Adult Success for Persons with LD:
From Research to Practice

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Currey Ingram Academy, Brentwood, TN

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The Monarch School, Houston, TX
Introduction and History of the Study: What is Success?

- Educational attainment
- Employment status
- Independent living
- Social relationships
- Physical, psychological health
- Family relationships
- Life satisfaction
Introduction & History of the Study: Data Points

- Entering Frostig
- Leaving Frostig
- 10 Yrs After Frostig
- 20 Yrs After Frostig
Introduction & History of the Study:
Major Findings

- Approximately half successful in both follow-ups
- Little movement between groups
Introduction & History of the Study: Success Attributes

- Self Awareness
- Proactivity
- Perseverance
- Goal Setting
- Support Systems
- Emotional Coping Strategies

Frostig Center
Success Attributes:
Self-Awareness

- Open and specific about their difficulties
- Accept their disabilities
- Compartmentalize their LD
- Recognize their talents
- “Match” jobs with abilities
Success Attributes: Proactivity

- Engaged actively in the world
- Believe in their power to control destiny
- Make decisions and act upon them
- Take responsibility
Success Attributes: Perseverance

- Show ability to persevere
- Learn from hardships
- Demonstrate flexibility (know when to quit)
Success Attributes: Presence & Use of Social Support Systems

- Build relations with supporters who help shape lives
- Actively seek support of others who hold clear expectations for them
Success Attributes: Emotional Coping Strategies

- Recognize stress triggers of disability
- Develop effective means of coping with stress of disability
- Demonstrate positive and hopeful outlook
Success Attributes:
Goal Setting

- Set specific goals
- Cover multiple domains
- Recognize step-by-step process
- Make realistic & attainable goals
You know, everybody comes with a package. And yeah, there are things that I am good at, and things that I am not so good at. Some of my limitations are reading and writing. But boy, when it comes to putting things together, and understanding how things go together, reading plans, I’m really good at reading plans. I’m really good at chasing down problems. I’m a good diagnoser . . . so those are some talents, some skills that I was born with . . . I carved
Perseverance

I have failed many times, but I am not a failure. I have learned to succeed from my failures.
Currey Ingram Academy
Making a learning environment to break through “the barriers”!

The only K–12 Comprehensive Program in Tennessee for students with learning differences such as Dyslexia, ADHD, and Auditory Processing Disorders.

Developing Minds, Building Character, Achieving Success
...Since 1968
PRIDE - Dignity, respect, and value for self, others, family, school, and community
RESPECT - Consideration for self, others, and the environment
RESPONSIBILITY - Being accountable for your own behavior
CITIZENSHIP - Being a responsible, caring person in your school
CARING - Showing kindness, compassion, friendship, and generosity
WORK ETHIC - Commitment to completing work and tasks successfully
HONESTY - Being truthful and honest in all you do
COOPERATION - Collaborating to achieve a common goal
PERSERVERANCE - Staying focused on a task in the midst of difficulties
SELF-ADVOCACY - Taking action to celebrate strengths and seek support to accommodate unique learning style
## Mission
Currey Ingram students will develop the intellectual, emotional, social and spiritual character to make healthy life choices and establish positive relationships that reflect school, community, and family values.

<table>
<thead>
<tr>
<th>Intellectual Character</th>
<th>Emotional Character</th>
<th>Social Character</th>
<th>Spiritual Character</th>
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</thead>
<tbody>
<tr>
<td>Respect for Ideas</td>
<td>Respect for Self</td>
<td>Respect for Others</td>
<td>Respect for Community</td>
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<tr>
<td>(Thinking)</td>
<td>(Feeling)</td>
<td>(Interacting)</td>
<td>(Searching for Meaning)</td>
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</tbody>
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### Goals

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<thead>
<tr>
<th>Goals</th>
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<tbody>
<tr>
<td>Think Creatively</td>
<td>Know Your Emotions</td>
<td>Communicate Effectively</td>
<td>Define Purpose</td>
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<tr>
<td>Think Reflectively</td>
<td>Manage Your Emotions</td>
<td>Collaborate with Others</td>
<td>Create a Vision</td>
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<tr>
<td>Think Critically</td>
<td>Motivate Oneself</td>
<td>Handle Relationships</td>
<td>Internalize Values</td>
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<tr>
<td>Think Ethically</td>
<td>Make Responsible Choices</td>
<td>Recognize Emotions in Others</td>
<td>Project into the Future</td>
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### Instructional Action Plan

<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Goal-Setting</td>
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<td>Goal–setting</td>
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<tr>
<td>Ethical Decision-Making</td>
<td>Visualization</td>
<td>Work Ethic</td>
<td>Service to Community</td>
<td>Service to Classroom</td>
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<td>KWL</td>
<td>Anger Management</td>
<td>Cooperative Learning</td>
<td>Service to Family</td>
<td>Service to School</td>
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<td>SQ3R</td>
<td>Problem-solving</td>
<td>Conflict Resolution</td>
<td>Service to Classroom</td>
<td>Service to Classroom</td>
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<tr>
<td>Highlighting</td>
<td>Behavior Routines</td>
<td>Etiquette</td>
<td>Service to Division</td>
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<td>Socratic Method</td>
<td>Stress Management</td>
<td></td>
<td>Service to Classroom</td>
<td></td>
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Currey Ingram Lower School (K-4)
Direct Instruction and Guided Practice

- Focus on problem-solving
- Core value teaching posters
- Success assemblies
- Celebrating student talents
- Talent goals in IEPs
- Demystification
- Celebrating student skills and talents
Middle Grades (Grades 5 - 8)
Direct Intervention and Prescribed Practice

- CPR – Circle of Power and Respect (Responsive Classroom)
- Success Attribute and Affirmation Projects
- Learning Styles Identification
- Demystification
- “Caught with Character”
- Career Education Connection
- Mt. Currey Ingram
- Wall of Power
Currey Ingram Upper School (Grades 9 - 12)
Independent Application and Monitoring

- Ethics classes
- Community service
- Graduation speeches
- Student-led conferences
- Personal responsibility time
- Student government
- College counseling
- Career exploration
**CIA Success Attribute Program Goals**

- Develop a K–12 success attribute curriculum based on Frostig and in–house research
- Create a dynamic curriculum and instructional framework that can be modified based on yearly data analysis
- Plan and monitor implementation of lessons designed to directly teach and integrate success attributes across the curriculum
- Develop and record successful data–driven instructional strategies that address the success attributes
- IEP goals and grade–level needs
- Monitor program progress using a longitudinal study based on program data
Experiential Approach – Utilize adventure activities and daily interactions as “springboard” for discussion and development

Part of each student’s Achievement Plan

Strategies linked to each of the six Success
The Monarch School Objectives® System

Four Core Goals
Ownership of:
- Self-Regulation & Self-Awareness
- Social Development
- Executive Functions
- Academic Competence

Success Attributes
- Self-Awareness
- Proactivity
- Perseverance
- Goal-Setting
- Presence & Use of Effective Support Systems
**The Monarch School Objectives® System**

**Ownership of Self Regulation & Self-Awareness**
- Work to develop understanding of sensory needs
- Work to know how their brains work

**Proactivity**
- Preview – “What’s going to be hard?”

**Perseverance**
- Review – “What worked, what didn’t?”

**Emotional Coping Strategies**
- Make a plan – “How can I be more successful?”
- “Who can I ask for help?”
Presence & Use of Effective Support Systems

The Monarch School Objectives creates a support system with levels of Novice, Apprentice, Challenger and Voyager. Each level has a unique set of objectives that support the learner.

Goal-setting and monitoring with a coach

Emotional Coping Strategies

Establish a break plan
Establish a wellness plan
Goal-Setting

- Establish and regularly evaluate work on Individual Pivotal Objectives
- Daily/hourly reflection on the goals
- Designing plans to achieve the goals with a coach or mentor
- Preview – Plan – Act – Review
Monarch School: Ownership of Academic Competence

Self-Awareness

- Neurodevelopmental constructs to identify student’s strengths and weaknesses
- Coaching sessions to empower student to understand the strengths and challenges of how their brain works
Every child can learn, and has the right to be taught in the way that he or she learns best.
The Briarwood School
Our Mission

The Briarwood School empowers students with diagnosed learning differences or developmental disorders to reach their maximum potential through diagnostic-prescriptive instruction in a structured academic environment.
The Briarwood School
Lower School

- Individualized and multi-sensory instruction in core academics plus art, gross motor, remedial language, pragmatics and technology
- Modifications to ensure success and challenge
The Briarwood School  
Middle Upper School

- Assertive self-advocates
- Post–high school planning; 85% enroll in college
- Remediation, modifications, compensatory skills
- Seven fifty minute academic periods plus homeroom
- Emphasis on monthly character development
Success Attributes at Frostig: School Program

- 106 students, grades 1–12
- ½ public, ½ privately funded
- Each class has lead teacher & aide
- Traditional course offerings and schedule
  - Transition at high school level
  - Electives: drama, art, music, computers, film
Success Attributes at Frostig: Teaching Success

- “Teachable” moments
- ...while aware of individual differences
- Direct teaching during class time
- Teach as a class “theme” throughout year
- Academic Fair exemplifies use of Attributes
  - Students construct their own BIG question to research
Success Attributes at Frostig: Teaching Success

- Self-awareness – direct instruction
- Proactivity – teachable moments
- Perseverance – embedded
- Goal setting – chunk big projects
- Social Support Systems – who to ask, and how
- Emotional coping strategies –
“Evolving” Involvement in Curriculum

- Affective education
- Embedded in class curriculum
- Transition program
- Social skills program
Success Attributes at Frostig:
Teaching Success

Success Attributes mismatched to:

- State standards
- Increased academic requirements
- High-stakes tests (CAHSEE)
- New, uninitiated teachers
Success Attributes Applications: General Education Classroom

Community Outreach Training Programs

- September - June Workshops
  - Writing, Grades 2–5
  - Math, Grades 3–5
  - Assessment, Grades K–8
  - Behavior Management, Grades K–8
  - Student Engagement, Grades K–8
Success Attributes Applications: General Education Classroom

Community Outreach Training Programs

- Summer Institutes
  - Access to Reading, Grades K–5
  - Reading Across Content Areas, Grades 6–8
- Success Attributes
Success Attributes Applications: General Education Classroom

Community Outreach
Success Attributes Institute

- History
  - Marianne Frostig
  - 20-Yr Longitudinal Study, Success Attributes
  - Success Attributes Symposium
  - Success Attributes Focus Group

Frostig Center
Success Attributes Applications: General Education Classroom

Community Outreach
Success Attributes Institute

Curriculum

- Building Blocks: Introduction to Research
- Building Knowledge: Instructional Practices
- Building a Program: Meeting Your...