



# Addressing LD in E&T Programs

Workforce Development Council of Seattle-King County

Practitioners need informal measures for determining whether or not a person may have difficulty learning. In many programs providing social services, little information is asked about a person's learning experiences. Relevant information such as screening tools should include experiences in learning. Screening methodologies include observation, interviews, written answers to questions, self report and can include involvement and input from a variety of professionals working with an individual – instructors, case managers, career advisors.

Screening is part of an overall process, not simply a tool. Screening should be ongoing and lead to planning an approach for the individual to be most successful. This may include simple adaptations, such as use of colored paper, through referral for formal assessment carried out by a professionally trained diagnostician.

Screening informs a person of the likelihood that a problem exists.  
SCREENING IS NOT DIAGNOSIS.

## **Related resources and articles:**

Bridges to Practice Resources: Guidebook 2  
[http://www.nifl.gov/nifl/ld/reports/bridges\\_pt2.pdf](http://www.nifl.gov/nifl/ld/reports/bridges_pt2.pdf)

Screening for Adults with Learning Disabilities by Adrienne Riviere at:  
<http://www.nifl.gov/nifl/ld/archive/assess.htm>

National Adult Literacy and Learning Disabilities Center at:  
[http://www.nifl.gov/nifl/ld/bridges/materials/nalld\\_archive.html](http://www.nifl.gov/nifl/ld/bridges/materials/nalld_archive.html)



# Screening Criteria to Consider

Workforce Development Council of Seattle-King County

## Preparation/Design

- ▶ What should be “screened out”? *Start by checking Vision, Hearing, Medical/Health, etc.*
- ▶ When should screening be done? At what point in the delivery of services?
- ▶ What time is needed to do the screening selected?
- ▶ Who will do the screening?
- ▶ Where (physically) does screening occur?
- ▶ Who should be screened? How is this determined to ensure fairness?
- ▶ What resources will be needed before, during and after screening occurs for the organization, the individual conducting the screening and the customer?
- ▶ What other systems or protocols should be put into place prior to beginning screening?
- ▶ What is the organization’s capacity to serve individuals identified by the screening procedure as needing additional services?
- ▶ Are there standards for regular and additional services?
- ▶ Who becomes the point of contact for the organization, staff, and customers?
- ▶ How will true help leading to self-advocacy and self-sufficiency be provided?



# Screening Criteria to Consider

Workforce Development Council of Seattle-King County

## Implementation

- What additional staff training needs to be provided? How often?
- What happens when there is staff turnover?
- Who knows how to assess for, identify, implement and evaluate accommodations in training and on the job?
- How does screening and related services affect transition and coordination among providers internally in a One-Stop environment as well as externally?
- How do organizations monitor and evaluate the appropriateness and effectiveness of screening and other related services?



# Screening Criteria to Consider

Workforce Development Council of Seattle-King County

## On-Going

- Who needs to know what has been done and the results?
- What are the policies and procedures regarding confidentiality?
- When do accommodations become an element of services?
- What are the standards for implementation of accommodations?
- Where are resources for accommodations? Who knows what is reasonable?
- What about needs of the:
  - Customer
  - Instructor and/or trainer
  - Employer
  - Other community providers
- How does screening and diagnosis lead to:
  - Productive training
  - Job placement
  - Job retention
  - Wage progression

## Ten Standards for Selecting Screening Materials

---

Standards related to making good decisions about choosing screening instruments are presented in brief below and then described in further detail in this section. The ten standards can be categorized as follows:

### ADMINISTRATION STANDARDS

1. The requirements for learning to use the screening material are reasonable.
2. Guidelines regarding whether to refer the individual for further testing are clear and reasonable.
3. The time required to conduct the screening procedures is reasonable.
4. The screening material allows accommodations for individuals with disabilities.

### TECHNICAL DEVELOPMENT STANDARDS

5. The screening material adequately represents the full range of characteristics associated with learning disabilities.
6. The screening material is consistent with what is currently known about learning disabilities.
7. The screening material reliably measures the individual's learning characteristics.
8. The screening material accurately predicts who may have a learning disability.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language.
10. Research supports the links between screening procedures and instructional materials.