CLD 40th International Conference on Learning Disabilities
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Portland, Oregon
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Research Question: How can we increase the likelihood that children growing up with learning challenges will be successful in adulthood?

– Set them up for success
– Foster development of attributes that lead to adult success
What is success?

A Multidimensional View

- Educational attainment
- Employment status
- Social relationships
- Psychological health
- Family relationships
- Life satisfaction
Research Study Objectives

Frostig 20-Year Longitudinal Study: The Frostig Success Attributes

• Take a longer view; consider adult outcomes
• Find predictive factors which facilitate life success
• Discover factors which help individuals navigate challenges and obstacles – academic, social, emotional
• Determine what teachers, parents, and counselors can do to foster success
Data Points

Longitudinal Data Points

1968-1975
Entering Frostig *

1970-1985
Leaving Frostig (av = 37 mo)

1986-1989
10 Yrs After Frostig
Published 1999 Quantitative

1995-1997
20 Yrs After Frostig
Published 2003 Qualitative 4 yrs of analysis

* LD, IQ>85, no sensory deficits or emotional disturbance

Frostig Center
Data Sources

- Extensive qualitative interviews with graduates
- Case records
- Life stressor checklist
- Interviews with relatives, others
- Cognitive and achievement testing
- Public records
- Group assignment (successful / unsuccessful)
- Success attributes ratings
- Quantitative and qualitative data analyses
• Approximately half successful
• Little movement between groups
• Success Attributes Best Predictor of Success:
Self-Awareness

- Recognize their talents
- Accept their difficulties/challenges
- Compartmentalize their LD
- “Match” jobs with abilities
Proactivity

• Believe in their power to control destiny
• Engaged actively in the world
• Make decisions and act upon them
• Take responsibility for action
Perseverance

- Learn from hardships
- Don’t give up when tasks get hard or difficult
- Demonstrate flexibility (know when to quit)
Goal Setting

• Set specific goals
• Cover multiple domains
• Recognize step-by-step process
• Make realistic & attainable goals
Support Systems

• Identify people/agencies that can support you

• Build relations with supporters who help shape lives

• Actively seek support of others who hold clear expectations for them
Coping Strategies

• Recognize stress triggers associated with learning difficulties
• Develop effective means of coping with stress of learning difficulties
• Demonstrate positive and hopeful outlook
**Direct Instruction**

Goal: To introduce and develop an understanding of these concepts

- SA Vocabulary
- Lecture and discussion
- Journaling
- Visual presentations
- Group projects
- Disability research project
- Disability rights education

**Experiential Learning**

Goal: To provide an opportunity to practice these skills

**On Campus:**
- Junior workstations
- Print shop
- Student store
- In-the-moment feedback
- Role plays and mock interviews
- Leadership council

**Off Campus:**
- Field trips
- Dual enrollment
- Internships
- Volunteer opportunities
Success Attribute: **Self Awareness**

**Directions for the outside of the box:**
- How people see you
- The side of you that you share freely and openly with people
- The first impression that you give people

**Directions for inside the box:**
- Things about you that only a few people or no one knows
- That part of you that you share with people you can trust
- Things that people don’t know about you
Unlock Closed Doors

Success Attribute: Perseverance

Objective: To help students visualize practicing perseverance

Procedure
- Post a chart of a closed door with a keyhole on wall; explain that the door represents obstacles faced in day to day life
- While reading a text, discussing current events or viewing a film, focus on characters/people who have encountered and overcome obstacles (i.e. The Tortoise and the Hare, Helen Keller, Martin Luther King, Jr., family/friends, etc)
- Have students identify obstacles experienced by the character/person, record on index cards and place on door
- Have students identify how the character/person persevered, record on key shaped cards and place on door near keyhole
North Star Activity

• Success Attribute: Support Systems

• Objective: To help students identify the support systems in their life

• Materials needed: age appropriate

Procedure

• What are support systems?
• North Star Story - Sailors guide themselves when they are out at sea by using the North Star. No matter where you are, it will always guide you home. That is why each of us needs to have a North Star in our life.
• Have students work independently on a list of their own support systems:
Experiential Learning Examples

- Student Store
- Fly By Cafe
- Print Shop
- Activity Clubs
“Stages of Growth”
Developmental Continuum:

Why?

• **Informal Assessment:**
  Allows us to identify strengths and needs

• **Parent Education:**
  Helps parents to see the steps

• **Transition Planning:**
  Aids in discussion of how a student may function when moving from setting to setting

• **Instruction and Intervention:**
  Guides planning of lessons and individual interventions
## Frostig Success Attributes: A Developmental Continuum

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td>Recognize differences between people</td>
<td>Identify areas that require extra support</td>
<td>Develop understanding of disability</td>
</tr>
<tr>
<td></td>
<td>Identify interests, strengths and weaknesses</td>
<td>Identify ways to navigate challenges</td>
<td>Self-advocate for supports</td>
</tr>
<tr>
<td><strong>Goal-Setting</strong></td>
<td>Accomplish tasks</td>
<td>Identify steps toward a larger goal or project</td>
<td>Identify long- and short-term goals</td>
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<tr>
<td></td>
<td>Complete checklists</td>
<td>Sequence tasks</td>
<td>Connect present to future</td>
</tr>
<tr>
<td><strong>Proactivity</strong></td>
<td>Participate in activities organized by others</td>
<td>Identify activities of interest and ask for help in facilitation</td>
<td>Conduct activity planning independently</td>
</tr>
<tr>
<td><strong>Emotional Coping Strategies</strong></td>
<td>Learn to name feelings</td>
<td>Identify feelings of self and others</td>
<td>Identify triggers of strong emotional responses</td>
</tr>
<tr>
<td></td>
<td>Learn various coping strategies</td>
<td>Identify preferred coping strategies</td>
<td>Implement coping strategies</td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
<td>Engage in achievable tasks</td>
<td>Manage increased challenges where success is still easily attainable</td>
<td>Persist in pursuing long-term goals requiring difficult tasks</td>
</tr>
<tr>
<td></td>
<td>Continue more difficult tasks with encouragement</td>
<td>Push boundaries of comfort zone to accomplish a goal</td>
<td>Can identify and speak to others about perseverance</td>
</tr>
<tr>
<td><strong>Effective Use of Support Systems</strong></td>
<td>Develop trust in supportive adults</td>
<td>Seek support from adults</td>
<td>Identify who can help with what task</td>
</tr>
<tr>
<td></td>
<td>Identify supportive peers</td>
<td>Identify when to use support and when to act independently</td>
<td>Identify when to use support and when to act independently</td>
</tr>
</tbody>
</table>
The Frostig Center
65 years supporting children who struggle with learning

- Frostig School
- Research
- Consultation and Education
Selected Research Articles


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Presentation can be found:
https://frostig.org/our-research/frostig-published-articles/