An Integrated Model from Studies of Successful Adults with LD

Council for Learning Disabilities

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## Two Studies of Success

<table>
<thead>
<tr>
<th>Frostig (2nd study)</th>
<th>Gerber</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 participants</td>
<td>71 total participants</td>
</tr>
<tr>
<td>14 females</td>
<td>23 females</td>
</tr>
<tr>
<td>32.1 year mean age</td>
<td>44.7 years mean age</td>
</tr>
<tr>
<td>Success defined:</td>
<td>Success defined:</td>
</tr>
<tr>
<td>– Employment rate</td>
<td>– Income level</td>
</tr>
<tr>
<td>– Highest grade achieved</td>
<td>– Job classification</td>
</tr>
<tr>
<td>– Independent living</td>
<td>– Educational level</td>
</tr>
<tr>
<td>– Achievement in reading and math</td>
<td>– Prominence in field</td>
</tr>
<tr>
<td></td>
<td>– Job satisfaction</td>
</tr>
</tbody>
</table>
## The Integrated Model

### Factors Through the Lifespan

<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>Linking Factors</th>
<th>External Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire</td>
<td>Emotional coping</td>
<td>Learned creativity</td>
</tr>
<tr>
<td>Perseverance/Persistence</td>
<td>Reframing</td>
<td>Support systems/Social ecologies</td>
</tr>
<tr>
<td>Goal setting/orientation</td>
<td>Proactivity</td>
<td></td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Goodness of fit</td>
<td></td>
</tr>
</tbody>
</table>

*Frostig Study*  
*Gerber Study*
Internal: Desire

- **Desire**
  - To excel
  - To get ahead
  - Move on
Internal: Perseverance/Persistence

- Keep going despite adversity
- Resilient
- Willing to do whatever is necessary to accomplish goal
Internal: Goal Setting/Orientation

- Set specific, flexible goals throughout life
- Consciously sets explicit goals related to desires
Internal: Self-Awareness

- Aware of strengths, weaknesses, & talent
- Compartmentalized LD
- Pick niche capitalizing on strengths
Linking: Emotional Coping Strategies

- Effective means to reduce or cope with stress, frustration, emotional problems
Linking: Reframing

- Redefining learning disabilities positively/productively
Linking: *Proactivity*

- *Engaged in world, participates in community; power to control their own outcomes; makes decisions and acts on them, assertive, self-confident*
Linking: Goodness of Fit

- Fit themselves into environments where they would succeed
External: Learned Creativity

- Strategies, techniques to enhance abilities
- Learn to take advantage of strengths
External: Use of Support Systems/Social Ecologies

- Significant others that provide support, guidance, and encouragement; consider some mentors

- Surround self with supportive and helpful people, created support networks, consciously selected mentors
Implications - Research

- Engage experts in field and successful adults with LD in studies of content validity of the model
- Continued longitudinal and follow-up research to examine the broad picture of outcomes for adults with LD
- Explore the possible shift in model overtime as more students with LD receive personalized services
Implications-Practitioners

Goal Tracking

Helps students:

- Learn to set SMART goals
- Monitor progress
- Make and meet ITP goals

Independent Living Skills Tracking Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Skill Practiced</th>
<th>Parent Initials</th>
<th>Student Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ex: Sorting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operating Washer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operating Dryer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Folding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Putting away clothing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Implications - Practitioners

Support Systems in Social Skills

Middle: Who is your North Star?
Long before there was GPS, there was, and still is, the North Star (Polaris). Sailors would use it to guide themselves when they are out at sea. No matter where you are, it can guide you to where you need to go. That is why each of us needs to have a North Star in our life.

High School: Support Systems Week
- Creating and maintaining healthy friendships and relationships
- Identifying unhealthy or abusive friendships and relationships
- Self-advocacy
- Internet safety

Elementary: Who are your bandaids?
Implications-Practitioners

I Feel Good About Me

Directions: Fill in the blanks with answers that best describe who you are.

Physical

My best sport is_____________________, because I’m __________________________

I ________________________________ for my health all the time.

I think my __________________________ looks about right.

My best physical feature is __________________________

One silly thing I can do with my body is __________________________

I struggle with __________________________

Creative

The last thing I did that was creative was __________________________

I like to __________________________________________________________

I am good at ________________________________________________________

I need encouragement to ____________________________________________

Social

I know I am a good friend when I __________________________

The best thing about being my friend is______________________________

I help others by____________________________________________________

To make other people laugh, I ________________________________________

To get over arguments, I ____________________________________________

I need help to ______________________________________________________
Implications

Explicit Instruction

- Introduction of concepts/vocabulary
- Classroom-based activities or assignments
  - Goal tracking sheets
  - Identifying people who can help
  - Exploring career choices and challenges
Implications

Experiential Learning

- Application of concepts
- Use of vocabulary to label “Teachable moments”
- Project-based learning
- Field trips
Selected References


