

**Arkansas Adult Learning Resource Center**  
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# Adult Learning Network

*The Adult Learning Network is a quarterly publication of the AALRC.*

The Arkansas Adult Learning Resource Center provides equal access to all programs and activities.

## *Success Story around the WhisperPhone*

Yvonne Dougherty, Director  
 Pulaski Technical College Saline County Adult Education

When instructor Carol Tabor saw the AALRC newsletter article featuring the WhisperPhones, she asked if we could purchase a couple for her ESL students to try. Carol thought they would be useful assists to accommodate learning. After reviewing the article, I agreed to purchase a dozen of the phones last May.

When they came in, all of the staff had to try the new "toy." We were so pleased with this product that we began utilizing them for students immediately. As a matter of fact, I was so pleased with the WhisperPhone that I ordered several dozen more. We are seeing some great successes with the use of this assisted learning device in the areas of accommodating students with learning disabilities, auditory learner students, and English as a Second Language (ESL) students. The one big advantage I see in the product is the capability for multi-level sensory learning: reading text, speaking text, and hearing text. The WhisperPhone is a cost-effective tool for increasing a learner's skill level in phonics, rote memory learning and recall (such as the multiplication tables), and ESL.

GED student Malcolm Washington uses a WhisperPhone to facilitate his learning. Malcolm, after years of being out of a formal educational setting, found himself at 50 studying for his GED. He found the noise of the classroom distracting to his ability to study. I suggested that Malcolm use the WhisperPhone. This is what he writes:



"I was given the WhisperPhone while at the Adult Education Center in Benton, Arkansas. While studying, I found myself distracted by the fellow students and other noises in the room. But when Miss Yvonne suggested that I use the Whisper-Phone, at first I was reluctant, but later I accepted it. I, since then, have not found myself without it, even at home. It truly is the wonderful way to study."

For approximately \$10 per WhisperPhone, we have not found a more cost-effective way to meet so many learning needs with one assistive tool. We give the phones to students whom we think can best utilize and will use the phones. I believe it has been well worth the investment.

## *Professional Development News*

### Tuition Reimbursement Program

Contact your Program Advisor at the Adult Education Section or Marsha Taylor at the AALRC for more information on this program. Reimbursement is applicable to courses taken for Adult Education Licensure ONLY! This form is available on the AALRC website (www.aalrc.org).



Remember: (1) The application form must be submitted to the AALRC **10 working days before class begins**. (2) Your class grade and receipt of payment must be received **within 30 days of class ending**.

***There is a new requirement: Applicants must provide documentation that the class will count for adult education licensure.***

#### **For a list of courses available in adult education, please contact:**

Arkansas State University  
Jonesboro  
Dr. David Agnew  
(870) 972-3943

University of Arkansas  
at Little Rock  
Dr. Charlotte Robertson  
(501) 569-8933

University of Arkansas  
at Fayetteville  
Dr. Barbara Hinton  
(479) 575-5119 or  
(479) 575-4578

University of Central Arkansas  
Conway  
Dr. Sherry Roberts  
(501) 450-5431



#### NOTICE:

If you are unable to attend a workshop you have registered for, please contact the AALRC as soon as possible. Participants are often placed on waiting lists because workshops fill up. If you find that you cannot attend a workshop and you call ahead, this gives us time to notify wait-listed participants that they can attend.

When a workshop has a waiting list, participants may not send substitutes from their center to attend in their place. Registrations are held for participants and not for centers.

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### TRAVEL Reimbursement



It is important to remember the guidelines when making travel plans to attend meetings/workshops at the AALRC. Programs must follow state travel guidelines and the policy written below. We have had to disallow many travel requests because the guidelines are not being followed. The AALRC would appreciate your cooperation in this matter.

*Local programs funded with state or federal adult education funds must adhere to Arkansas Department of Finance and Administration guidelines when requesting travel reimbursement.*

*Pilot Project of Online Professional Development*

The Arkansas Adult Learning Resource Center is pleased to announce a pilot project of online professional development through the Adult Education Professional Development Network (AE Pro). This program was initiated in 2004 through collaboration between the Center for Literacy Studies at the University of Tennessee, and the Ohio Literacy Resource Center at Kent State University. This exciting opportunity in online learning is funded, in part, by the National Institute for Literacy LINCS project.

The mission of AE Pro is to become a national network for online professional development for Adult Education. The guiding goals and objectives are to:

- provide online courses and course modules for adult education professional development;
- provide technical assistance in online course development and facilitation;
- provide a complete course development platform; and
- be a gateway to other online professional development.

AE Professional comes in two modes. For institutions such as states, schools, or other large organizations entire training courses are offered for up to twenty-five participants. For individuals, facilitated training is offered on a per-seat basis. Check out their website:

<http://www.aeprofessional.org/> for more information regarding this resource.

The course that we plan to offer free to the participants in Arkansas is the **Integration of Technology in the Adult Education Classroom** (description below).

Have you ever tried to blindly put a puzzle together without knowing what the final picture will look like? This may be what is happening to you when you are trying to integrate computer technology into your classroom. This course will provide quick access to educational resources, lesson plans, activities, and tools for evaluating educational software, information about purchasing educational software, and knowledge to help you utilize a variety of software applications and web-based activities in the classroom. Online activities, discussion boards and assessments will keep you engaged.

More information will soon be available on our website at <http://www.aalrc.org/>. Letters will also be sent to local programs as soon as final details have been worked out for this training.

*AACAE News*

by Lynda Bradford, Assistant Secretary/Treasurer

Speaking for the entire AACAE Executive Committee, I can say that we had a great time with this year's AACAE Conference. Now is the time to get ready for next year's conference. The dates are October 26 and 27, 2006. Mark your calendar and plan to attend. The AACAE newsletter coming out in January will have more information about next year's conference so be watching for it!



This year's keynote speaker  
Dr. Hemphill from UALR

## *News from the Disabilities Project Manager*

### *AD/HD Workshop for Local Programs*

The AALRC is offering a 2-day workshop, *Demystifying AD/HD*, to local adult education and literacy programs. The purpose of the workshop is to raise awareness regarding the facts about Attention Deficit/Hyperactivity Disorder (AD/HD) as well as to dispel some of the myths and misperceptions of the disorder. Additionally, the workshop is designed to give teachers practical and affordable strategies to use when teaching adults with AD/HD.

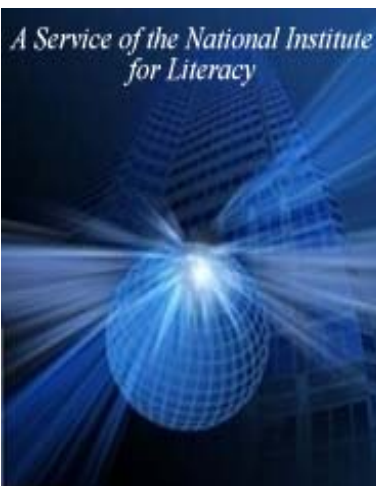


Day 1 is an introduction to AD/HD, and includes the history of AD/HD beginning in about 500 BC, definition, screening tools, medication and treatment, and characteristics of adults with AD/HD including positive attributes. Day 2 focuses on teaching adults with AD/HD, and includes the GED accommodations request process, coping skills and strategies, AD/HD in the classroom and workplace, and online resources. Day 2 of the workshop is structured to model appropriate and effective instruction for adults with AD/HD, including frequent breaks and a variety of hands-on activities and multisensory instructional techniques.

The workshop can be presented two days in a row, or with a few weeks in-between the two sessions – whatever is most convenient for the program. Each day's session begins at 9:00 am and ends at 4:00 pm. Participants are on their own for lunch.

To schedule this workshop at your program's location, please contact Patti White at [prwhite@madisoncounty.net](mailto:prwhite@madisoncounty.net) or 800.569.3539. Programs are encouraged to invite other nearby programs in their region to attend the scheduled training.

### *Learning Disabilities and Work Issues*



The National Institute for Literacy (NIFL) LINCS website at [http://worklink.coe.utk.edu/ld\\_work\\_issues.htm](http://worklink.coe.utk.edu/ld_work_issues.htm) has information for workplace instructors, employers, and employees regarding learning disabilities and work issues. The site addresses three questions: (1) How do learning disabilities affect a person in the workplace? (2) What factors contribute to success for a worker with LD? (3) How can a 'coach' or teacher assist adults as they prepare for work?

The site includes a PowerPoint tutorial and an extensive list of resources, including resources related to accommodations, disclosure, ADA, self-advocacy, skills ID with a match to occupations, business best practices, LD success stories with real life experiences, comprehensive best practices for teachers, and a webibliography.

### *Like Music to Your Ears*

The next time a student exhibits severe dyslexia and/or dysgraphia, remember the high levels of creativity and intelligence associated with people of all ages who have learning disabilities. Below is an example of a writing sample from a dyslexic and dysgraphic student.

a) First draft of creative story as typed by student:

*the way I describe a bumby ride is like wothgan mowtsarts mowsek. eshe bumby rowd is like a song. Eshe bumb is the a note eche uncon at the sam time ste is. that was the mewstere to mowts mowsuk it was vare metereus and unperdekdale. So the next time you drive down a bumby theak of mowtsart.*

b) Same story. Student reads to teacher using his draft:

*"The way I describe a bumpy ride is like Wolfgang Mozart's music. Each bumpy road is like a song. Each bump in the road is a note. Each bump is uncontrolled at the same time it still is controlled. That was the magic to Mozart's music. It was very mysterious and unpredictable. So the next time you drive down a bumpy road think of Mozart."* (Retrieved September 9, 2005, from

[http://www.ldonline.org/article.php?max=20&special\\_grouping=&id=550&loc=79](http://www.ldonline.org/article.php?max=20&special_grouping=&id=550&loc=79))

Just imagine the writing this student could do with access to some speech-to-text software.

### *Workshop for Teaching Reading to Adults with Dyslexia*

The AALRC is offering a one-day workshop in the spring of 2006 for adult education and literacy instructors who teach reading to adults with reading disabilities. The *Multisensory Approach to Phonological Processing (MAPP)* workshop will be conducted by Stacy Mahurin, CCC-A/SP, CALT on April 10, 2006 at the AALRC from 9:00 am – 4:00 pm.



The *MAPP* workshop is designed to teach individuals with deficits in phonological awareness a process for analyzing sounds in isolation, syllables, and words. Students are led to discover the articulatory gesture for consonants and vowels during group or individualized sessions. The corresponding label for each mouth movement is provided and students practice previously learned material in a variety of ways.

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### *AALRC Advisory Committee*

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*Workshop for Teaching Reading to Adults with Dyslexia**Continued from page 5*

Specifically, the workshop addresses the following learning objectives:

- a) Participants will learn multisensory strategies for introducing consonant and vowel sounds to students.
- a) Participants will learn multisensory strategies for tracking consonant sounds.
- b) Participants will learn multisensory strategies for tracking and manipulating sounds in words.
- c) Participants will learn strategies for teaching automatic letter recognition skills.
- d) Participants will be introduced to programs to enhance word attack and word recognition strategies.
- e) Participants will be introduced to evaluations designed to identify students at risk for reading failure.

Each participant will receive a Teacher's Manual and two colored mouth-form masters. The Teacher's Manual contains additional strategies for strengthening automatic letter recognition and basic phonological awareness skills.

Stacey Mahurin holds a Certificate of Clinical Competence in Speech Pathology and Audiology through the American Speech, Language, and Hearing Association. She has served as Program Manager for the Centers for Youth & Families Dyslexia Center since 1989. Her teaching experience includes teaching graduate-level training to Arkansas educators via the Reading Therapist Program, as well as extensive training in numerous venues related to early identification and intervention for dyslexia.

To register for the workshop, please contact Nancy Loftis at [nancy@aalrc.org](mailto:nancy@aalrc.org), 800.832.6242, or 501.907.2490.

*Instructional Tips for Teaching Students with Learning Disabilities*

The Center for Literacy Studies, University of Tennessee has published a 161-page resource book that was developed by Tennessee adult education practitioners, *Bridges to Practice* trainers, and a University of Tennessee professor/psychologist. It shares the action research experiences of a group of teachers as they used various instructional strategies and approaches reflecting "LD appropriate instruction" as described in *Bridges to Practice*. Included are tools for LD awareness, screening, planning, and teaching/learning as well as personal stories about the teachers and learners who used them. Appendices include ready-to-copy templates for instructors to use in applying the strategies discussed in the book.

The book can be downloaded (free) at [http://cls.coe.utk.edu/curriculum/keys\\_ld.html](http://cls.coe.utk.edu/curriculum/keys_ld.html).

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*Talk*

**Note:** To link to any web address (URL) in this newsletter, go the AALRC's home page at <http://aalrc.org>, look up this newsletter, and then just click on the appropriate link.

*AZTEC Available Online*

The AALRC has installed two new servers to accommodate the purchase of our new Aztec Learning System. Aztec is a web-based conceptual learning system from a 2.6 grade reading level through a community college level in all subject levels including Language Arts, Mathematics, Critical Thinking, Geography, Biology, and Select Vocational Material.

This is a fantastic resource for you and your students and the response so far has been very positive. Aztec is available online at <http://aztec.aalrc.org> Please contact Marsha Taylor or Nancy Loftis at the Resource Center to set up an Aztec account.

*FireFox 1.5 Released*

The award-winning Web browser has been improved and is better than ever. Browse the Web with confidence - Firefox protects you from viruses, spyware and pop-ups. Enjoy improvements to performance, ease of use and privacy. It's easy to import your favorites and settings and get started. Download Firefox for free at <http://www.mozilla.com/firefox/>

*OpenOffice.org2.0*

OpenOffice.org 2.0 is the productivity suite that individuals, governments, and corporations around the world have been expecting for the last two years. Easy to use and fluidly interoperable with every major office suite, OpenOffice.org 2.0 realizes the potential of open source. Best of all it's free and works with Microsoft Office documents. Download OpenOffice 2.0 at <http://openoffice.org>

*AALRC Lab Expansion*

The Resource Center computer lab has been expanded. Two offices had their walls removed to add room to the computer lab. There is now room to move about the lab during trainings, which was an issue before the expansion. The walls have been removed but the renovations are not complete yet. We will be setting up new tables and computers and running new cables, so in the meantime please be careful of the ongoing construction when using the lab.



*Arkansas Governor's Commission on People with Disabilities Scholarship*

The Arkansas Governor's Commission on People with Disabilities awards several \$1,000 scholarships each year to high school and GED graduates with disabilities. Applications are available through the Governor's Commission and are graded on the basis of achievement, community involvement, goals, and the student's disability challenges. The deadline this year is February 27, 2006. Contact the Governor's Commission at (501) 296-1637 for an application form. If you need any more information, please contact Klaus Neu at (501) 907-2490 or [klaus@aalrc.org](mailto:klaus@aalrc.org).

*Luther H. Black Memorial Scholarship-  
GED Graduates Are Encouraged to Apply*



The Luther H. Black Memorial Scholarship was set up to recognize an Arkansas High School Diploma (GED) graduate who demonstrates outstanding leadership, citizenship, and professional promise. The scholarship was established to honor Dr. Luther H. Black, the "father of adult education" for his years of dedicated and committed service to Arkansas Adult Education.

For more information about this scholarship and to download the application form, please go to <http://www.aalrc.org/resources/ged/lhb.aspx>.

*Student Success Stories on AALRC Website*

The AALRC is continually looking for local program submissions regarding student success stories. Please send your submissions to Klaus Neu at [klaus@aalrc.org](mailto:klaus@aalrc.org) and share your students' successes with other adult education and literacy programs. These stories can provide inspiration for other students as well as program staff, and can be viewed at <http://aalrc.org/resources/student/index.aspx>. Cody Ott from the SWADC Learning Center in Prescott, who is currently featured on the site, felt a great sense of pride and accomplishment when he found out his story would be available online for other students and teachers. The AALRC is hoping to feature more success stories in the near future.



*TABE Audiocassette Validation Study Published*

In 2002, Dr. Larry Evans conducted a validation study of the audiocassette format of the TABE Tests 7 & 8, Survey and Locator. The study was coordinated by the AALRC with a grant from the National Institute for Literacy. The results of the validation study have been published in the adult education journal, *New Horizons*, available at <http://education.fiu.edu/newhorizons/volume19no2summer2005.pdf>.

The audiocassette format of the TABE tests was developed for adult students who require an audiocassette test as an accommodation for a documented disability. Every adult education and literacy program in Arkansas should have a copy of the audiocassette TABE tests, but if your program still needs one, or needs a copy for a satellite program, please contact Klaus Neu at [klaus@aalrc.org](mailto:klaus@aalrc.org) or 800.832.6242.