANCE

Leon County offers 12th Grade Options Program  
-Sue Kraul

Teaching Adults with Dyxlexia How to Succeed in Reading  
-Dr. Kenyon

“Fun” is key to unlocking motivation, retention, and learning  
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Lake County student launches career with GED

Task Force completes ambitious goals

**TOP NOTCH**  
Staff development opportunities

Web-based trainings

In our adult education programs, we have a unique opportunity to help high school students who have not met the requirements for a diploma. Students have many options, including certificates of completion and attaining specific scores on either the SAT or ACT in lieu of passing the FCAT. We are seeing frustrated parents and discouraged students who don't know what to do next.

First an appointment is set with a student services staff member (for both parent and student), who evaluates transcripts and discusses options through adult education. These may include additional study for the FCAT test, enrollment into a GED preparation class, or referral to the “GED Fast Track” class. Counselors also explore future plans, including post-secondary institutions or joining the workforce. Both parents and students are relieved to learn that there are options available to them.

In Leon County, we have created a database to track students referred to us. A staff member contacts them and assists with enrollment. We also follow-up with the adult education teacher to ensure the student has enrolled. If not, they will be contacted again.

An FCAT/GED database has also been developed to monitor student success based on FCAT and GED scores. Early results indicate that most “12th Grade Option” students require some remediation. A student with a previous FCAT score of at least 250, who enrolls in a GED preparation class, usually has no trouble passing the GED.

A student with an FCAT score below 250 typically requires a longer period of remediation. The number of students

**The number of [Leon] students opting to take the GED outweighs those choosing to continue with FCAT testing.**

opting to take the GED outweighs those choosing to continue with the FCAT.

This is probably due to the monthly testing sessions available for the GED as opposed to the June, October, and March testing dates for the FCAT. More importantly, these students and their parents are anxious to move on from high school. They are focusing on jobs or college admittance as soon as possible.

While “12th grade Option” students are faced with many bewildering options, adult and community education provides support, guidance, and encouragement to reach their goals.

Sue Kraul is an Assistant Principal with Leon County Schools



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To download this or earlier issues, go to  
[www.floridatechnet.org](http://www.floridatechnet.org)

What do we need to know about “Adolescent Literacy, Reading Comprehension and the FCAT”? Check out what Dr. Joe Torgesen, Director of the Florida Center for Reading Research, has to say at [www.fcrr.org](http://www.fcrr.org), or... Hear Dr. Torgesen's keynote address at the “**Best Practices**” Symposium in Tampa, Wednesday, June 9 at 1 p.m. at the Crowne Plaza at Sabal Park! For more information, call Susan at the Registration Desk, 321-431-7672.

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# Teaching adults with dyslexia how to succeed...

by Rochelle Kenyon, Ed.D.

As teachers, no matter what our content area, we are all involved in teaching reading. For most of us, learning to read came naturally. It may only have been during teacher preparation courses that we began to observe the struggles of those who had invested great effort, but suffered enormous frustration trying to learn to read. Failure in reading has a significant effect on other areas of one's life. We also know children who have problems reading are likely to become adults with reading problems.

Often the cause of reading difficulties is related to neurological development. This may challenge everything we know about how to teach reading. Often, a challenging student's reading profile does not include low intelligence, a literacy-deprived environment, or lack of motivation. Traditional methods, materials, and all best efforts may not have proven successful with this learner in the past. So, what do the experts recommend?

In general, the use of direct, structured, systematic instruction which activates learning through multi-sensory, hands-on activities is key to finding success with adults. Focusing on the sounds of our alphabetic language and then on the structure of how sounds and syllables combine as text has proven effective.

Most students learn best using tactile and kinesthetic experiences combined with meaningful and applied content. The material must be developmentally appropriate: if an adult doesn't know how sounds correspond to letters, then phonemes (sounds) and how they can be segmented, manipulated, and blended into words must be taught. Learners can immediately transfer that information into decoding (reading) text at home, at work, on street signs, on food labels, on menus, and in books that their children bring home from school. Adult learners have the background knowledge and experience to apply what they are learning to the broader context of their lives.

Adult learners with dyslexia or reading disabilities may present a myriad of characteristics and deficits. The first three issues of *Connections* have important background information on this topic if you find a student who appears to have discrepancies between aptitude and ability to read. There are several reputable commercial reading programs now that may help with such learners. Information is provided on five such programs.

For more information or free training on dyslexia, contact Dr. Kenyon at [RKenyon721@AOL.com](mailto:RKenyon721@AOL.com) or at <http://www.floridatechnet.org/bridges>.

This newsletter was developed by the Adult Secondary/GED/VPI Committee of the Practitioners Task Force, with an Adult Education State Leadership grant, 2003-2004, from the Florida DOE, Office of Workforce Development.

**The games we play...** should include the great collection you can find at the **Florida TechNet Living Library**—fun and learning can go hand in hand. Check out the intriguing possibilities for reading, math, science, problem-solving and more at [www.floridatechnet.org/lib-games.asp](http://www.floridatechnet.org/lib-games.asp)

Reading Program	Contact Information
Fast ForWord	Improve phonemic awareness and acoustic awareness. Train the brain to speed its auditory information processing. Different versions, K - adult. <a href="http://www.scientificlearning.com/prod/index.php3?main=ffr/home">http://www.scientificlearning.com/prod/index.php3?main=ffr/home</a>
Lindamood-Bell Learning Processes®	Develops sensory-cognitive brain functions necessary for language and literacy. 1) Symbol Imagery – develops brain's ability to create mental representations for sounds and letters within words. 2) Phonemic Sequencing – ability to spell and decode. 3) Visualizing and Verbalizing for Language Comprehension and Thinking - develops concept imagery, create mental representations for what is read or heard. Sensory-cognitive function. <a href="http://www.lindamoodbell.com/programs/symbolimagery.shtml">http://www.lindamoodbell.com/programs/symbolimagery.shtml</a>
Orton-Gillingham	Multi-sensory approach to reading, spelling, and writing instruction. Intensive, sequential phonics-based system teaches basics of word formation before whole meanings. As basic letters are learned more complex language structures are introduced. Grades 1 – adult. <a href="http://www.ortonacademy.org">http://www.ortonacademy.org</a>
Wilson Reading System	12-Step remedial reading and writing program for language-based learning disabilities. Direct, multisensory, structured language teaching. Strategies for decoding and spelling. Grades K - 3. Grades 5 – adult. <a href="http://www.wilsonlanguage.com/products.html">http://www.wilsonlanguage.com/products.html</a>
Slingerland Multisensory Approach	Preventive and remedial approach practiced in classrooms, small groups, and in one-to-one settings. Simultaneous, multisensory teaching strategies. Grade 1 - adult. <a href="http://www.slingerland.org/resource/teacher.htm">http://www.slingerland.org/resource/teacher.htm</a>

## "Fun" is key to unlocking motivation, retention, and real-life learning

by Rochel Abrams

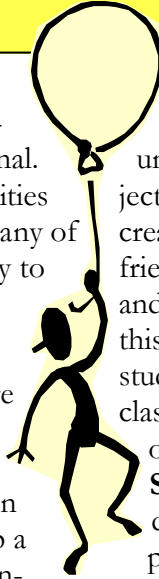
**C**an learning be fun?? When we plan for young children, we develop activities that are fun as well as educational. Perhaps we need to plan fun and real-life activities for our adult and GED students also, since many of our students are not motivated to learn, and try to avoid subjects they don't like.

**Brain teasers** are a great way to get students thinking! Put a brainteaser on the board before class. Students can work on it if you are talking with a new student or doing other tasks. Students can also work on the brainteaser when they finish an assignment or are bored. Put up a new brain teaser each day, but don't give the answers until the end of the week. Giving the answers on Friday may encourage more attendance that day. (Go to Florida TechNet, *GED Connections*, Vol. 2, #2, 2002, p. 4 for starters.)

**"Gotcha's"** are an on-going story like a soap opera that has grammatical and spelling errors. They are also good to post before class so students have something to work on as they come in and others are getting settled. These can be purchased or created on your own. You could just take a good story and write a few sentences each day with errors in it. After students have had a chance to look at it, let volunteers correct mistakes. Students can work independently or with others. Working with a group makes many routine assignments more fun.

**Reading a Play** aloud can be fun for students. Find plays with enough characters so that anyone who wants to participate can. Roles can be split if necessary. Let students look over the play and volunteer to read. Adult students should never be required to read in front of the group if they don't choose to. Many students will enjoy reading plays. Then the character makes the mistakes, not them! Scholastic has several weekly magazines with plays on contemporary topics with vocabulary and comprehension activities.

**PowerPoint** presentations are a good way to motivate students to do research. Have students choose a science or social studies topic to research and become the "expert." They can create a PowerPoint presentation to give to the class. Students will read about the topic, write, and learn PowerPoint and presentation skills. (See also *GED Connections*, Vol. 3, #4, 2003.)



**Surveys and Graphs** are a good way to teach visual skills. If students create their own, they will understand how they work. Let students pick a subject interesting to them such as pets, favorite ice cream, etc. Students should survey each other or friends outside of class. Then they can draw a chart and a graph to display their data. Teaching how to do this in Excel might make it even more interesting to students. Have students present their data to the class. They can also create "GED-type" questions for other students to answer.

**Scale Drawings** of the classroom will help students with measurement, perimeter, area, and proportion skills. Students can also create furniture to put on their scale drawing. Working in a group will help lower level students participate and will help better students learn how to explain what they are doing.

**FOOD!** is always a good way to motivate students. Reading recipes, converting recipes, and measuring for cooking are all good skills to teach students. If you don't want to cook, there are many good math ideas using food that students will enjoy such as "M & M Math" and "Pretzel Fractions." The M & M Math activity can be found at [http://www.ace-leon.org/pages/teacher\\_help.htm](http://www.ace-leon.org/pages/teacher_help.htm). Or e-mail me at [abramsr@ACE-Leon.org](mailto:abramsr@ACE-Leon.org) for either activity.

-Ms. Abrams is the GED coordinator for Leon County.

### ***Up, Up and away!***

#### **Lake County student moves beyond GED**

David Chapman, 24, employee, husband and father of two young children, began working at 14 and never attended high school. But at the Lake Technical Center (LTC), Mr. Chapman realized through a "Career Scope" evaluation that he could excel as an emergency medical technician or nurse.

While working fulltime to allow his wife to be at home with their children, he took a GED class, and passed the exams, earning a State of Florida diploma. His instructor, Trudy Dailey, said "David is one of the most focused, goal-oriented students I've ever met. He will achieve career success!"

Mr. Chapman will graduate from the LTC EMT program, and plans to begin a degree in Emergency Medical Technology at Lake Sumter Community College with a long-term goal of becoming a flight medic.

-from the Lake Technical Center newsletter, Spring, 2004



#### Acknowledgments

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## TOP NOTCH Choices! Staff Development Opportunities

### The Road Show!

TechNet is offering free technology training between now and June 30:

**Assistive Technology:** Dr. Rochelle Kenyon

**Basic Computer Use:** Diane Merkel

**Microsoft Office:** Diane Merkel, L. Briggs

**Effective Searching:** Hargrove/ Merkel

**Plugins:** Debra Hargrove, Diane Merkel

**ESOL Resources-**Robert Breitbart

**Dreamweaver:** Kimberly Updike

**Microsoft Front Page:** Kimberly Updike

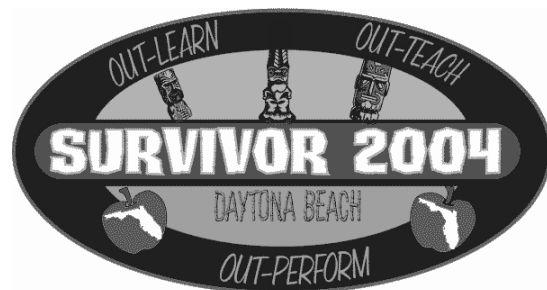
**Desktop Publishing:** Kimberly Updike

**Adobe Graphics:** Kimberly Updike

[Dlhargrove@aol.com](mailto:Dlhargrove@aol.com) Subject Line: "TechNet Road Show" or 813-657-0789

### Multiple Intelligences in Adult Learning

June 22—Florida CCJ. Contact Florida Literacy Coalition, 407-246-7110, ext. 203



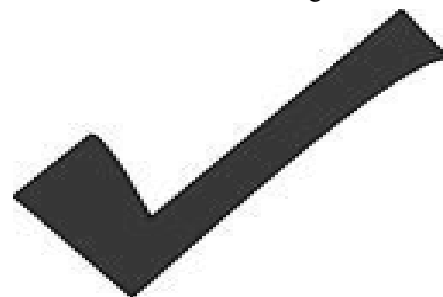
### ACE CONFERENCE

*Adult and Community Education: for Florida's Survival*

September 27-30, 2004

Adams Mark Hotel, Daytona Beach

[-www.aceofflorida.org/conference.html](http://www.aceofflorida.org/conference.html)



## Task Force committee completes ambitious goals to assist teachers, learners statewide

The Adult Secondary/GED/VPI/FVALS Committee of the statewide Adult Education Practitioners Task Force has worked throughout the year to provide assistance to programs in Florida. With about 40 representatives from programs and agencies statewide, the committee in this year has completed numerous projects, products, and services, including the following:

**GED**—updates to Administrator's manual, Pre-GED curriculum frameworks, site visits for Pre-GED and GED model testing center projects, quick reference guide for GED "Best Practices" policies and procedures

**Adult High School**—four new half credit guides in Peer Counseling, Business English, two half-credit courses online, and new Parenting unit, Adult High School website

**Vocational Preparatory Instruction**—pre and post-tests for sub-skills in VPI prescribing catalog, and materials (MALDs) correlated to new versions of TABE

**Quality Teachers**—Quarterly *Connections* newsletters, trainings and materials on brain research and reading, training for teachers working with incarcerated students, webmaster to maintain web-based training, online facilitators for participants, and professional development workshops in five regions of the state.

Thanks to an outstanding Committee!

*When you've read all your summer novels...*

### Check out Help for Teachers, 24/7

by KC Townsend, Brevard County Florida's Adult Education Online Learning Center is the location of many tools and courses designed to help you earn professional development credit while you enhance your knowledge and skills.

Six updated trainings offer an interactive format with engaging activities:

- Achieving Audit Excellence
- Improving Student Retention
- Performance-based funding and data collection
- Performance-based learning and assessment
- Serving adults with disabilities
- Setting up a career center
- GED Online Manual for Teachers

Visit these trainings at

[www.floridatechnet.org](http://www.floridatechnet.org) and click on the Web-based Training link.