

Learning Differences Problems disAbilities

2004

**International
Professional Development
Training Catalog**

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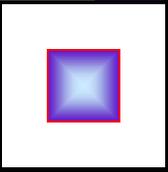
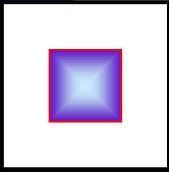


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About the Training Sessions

The training topics listed in this catalog are provided by Richard Cooper, Ph.D. a learning specialist with 25 years of experience working with children and adults who learn differently. Most of the topics listed can be presented in three hours, however, the sessions can be customized to be shorter or longer depending on the needs of the participants. The topics can also be combined or customized according to specific audience and age group.

About the Number System

- 300's** – General Learning Differences Topics
- 400's** – Organizational, Studying and Testing Topics
- 500's** – Language Skills Topics
- 600's** – Language and Math Topics
- 700's** – Math Skills Topics
- 800's** – Computer and Internet Topics
- 900's** – In-Service and In-Depth Topics

About the Presenter

Richard Cooper, Ph.D., Director and Founder of the Center for Alternative Learning, earned his doctorate in Education at the University of Pittsburgh and a Masters degree in Guidance and Counseling at Inter American University in Puerto Rico. Richard Cooper is also the owner of Learning disAbilities Resources, a firm that produces and distributes educational and motivational materials for individuals with learning differences. He established these organizations to provide services for individuals with learning disabilities and their families, and also teachers and other professionals interested in learning problems.

Dr. Cooper is the author of a number of books and articles about learning disabilities, problems and differences. He has developed a number of teaching methods and instructional tools for individuals who learn differently and he is internationally known as a speaker and instructor on a wide range of topics about learning problems and techniques for helping both children and adults to improve their skills. Dr. Cooper has presented at national and international conferences and also at summer teacher training institutes around the country. In addition he has conducted courses for adult education teachers and training workshops for faculties at many colleges and universities in Pennsylvania and neighboring states. Dr. Cooper is a frequent speaker at elementary, secondary and technical schools' in-service days. He has developed a number of graduate level courses on learning problems for teachers that he has offered at Penn State University, the University of South Carolina, Louisiana State University and Universities in South and North Dakota.

In Pennsylvania, Dr. Cooper provides statewide training to adult educators through the Learning Differences Center, an initiative funded by the Bureau of Adult Education, Pennsylvania Department of Education. As part of this project he travels the state providing training and technical assistance on screening and teaching adults who have learning differences. He has visited a number of prisons, training educators and teaching inmates.

As part of his private practice, Dr. Cooper conducts screenings for learning problems and disabilities, specialized tutoring for children and adults who learn differently and counseling to help individuals and families deal with the issues which often arise when a person has a learning problem. He is on staff at a mental hospital where he provides educational therapy. Since Dr. Cooper is bilingual he also provides these services and conducts trainings in Spanish.

Dr. Cooper is the past president and treasurer of the National Association for Adults with Special Learning Needs; he also was a founding board member of this organization. He was a member of the U.S. Observer Delegation to the 5th International UNESCO Conference on Adult Education in July 1997 in Hamburg, Germany. He made a presentation at the International Dyslexia Conference in Uppsala, Sweden in August of 2002 on Alternative Math Techniques.



Dr. Cooper Presenting in University of Uppsala Lecture Hall

General Training Topics

The trainings listed here as General are topics which refer to learning problems without regard to age. Although the manifestation of learning problems does differ according to different stages of a person's life, the focus of these training sessions is on the broad-spectrum topic and inclusive to all ages.

G-300 Characteristics of Learning Differences: This training session details how individuals with learning differences, problems and disabilities think and learn. The behavioral manifestation of the characteristics of perception, processing and communication problems are outlined and illustrated. Visual, auditory and motor skills problems are described along with problems with reversals, attention, organization and sequencing. This is the most popular of Dr. Cooper's training sessions and provides the basis for recognizing differences and adapting instruction to meet individual needs.

G-305 Assessment of Learning Problems: Participants in this session learn about the many methods that are used to assess learning problems. Sample test reports will be shown and the significance of the test scores will be discussed. The presenter will discuss the "red flag" indicators, which may cause one to refer individuals for a formal assessment. Particular attention will be paid to the behavioral manifestations of learning problems enabling educators and parents to identify patterns of thought that make learning different or difficult.

G-380 Cooper Screening of Information Processing (C-SIP)—Introduction: In this training session, Dr. Cooper discusses how the screening was developed and the rationale for each of its sections. He then goes through each of the sections in the screening, explaining how to administer the screening to various types of students, using examples from his extensive experience. He also describes how to interpret the information obtained from the screening to find various processing differences.

G-381 Cooper Screening of Information Processing (C-Sip)—Demonstration: In this training session, Dr. Cooper administers the screening to a student or a volunteer from the audience to demonstrate how the screening can be used as a diagnostic teaching tool. He demonstrates scoring the screening using the Excel Scoring Assistant and explains the results. Participants work in teams to prepare an educational or employment plan from the demonstration screening and other sample screenings.

G-382 Avoidance Styles and Activities: This training explores the reasons why so many individuals with learning differences avoid the very tasks they say they want to do. Participants learn how to identify avoidance behaviors and are provided with suggestions about what they can do to help students break avoidance patterns.

G-455 Using Mnemonics to Help Students who Learn Differently: Participants of this training are informed about how to use mnemonics to assist students with learning material in a variety of subjects, such as math, reading, writing, spelling, and subject content areas. Besides learning about the importance of and how to utilize mnemonics, participants will practice developing mnemonics.

G-460 If They Think Differently, Shouldn't They Study Differently: This training session explores how learning differences impact study skills. Alternative study skills, those that individuals with various learning problems have found useful, will be demonstrated and discussed. Participants

will receive copies of study aids that enable students to become more efficient and effective at studying.

G-462 Planning Tips and Techniques for You and Your Students: In this training session, participants are provided with tips and techniques for becoming more efficient and effective especially in academic settings. The presenter will provide participants with a number of self-assessment tools to determine how well one focuses on important tasks, whether one is avoiding important tasks, and how one is using time. Participants will explore attitudes about planning, the elements of planning, and styles of planning.

G-465 Helping Students Reduce Test Anxiety: Test anxiety is a problem for many students with learning differences. This training session demonstrates a variety of techniques to help students prepare for and take tests. These include learning how to teach students relaxation and study skills and when to implement accommodations. Techniques for analyzing test taking problems will also be demonstrated.

G-530 Instructional Techniques for Individuals with Weak Writing Skills: Participants will experiment with the various techniques in an interactive workshop that emphasizes alternative ways to teach writing skills. The activities will include techniques to help learners understand and use the structure of language. Writing exercises that help learners to develop their ideas and organize their thoughts will be demonstrated. Strategies for motivating reluctant writers to write more will also be discussed.

G-740 Helping Learners Increase Math Problems-Solving Skills and Quantitative Concepts: This session provides information about why individuals with learning differences have difficulty learning math concepts and developing problem-solving skills. The presenter will discuss techniques for helping adult learners to develop these math skills. Participants will engage in activities that will demonstrate the techniques that the presenter has found helpful for teaching quantitative concepts and problem solving.

G-750 Tic Tac Toe Math: The Tic Tac Toe Math system, developed by Dr. Cooper, has proven to be a very effective technique for individuals with learning differences. Many adult students have attributed their success with passing the math section of the GED to Tic Tac Toe Math. This training teaches the system and demonstrates how to teach it to adults and children who have not been able to memorize the times tables.

G-751 Advanced Tic Tac Toe Math – The Cube: This training is designed for individuals who already know the Tic Tac Toe Math system. Participants will learn how to make the Tic Tac Toe Grids for 30 positions rather than the nine positions of Tic Tac Toe Math. Dr. Cooper explains the patterns in the cube and demonstrates how students can use the Cube for understanding multiples, fractions and percentages.

G-755 Using Patterns, Mnemonics, and Memory Clues for Teaching Math: This presentation will provide the participants with ideas on how to make and use easy-to-remember patterns, mnemonics and memory clues for helping individuals who have weak math skills. These instructional techniques can be used for teaching number facts and math operations. Participants will have an opportunity to experiment with the techniques.

Professional Development Training Topics for Elementary and Secondary Teachers

The trainings listed in this section were developed for and have been offered to elementary, secondary and vocational-technical teachers. When teachers from different grade levels attend these trainings, they report that the information presented and the interaction with teachers who teach different grades provides them with a better perspective about children's struggle at different grade levels.

ES-370 Helping Children with Learning Problems to Develop Social and Life Skills:

The same learning problems that impede the acquisition of basic academic skills often result in difficulties in social interaction and other life skills. This workshop will explore some of these difficulties, especially those that directly impact interactions in school. Through an explanation of the causes of social and life skill deficiencies, the participants will better understand how to help their students reduce the impact of the social differences and develop strategies for improving social skills.

ES-466 Inclusion: This training discusses techniques for including children with learning problems and disabilities in the regular classroom. The techniques relate to the specific learning problems, which interfere with the learning of basic skills and other subjects. Classroom management of behavior problems and issues of self-esteem are included in this training.

ES-520 Teaching Reading to Children with Learning Problems: Teachers report that this training provides them with many practical ideas for teaching individuals with reading problems from the non-reader to the reader with limited comprehension. The causes of specific reading problems such as reversals and the reading of synonyms are discussed and remedies for these problems are explained and demonstrated.

ES-525 Vocabulary Development for Children with Learning Problems: Vocabulary development is critical for academic success. This training presents techniques for vocabulary development to aid oral communication, reading comprehension and critical thinking skills. The presenter explains techniques to assist children who have weak language skills to increase and sharpen their vocabulary.

ES-530 Instructional Techniques for Children with Weak Writing Skills: Participants will experiment with various techniques in an interactive workshop that emphasizes alternative ways to teach writing skills. The activities will include techniques to help learners understand and use the structure of language. Writing exercises that help learners to develop their ideas and organize their thoughts will be demonstrated. Strategies for motivating reluctant writers to write more will also be discussed.

ES-532 Teaching Spelling and Writing to Children with Learning Problems: This training session discusses the thought patterns of children with learning problems that interfere with spelling. The presenter provides alternative techniques for teaching spelling and writing to children with language based learning problems.

ES-645 Teaching Reading, Writing and Math to Children with Learning Problems: This training session provides an overview of alternative techniques for teaching reading, writing and math to children with learning problems. Participants learn how to assist students who have problems with language development because of auditory perception and processing problems. The section on math outlines ways to help students improve their computation and problem solving skills.

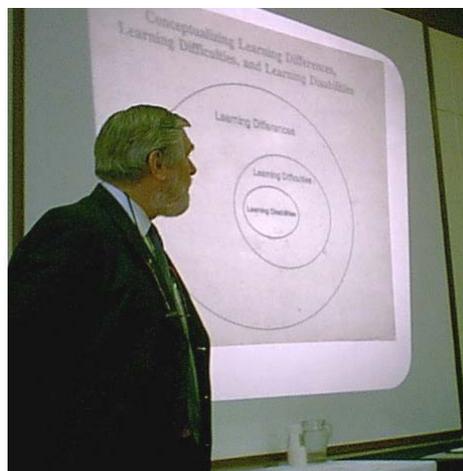
ES-740 Teaching Math to Children with Learning Problem: This training session provides information about why children with learning differences have a difficult time learning math. Alternative techniques for teaching quantitative concepts, arithmetic operations and problem solving skills are explained. A demonstration of Tic Tac Toe Math is included.

ES-935 In-Service Course: Teaching Reading, Writing and Spelling: This 15 hour course provides participants with information about the specific learning problems that interfere with language development. They will also learn how to teach reading and basic writing skills to children who fall into the following categories: Non-Readers, Weak Readers, Basic Readers, Readers with Errors, and Readers with Limited Comprehension. Participants experiment with the alternative techniques for teaching reading, spelling and writing. For example they are asked to draw an outline for a writing assignment and learn how to teach this technique to those who might benefit from it.

ES-940 In-Service Course: Teaching Math to Children with Learning Problems: This 15 hours course provides information about how learning problems interfere with the development of math skills. Teachers learn how to increase quantitative concepts, improve problem solving and reduce the errors in computation. Tic Tac Toe Math is part of this course; teachers learn the system and how to teach it.

ES-966 In-Service Course: Inclusion of Children with Learning Disabilities: This 15 hour course discusses the advantages, disadvantages, rewards and challenges of including children with learning disabilities in the regular classroom. Techniques for subject instruction will be presented which relate to the specific learning problems that interfere with the learning of basic skills and other subjects. Classroom management of behavior problems and issues of self-esteem are included in this training.

ES-970 In-Service Course: Social and Life Skills for Children with Learning Problems: This 15 hour course explores the connection between learning problems and poor social skills. Participants review the children they have taught in the past relating their poor social skills to the characteristics of learning differences to find alternative approaches to classroom management. Information is also provided on teaching life skills such as consumer math concepts, conflict resolution and other similar topics.



Chenango County New York, Presenting at "LD Days"

Professional Development Training Topics for College and Adult Educators

The trainings listed in this section have been developed specifically for adult educators and those who are teaching college level students with learning problems. Many schools and literacy programs invite their adult students to attend these trainings because they have found that the students benefit greatly from hearing Dr. Cooper, who himself has a learning problem, explain both the positive and negative aspects of learning differently.

CA-305 Accommodating Adults Who Have Learning Disabilities: This training session provides participants with information about when and how to accommodate adults who have documented learning disabilities. The presenter incorporates his experience working with students and the information from the recent research project on accommodating adults in adult education programs.

CA-362 Techniques for Teaching Adults Who Learn Differently: This training provides 25 teaching principles that Dr. Cooper has found effective when working with individuals with learning problems. Some examples of these techniques are breaking a task in to smaller tasks, spaced repetition and reducing avoidance patterns.

CA-365 Techniques for Working With Adults Who Present Significant Learning Challenges: This training session will provide participants with various techniques for working with adult learners who present significant learning challenges such as below average intellectual ability, mental illness, and severe learning disabilities as well as those individuals who have very poor educational preparation. The presenter will discuss how to develop and use an individual education plan for these students. Instruction planning and delivery for various subjects will also be covered. Part of the training will focus on how to motivate reluctant students and those who do not want to work on all subject areas. The final section of the training will cover techniques for evaluating student progress.

CA-370 Helping Adults with Learning Differences to Develop Social and Life Skills: The same learning problems that impede the acquisition of basic academic skills often result in difficulties in social interaction, employment and other life skills. This workshop will explore some of these difficulties, especially those that directly impact adult education programs and job readiness skills. Through an explanation of the causes of social and life skill deficiencies, the participants will better understand how to help their students reduce the impact of the social problems and develop strategies for coping with employment and life in general.

CA-385 Counseling Adults with Learning Problems: This training session is designed for counselors and others who are interested in issues of self-esteem in individuals with learning differences. The presenter discusses the counseling techniques he has found useful working with adults with varying degrees of learning problems and disabilities. The trainer discusses the critical issue of communicating with individuals who have weak vocabulary, non-sequential thought patterns and unrealistic expectations.

CA-387 Working with Difficult Students: This training provides adult educators with techniques for dealing with people who are difficult to deal with because of a number of reasons such as poor communication skills, unreasonable demands, poor social skills, or emotional reactions to ordinary situations. The problems that are discussed are grouped by categories: students, co-workers, supervisors, and the general public; and by categories of interaction: phone conversations, office interaction, classroom situations and casual encounters.

CA-417 Learning Problems and English as a Second Language: This training session for teachers of English as a Second Language explains how learning problems can limit second language acquisition and how to recognize if a student may need to be referred for further testing. Techniques for helping students with minor learning problems to learn English are also discussed.

CA-449 Weak Academic Skills: Not all students with weak academic skills have learning problems; many reasons for weak academic skills are detailed and put into perspective in this training. Designed for college faculties, this training provides the participants with concrete suggestions for helping students with weak academic skills improve their skills and increase their chance of completing college.

CA-460 Study and Organizational Techniques for Adults who Learn Differently: This training will provide the participants with practical and inexpensive study and organizational tools and techniques that the presenter has found effective for teaching adults who think and learn differently. Some of the study tools can enable students to take notes more effectively; others provide students with systematic steps to organize concepts and objects.

CA-461 Organization and Planning Tips for You and Your Students: This training session provides tips and techniques for becoming more efficient and effective especially in academic settings. The presenter will provide participants with a number of self-assessment tools to determine how well one is focusing on important tasks, whether one is avoiding important tasks, and how one is using time.

CA-462 Note Taking Techniques: This training session provides the participants with an understanding why note taking is so difficult for students who learn differently. The presenter will demonstrate note taking tools and techniques that he has found useful for students who have various learning problems.

CA-464 Designing Adult Education Programs to Meet the Needs of Adults with Learning Differences, Problems and Disabilities: This presentation will provide adult educators (administrators and teachers) with ideas and techniques for the establishment and operation of programs that meet the specific needs of individuals who have learning problems of varying degrees. The presentation will include information about recruitment, retention, motivation, evaluation, equipment and curriculum for students who have minimal learning problems and accommodations for those with severe problems.

CA-465 Helping Students with Learning Differences Prepare for the New GED Examination: The presentation will provide participants with an assessment of how the new GED test will affect individuals with learning differences. The presenter will discuss how the changes in design of the new GED test will present challenges for adults who have learning differences. The participants will learn how to look for the red flags commonly associated with learning differences that can make it difficult for an individual to pass the new GED exam. He will discuss instructional techniques and approaches that can assist these students to prepare for the new test.

CA-466 Multi-level Classroom Techniques: This training session uses the techniques taught in the other training sessions and applies them to the multi-level classroom where adults with a wide range of basic skills are grouped together. Participants learn how to plan activities for students who range, in the same classroom, from non-readers to those with post-secondary skills.

CA-520 Teaching Reading to Adults with Learning Problems: Literacy teachers and tutors report that this training provides them with many practical ideas for teaching individuals with reading problems from the non-reader to the reader with errors.

CA-523 Helping Adults to Improve Reading Comprehension: This training describes the reasons why many adults who possess basic literacy skills continue to have difficulty with reading comprehension. Techniques for improving reading comprehension will be explained and demonstrated.

CA-525 Vocabulary Development for Adults with Learning Problems: Vocabulary development is critical for academic success. This training presents techniques for vocabulary development to aid oral communication, reading comprehension and critical thinking skills. The presenter explains techniques to assist adults engage in systematic and regular self-study of vocabulary.

CA-530 Instructional Techniques for Adults with Weak Writing Skills: This presentation will provide the participants with techniques that the presenter has found helpful in teaching writing skills to adults who have poor written language skills. The focus of this presentation is techniques for helping adult learners understand the structure of language, expressing ideas, and techniques for motivating writing activities. Participants will experiment with the various techniques in an interactive workshop that helps learners to develop their ideas and organize their thoughts. Strategies for motivating reluctant writers to write more will also be discussed.

CA-532 Teaching Spelling and Writing to Adults with Learning Problems: This training session provides alternative techniques for teaching spelling and writing to individuals with language based learning problems. Participants take part in an exercise that demonstrates the frustration individuals who have learning problems experience when trying to write.

CA-642 Teaching Adults with Low Level Literacy and Numeracy Skills: This training session is designed for adult educators and literacy tutors who are working with adults who have very low level reading and math ability. The techniques described in this training are similar to those described in other training sessions. The difference is how to adapt them to the low level students. The training will include discussion of setting realistic goals for student progress and helping students set their own realistic goals.

CA-645 Teaching Reading, Writing and Math to Adults with Learning Problems: This training session provides an overview of alternative techniques for teaching reading, writing and math to individuals with learning problems. Participants learn how to assist students who have problems with language development because of auditory perception and processing problems. The section on math outlines ways to help students improve their computation and problem solving skills.

CA-740 Teaching Math To Adults with Learning Problems: This training session provides information about why individuals with learning differences have a difficult time learning math and often suffer from math anxiety. Alternative techniques for teaching quantitative concepts, arithmetic operations and problem solving skills are explained. The presenter will explain the Number Fact Hierarchy, which he has developed to describe how students remember or compute number facts and how the differences in the hierarchy affect math performance. A demonstration of Tic Tac Toe Math is also included.

CA-755 Increasing Problem Solving Skills and Quantitative Concepts: The content of this training session provides adult educators with techniques for assisting adult learners who have weak math skills to improve their problem solving skills and quantitative concepts. The first part of the training includes a discussion about why many adult learners have not developed good problem solving skills and why their math vocabulary is usually underdeveloped. During the remaining time, the presenter will demonstrate techniques that he has found useful with students who have struggled learning quantitative concepts and problems solving skills.

CA-860 Using the Internet With Low-Level Readers: This training for adult educators will provide the participants with ideas and techniques to assist adults who have low-level reading skills to use the Internet. Many adults who have learning difficulties are able to use the Internet and World Wide Web but not to the degree that individuals who have adequate reading skills can use these resources. The presenter will provide the workshop participants with ways to help the poor speller to use search engines, to assist poor readers to move from web page to web page to find information that they can understand and ways to save and organize the information they find for future use.

CA-920 In-Depth Session on Teaching Reading: This two day training begins by relating the characteristics of learning problems to difficulties adults have learning to read. Participants learn how various learning problems affect the reading process and the types of reading errors that are associated with the learning problems. Techniques for teaching reading are explained and participants engage in activities using these techniques.

CA-930 In-Depth Session on Teaching Writing: This two day training begins by relating the characteristics of learning problems to difficulties adults have with spelling and writing. It goes beyond just learning about alternative techniques; participants experiment with the alternative techniques. For example they are asked to draw an outline for a writing assignment and learn how to teach this technique to those who might benefit from it.

CA-940 In-Depth Session on Teaching Math: This two day training begins by relating the characteristics of learning problems to difficulties adults encounter with math. Participants receive training in alternative instructional techniques, including Tic Tac Toe Math, and have an opportunity to practice using the techniques. Topics include developing quantitative concepts, improving computation skills and increasing problem-solving abilities.

CA-980 In-Depth Session on Cooper Screening of Information Processing (C-SIP): This two-day training provides the participants with an opportunity to learn about the Cooper Screening of Information Processing and experiment with it. The screening is first administered to an adult education student or a volunteer from the audience. Participants then practice administering the screening on each other and learn how to interpret the results.

CA-985 Interpreting the C-SIP: This advanced training session is designed to provide adult educators who have used the Cooper Screening of Information Processing with information for the interpretation of the data collected. The workshop is divided into three parts: 1) interpreting the short form, 2) interpreting the long form and 3) developing an educational or employment plan. Participants will review and discuss case studies of adult learners.

Parents

The following topics although similar to trainings available in other sections are designed to directly meet the needs and concerns of parents of children who have learning differences, difficulties and disabilities

P-300 Characteristics of Learning Differences: This training session designed for parents details how individuals, children and adults, with learning differences, problems and disabilities think and learn. The behavioral manifestation of the characteristics of perception, processing and communication problems are outlined and illustrated. Visual, auditory and motor skills problems are described along with problems with reversals, attention, organization and sequencing. This is the most popular of Dr. Cooper's training sessions and provides the basis for adapting instruction to meet individual needs.

P-305 Helping Parents Understand and Work with Children Who Have Learning Differences: This presentation is for parents of children who have learning and attention problems and provides parents with practical suggestions about how to assist their children with basic academic skills, homework, organization, and study skills. This training can be directed either to professionals working with parents or it can be directed to the parents. The training will briefly describe common problems or the “red flags” associated with learning differences, discuss what parents can do to help children improve their basic skills, and deal with inappropriate behavior.

P-462 Planning Tips and Techniques for You and Your Children: This training session provides tips and techniques for becoming more efficient and effective especially in academic settings. The presenter will provide participants with a number of self-assessment tools to determine how well one is focusing on important tasks, whether one is avoiding important tasks, and how one is using time. Tips and techniques on how to sharpen planning will enable the participants to teach their children to improve their planning skills *and* improve their own planning.



Human Resource, Employer & Business Training Topics

The trainings listed in this section have been developed specifically for human resource, employers and business people. Dr. Cooper has worked with many employers in placing individuals with learning disabilities, problems and differences in appropriate jobs.

HR-300 Characteristics of Learning Differences: This training session designed for employers and supervisors and details how individuals with learning differences, problems and disabilities think and learn. The behavioral manifestation of the characteristics of perception, processing and communication problems are outlined and illustrated. Visual, auditory and motor skills problems are described along with problems with reversals, attention, organization and sequencing. This is the most popular of Dr. Cooper's training sessions and provides the basis for adapting instruction to meet individual needs.

HR-305 Learning Differences in the Workplace: Since learning problems limit the acquisition of basic academic and social skills, adult educators need to understand how learning differences manifest themselves in the workplace. This presentation will provide adult educators and industry trainers with an understanding of the problems that individuals with learning differences encounter in the workplace. The presenter will discuss case studies of workers in a variety of jobs and describe the techniques that helped those workers cope with various situations. Participants will gain an understanding of how the perception, processing and communication characteristics of learning problems affect individuals on the job. The participants will also learn how to prepare adults with learning problems for the workplace. Examples of alternative instructional techniques, remediation, and accommodations will be provided. Some time will be allotted for questions and answers.

HR-310 Learning Differences in Workplace Education: This presentation is specifically designed to meet the needs of adult educators providing instruction to workers. The presenter will provide a brief description of how the major learning differences interfere with the acquisition of basic academic skills and employment training. This will be followed by demonstrations of alternative instructional techniques that can be used to help workers compensate for their learning differences. In addition to instructional techniques, the presentation will include a discussion about accommodations, both in the classroom and in the workplace, for individuals with significant learning problems. Some time will be spent discussing how to explain learning differences and their implications to students and employers. Participants will have ample time to ask questions about individual students or particular situations.

Costs

The fees for Dr. Cooper's training during the 2003/2004 academic year are:

\$1500.00 per day, plus travel expenses

\$750.00 per half day, plus travel expenses

\$250.00 per hour, plus travel expenses

In addition to these fees, there are three other options:

FUND RAISING: Non-profit agencies, schools, parents' groups, self-help groups can partner with the Center for Alternative Learning in fund raising events that are made up of or include training about learning differences. For these events the host agency sells tickets or charges a registration fee. The Center will help prepare publicity materials and provide logistical support for the event. Dr. Cooper will provide training and materials. Financial arrangements are negotiated for each event.

COURSES: Dr. Richard Cooper has developed a number of courses on learning differences, problems and disabilities for elementary, secondary and adult educators. Credit courses (1 or 3 credit) can be arranged through school districts, colleges and universities.

KEYNOTE AND CONFERENCE SPEAKER: Since there are many different scenarios possible concerning conferences, please contact Dr. Cooper directly to discuss scheduling and costs of this and the other two options at: 1-800-869-8336

**Check out Dr. Cooper's availability on
<http://home.comcast.net/~rcooper-ldr/>**



Dr. Cooper in Louisiana State University Distance Education Studio

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