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ESL Literacy

ESL – LAPS supplementary materials facilitator's package: Canadian Language Benchmark (CLB 1). Edited by Laureen MacKenzie and Elaine Cairns. Calgary, AB: Bow Valley College, 2000.

This supplement to the original ESL LAPS family literacy program is intended for ESL practitioners working with ESL learners with limited language skills. It contains activities at a beginner ESL level to accompany the original program which was written for ESL learners with conversation skills. It is intended to be used in conjunction with the original ESL LAPS manual (CLB 2).

ESL – LAPS supplementary materials facilitator's package: Canadian Language Benchmark (CLB 7). Edited by Laureen MacKenzie and Elaine Cairns. Calgary, AB: Bow Valley College, 2000.

A supplement to the original ESL LAPS (CLB Level 2), this package includes activities and handout appropriate for CLB Level 7. This resource is intended to be used in conjunction with the original ESL-LAPS manual.

Instructional Materials & Learning Resources

Brain-based learning: the new paradigm of teaching. By Eric Jensen. Thousand Oaks, CA: Corwin Press, 2008.

This book combines research from neuroscience, biology and psychology to look at the relationship between learning and the brain. Information on the impact of physiological effects, sensory stimuli, and emotions on learning are included. The application of this information to teaching is outlined.

Brain compatible strategies. By Eric Jensen. Thousand Oaks, CA: Corwin Press, 2004.

This book contains "hundreds of easy-to-use, brain-compatible activities that boost attention, motivation, learning and achievement."

Introducing advocacy: the first book of speaking up: a plain text guide to advocacy. By John Tufail and Kate Lyon. London: Jessica Kingsley, 2007.

Written for learners, this book introduces the concept of advocacy and explores advocacy models where the goal is to expand the life skills of the individual with learning difficulties.

Jump start the adult learner: how to engage and motivate adults using brain-compatible strategies. By Laurie Materna. Thousand Oaks, CA: Corwin Press, 2007.

Combining adult education theory with brain-compatible learning, this book presents practical, brain-friendly approaches for working with adults in formal and informal settings. Background information accompanies techniques and strategies for classrooms or workshops, including graphic organizers, music energizers, exercise activities, and self-assessments.

Living with healthy relationships. By Judy Murphy. Edmonton, AB: Grass Roots Press, 2009.

This resource explains in plain language the difference between healthy and unhealthy relationships, how to respond to and resolve conflicts, how to communicate with others and how to build healthy relationships.

“Sit & get” won’t grow dendrites: 20 professional learning strategies that engage the adult brain. Marcia Tate. Thousand Oaks, CA: Corwin Press, 2004.

This practical handbook presents an approach to teaching adults based on research on brain-based learning, differentiated instruction, multiple intelligences and adult learning. It is intended as a professional development resource for anyone who teaches adults.

Spark: the revolutionary new science of exercise and the brain. By John J. Ratey. New York: Little Brown, 2008.

Explores the mind-body connection, presenting research demonstrating that exercise is the best defense against everything from mood disorders to ADHD to addiction to menopause to Alzheimer’s.

Learning Disabilities & Special Needs

Adolescents and adults with learning disabilities and ADHD: assessment and accommodation. By Noël Gregg. New York: Guildford Press, 2009.

This book offers comprehensive information on how to conduct evidence-based assessments of adolescents and adults with learning disabilities and ADHD, and how to select appropriate instructional and testing methods.

Particular attention is paid to supporting students transitioning from high school to higher educational or vocational settings.

Adults with learning disabilities: a review of the literature. (Online)

By Mary Ann Corley and Juliana M. Taymans. Vol. 3, Chapter 3 of Review of Adult Learning and Literacy. Boston, MA: NCSALL, 2002. Available at <http://www.ncsall.net/?id=575>

This literature review of 98 references published between 1989 and 2000 is organized into two broad categories: what we know about adults with LD and how we serve adults with LD.

The challenge of fetal alcohol syndrome: overcoming secondary disabilities.

Edited by Ann Streissguth and Jonathan Kanter. Seattle: University of Washington Press, 1997.

The 22 papers presented in this collection look at some of the secondary disabilities that people with FAS/FAE face: mental health problems, disrupted schooling, inappropriate sexual behaviour, trouble with the law, alcohol and drug problems, difficulty caring for children, and homelessness. The paper describes programs and interventions from various fields.

Complete learning disabilities handbook: ready-to-use strategies & activities for teaching students with learning disabilities. 3rd ed.

By Joan M. Harwell and Rebecca Williams Jackson. San Francisco, Ca: Jossey-Bass. 2008.

A comprehensive source of information, strategies and activities for working with learning disabled students. The focus is mainly on school aged children, with a section on adolescents and adults.

Delivered from distraction: getting the most out of life with Attention Deficit Disorder.

By Edward M. Hallowell & John J. Ratey. New York: Ballantine Books, 2005.

Tailored to ADD learning styles and attention spans, this book provides readable discussions on every aspect of attention deficit disorder.

Dyslexia: a practitioner's handbook. By Gavin Reid. Hoboken, NJ: J. Wiley & Sons, 2009.

Written for educators, this updated handbook contains comprehensive information and recommended practices based on recent research findings.

Fantastic Antone grows up: adolescents and adults with Fetal Alcohol Syndrome. Edited by Judith Kleinfeld with Barbara Morse and Siobhan Wescott. Fairbanks, Alaska: University of Alaska Press, 2000.

In this book, young people with FAS/E and their caregivers describe strategies that work (and don't work) during adolescence and young adulthood. Themes include defining success, strategies that work in areas such as counselling, education, sexuality, legal issues and independent living, and what families need from the community.

The gift of dyslexia: why some of the smartest people can't read ... and how they can learn. Revised ed. By Ronald D. Davis. New York: Penguin, 1997.

This book describes how learning differs for dyslexic individuals and presents methods for overcoming the difficulties of dyslexia.

Keys to effective LD teaching practice. (Online resource) Edited by Margaret Horne Lindop. Knoxville, Tenn.: Center for Literacy Studies, University of Tennessee, Knoxville, 2002. Available online at http://www.cls.utk.edu/pdf/keys_ld/keys_ld.pdf

This resource book offers the practical experiences of practitioners using various instructional strategies and approaches reflecting "LD appropriate instruction". Included are tools for LD awareness, screening, planning and teaching/learning as well as personal stories about learners and teachers.

Language disabilities in cultural and linguistic diversity. By Deirdre Martin. Toronto, Ont.: Multilingual Matters, 2009.

This book presents a socio-cultural approach to language disabilities - specific language impairment, communication difficulties, dyslexia and deafness. It looks at how language disabilities are influenced by experiences of multilingualism, culture, ethnicity and race. It is intended for students,

professionals and policy makers in education and health who are interested in disability and language disabilities in multilingual and multicultural contexts.

Language learners with special needs: an international perspective. Edited by Judit Kormos and Edit H. Kontra. Clevedon: Multilingual matters, 2008.

In this book, language learning refers to learning a second language. It gives readers insight into the second language learning process of learners with disabilities. The chapters discuss the learning process and the teaching of dyslexic as well as hearing impaired learners in various parts of the world. The articles are academically oriented.

Learning disabilities. (Online) Focus on basics: connecting research and practice. Vol. 8, issue D. Boston, Mass.: World Education, 2007. Available at http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf

This issue includes articles on the neurobiology of dyslexia, one instructor's development of techniques for teaching students with LD, reports on progress in some American states on ensuring ABE programs can serve students with LD, assistive technology that may be of benefit, six categories that may impede ESOL students' learning and legal issues.

Learning disabilities training phase II: screening tools, strategies, and employment. By Judith Anne Fowler and Jennifer Hunt. London, Ont.: Literacy Link South Central, 2004. Also available at <http://www.nald.ca/library/research/ldtrain/tools/cover.htm>

Following "Learning disabilities training: a new approach", this second phase of training gives practitioners more in-depth information about working with adults with learning disabilities and intellectual disabilities. It provides tools to effectively screen, identify and provide learning strategies for both groups. It also contains a section on employment of adults with learning disabilities which includes keys to success, advocacy, disclosure and accommodations.

Learning to achieve: a review of the research literature on serving adults with learning disabilities. Washington, DC: National Institute for Literacy, 2009. Also available at <http://www.nifl.gov/publications/pdf/L2ALiteratureReview09.pdf>

This comprehensive literature review, commissioned by The National Institute for Literacy, looks at the needs and issues consistently raised by service providers. The intent is to bridge the gap between research and practice and provide the basis for the Institute's more recent professional development initiative.

Learning tools that work: a survey of adaptive technology in learning programs. (Online resource) By Jennifer Hunt. Garlic Press, 2005.
Available at <http://www.nald.ca/library/learning/lttw/lttw.pdf>

This manual provides an overview of a number of adaptive technology and assistive devices. It includes information about the types of technology available, its benefits, cost, best uses, limitations, where to purchase and low cost/low tech alternatives.

Life. Support. Music. (DVD) A film by Eric Daniel Metzgar. New York: Merigold Moving Pictures, 2008.

This documentary chronicles the rehabilitation of Jason Crigler, a New York City guitarist who suffered a brain hemorrhage during a concert in August 2004. Despite a dire prognosis, his family initiated an optimistic, intensive course of rehabilitation that challenged the doctors' ideas of factors that inspire recovery.

Long way to simple. Rev. ed. By Stephen J. Neafcy. Brooklyn Park, MN: Better Endings New Beginnings, 2008.

This book, written by someone who has FASD, offers many practical suggestions for living with FASD, along with personal stories. Note: While written from a Christian perspective, most of the suggestions are not based on religion.

Making dyslexia work for you: a self-help guide. By Vicki Goodwin & Bonita Thomson. New York: Routledge, 2004.

This book is written for dyslexic adults or for anyone who thinks they might be dyslexic. It contains ideas for reading, writing and organizing. The book also offers strategies for learning and a guide to the nature of dyslexia. Included with the book is a CD-ROM that contains PDF files, downloadable resources and links to relevant websites.

More attention, less deficit: success strategies for adults with ADHD.

By Ari Tuckman. Plantation, Fla.: Specialty Press, 2009.

Written for adults with ADHD, the brief ADHD-friendly articles cover topics such as understanding ADHD in adults, treatment options, learning basic life skills including time management and organization, and improving specific areas of your life by applying skills at home, in relationships and on the job

Multiple intelligences: new horizons. By Howard Gardner. New York: Basic Books, 2006.

This book presents thorough and current coverage of the theory and application of Multiple Intelligences.

Practical strategies for living with dyslexia. By Maria Chivers. Philadelphia, PA: Jessica Kingsley, 2000.

Written mainly for adults living or working with children with dyslexia, this book looks at various methods and strategies for treating dyslexia. It also considers eye and ear problems that may exacerbate dyslexia and encourages early identification.

Putting a Canadian face on learning disabilities (PACFOLD). (Online resource) Ottawa, ON: Learning Disabilities Association of Canada, 2007. Available at <http://www.pacfold.ca/index.shtml>

An applied research study initiated in 2004 to find out what it means to be a child, youth or adult with learning disabilities in Canada provides a better understanding of the impact of learning disabilities on the lives of Canadian children, youth and adults.

Revealing minds: assessing to understand and support struggling learners. By Craig Pohlman. San Francisco, CA: Jossey-Bass, 2008.

This is a guide for assessing learning problems in school-aged children based on the philosophy of All Kinds of Minds. It stresses the importance of identifying a student's assets and uncovering factors causing learning problems.

Smart but stuck: how resilience frees imprisoned intelligence from learning disabilities. 2nd ed. By Myrna Orenstein. New York: Haworth Press, 2007.

This book explores the emotional aspects of learning disabilities and imprisoned intelligence, showing how and why smart people with learning disabilities are resilient. It includes material on the relationship between learning disabilities and neuroscience.

Strategy instruction for students with learning disabilities. By Robert Reid & Torri Ortiz Lienemann. New York: Guilford Press, 2006.

Presents strategies that can be used to improve self-regulated learning, study skills and learning in specific content areas including writing, reading, and math. Designed for teachers of elementary and secondary students with learning disabilities.

Teaching adults with learning disabilities. By Dale Jordan. Malabar, FL: Krieger Publishing Co., 1996.

This book looks at the causes of specific learning differences and describes successful strategies that enable LD learners to succeed. Included is information on dyslexia, visual perception patterns that block reading ability, dysgraphia, dyscalculia, and attention deficit disorders.

Tech tools for students with learning disabilities: infusion into inclusive classrooms. (Online) By Jane Quenneville. Washington, DC: LDonline, 2001. Retrieved Oct. 5, 2009 from <http://www.ldonline.org/article/6380>

This article highlights the role of assistance technology in the education of learners with learning disabilities. It includes examples of software programs and how to use them.

Trying differently: a guide for daily living and working with FASDs and other brain differences. 3rd ed. Edited by Debbie Trudeau. Whitehorse, Yukon: FASSY (Fetal Alcohol Syndrome Society Yukon), 2005.

This small practical book is full of strategies to help people with FASD. It includes topics such as routines/daily structure, life skills and community. It has suggestions for early and later years.

Trying differently rather than harder. 2nd ed. By Diane Malbin. Oregon: FASCETS, 2002.

Written as much for the parent as the professional, this book provides up-to-date information on what FASD is and how best to deal with it. The treatment model presented is designed to decrease frustration and improve outcomes for children and adults with FASD.

Working with people with challenging behaviors: a guide for maintaining positive relationships. 2nd ed. By Nathan Ory. Cobble Hill, BC: Challenging Behavior Analysis and Consultation, Ltd., 2007.

This resource is written for educators and caregivers supporting persons with challenging behaviours including autism spectrum disorders, fetal alcohol syndrome and mental health disorders. Techniques for anticipating and preventing predictable episodes, training alternative coping skills, encouraging and appreciating unique strengths and progress, and calming the environment for others are outlined.

You mean I'm not lazy, stupid or crazy?! Updated ed. By Kate Kelly & Peggy Ramundo. New York: Scribner, 2009.

Written for adults with ADD by adults with ADD, this readable book offers practical how-to advice and moral support.

Technology & Literacy

Digital storytelling in the classroom: new media pathways to literacy, learning, and creativity. Jason Ohler. Thousand Oaks, CA: Corwin, 2008.

This book outlines a way of using digital technology to teach creative storytelling.

Technology for ABE instruction and teacher PD: an internet hotlist on ABE technology. (Online) Available at <http://www.kn.att.com/wired/fil/pages/listabetechgi.html>

This website provides links to online instructional tools, professional development material, technology to use with ABE students and web searching and evaluation tools.

Wired for learning: an educator's guide to Web 2.0. Edited by Terry T. Kidd and Irene L. Chen. Charlotte, NC: Information Age Publishing, 2009.

This book contains a series of articles about using Web 2.0 technology including podcasts, digital stories, virtual reality and wikis in teaching. It is not a collection of activities using Web 2.0 technology, but a more academic approach, including research and issues, that could be useful in planning.

Workplace Literacy & Essential Skills

The facilitators guide: a comprehensive tool to help practitioners. Winnipeg, Man.: Centre for Education and Work, 2005.

Developed for literacy practitioners, this guide provides information, teaching ideas and resources for teaching literacy to students who have specific jobs in mind. It shows how to use assignments to develop skills required for particular occupations, by integrating information from the Essential Skills Profiles (developed by HRSDC) with stages in Manitoba's literacy curriculum.