Academic Success Strategies for Adolescents with Learning Disabilities and ADHD

by

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Baltimore • London • Sydney
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Active Learner Student Questionnaire

Name: ____________________________________________ Date: ____________________

The purpose of this questionnaire is to help you to understand your learning strengths and areas of difficulty so that you can work on improving those areas in which you have difficulties.

Read each statement and then write:
Y for yes if it always applies to you
S for sometimes if it applies to you sometimes
N for no if it never applies to you

ORGANIZATION

Time management
_____ I don’t use a planner or calendar.
_____ I don’t keep track of tests and assignments.
_____ I have trouble getting to class.
_____ I have difficulty setting goals.

Materials management
_____ I don’t keep a separate notebook for each class.
_____ I forget to bring things I need to class.
_____ I forget to bring home things that I need for studying or for homework.

TEST TAKING
_____ I get extremely nervous when I take a test.
_____ I have difficulty completing tests on time.
_____ I don’t read directions or questions carefully.
_____ I have difficulty understanding multiple-choice questions.
_____ I have difficulty with true/false tests.
_____ I have difficulty with essay tests.
_____ During a test, I have difficulty remembering what I studied.
<table>
<thead>
<tr>
<th>STUDY SKILLS</th>
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<tbody>
<tr>
<td>I find it hard to start studying.</td>
<td></td>
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<tr>
<td>I can’t stay focused when I study.</td>
<td></td>
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<tr>
<td>I’m easily distracted by things that happen around me when I study.</td>
<td></td>
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<tr>
<td>I have difficulty studying from my notes.</td>
<td></td>
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<tr>
<td>I have difficulty studying from books.</td>
<td></td>
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<tr>
<td>I don’t know how to organize information from books and notes.</td>
<td></td>
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<tr>
<td>I have difficulty remembering information for tests.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NOTETAKING</th>
<th></th>
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<tbody>
<tr>
<td>I can’t write down everything the teacher says because the teacher talks too fast.</td>
<td></td>
</tr>
<tr>
<td>The notes that I take are disorganized and hard to understand.</td>
<td></td>
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<tr>
<td>I have trouble taking notes from a taped lecture.</td>
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<tr>
<td>The notes I take when I read don’t help me.</td>
<td></td>
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<tr>
<td>I have difficulty taking notes because I get distracted.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>READING</th>
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<tbody>
<tr>
<td>Vocabulary</td>
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<tr>
<td>I have difficulty understanding difficult words that I read.</td>
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<tr>
<td>I forget vocabulary words I learn.</td>
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<table>
<thead>
<tr>
<th>Comprehension</th>
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<tbody>
<tr>
<td>I have difficulty getting the overall ideas when I read material for my classes.</td>
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<tr>
<td>I have difficulty understanding the main idea when I read.</td>
<td></td>
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<tr>
<td>I have difficulty understanding the details when I read.</td>
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<tr>
<td>I have difficulty understanding stories that I read.</td>
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<tr>
<td>I read slowly.</td>
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<tr>
<td>I have difficulty understanding what I read from the computer screen.</td>
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<tr>
<td>I don’t usually use aids to help me read.</td>
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</tbody>
</table>

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*by Esther Minskoff and David Allsopp*
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WRITING

Mechanics
____ I have difficulty spelling.
____ I have difficulty using correct capitalization.
____ I have difficulty using commas correctly.
____ I have difficulty using colons and semicolons correctly.
____ I have difficulty writing good sentences.
____ I have difficulty proofreading for spelling, punctuation, capitalization, and sentences.

Composition
____ I have difficulty writing paragraphs.
____ I have difficulty finding the words to say what I mean.
____ I have difficulty organizing my ideas when I write stories.
____ I have difficulty organizing my ideas when I write research papers and essays.
____ I have difficulty writing introductions and conclusions.
____ I have difficulty finding information when I write research papers and essays.
____ I have difficulty keeping to the topic.
____ I have difficulty proofreading to see if my writing makes sense.

MATHEMATICS

Foundational math skills
____ I have difficulty calculating answers to problems with whole numbers or fractions (addition, subtraction, multiplication, division).
____ I have difficulty deciding the place value of digits in a number (e.g., that the 7 in the number 33,700 means seven hundreds).
____ I have difficulty determining greater than, less than, and equal to when comparing numbers.
____ I have difficulty solving word or story problems with whole numbers or fractions.
Pre-algebra and beginning algebra

_____ I have difficulty using the commutative property, \( 25 + 49 = 49 + 25 \), to help me calculate or solve problems.

_____ I have difficulty using the associative property, \( (2 \times 45) \times 12 = 2 \times (45 \times 12) \), to help me calculate or solve problems.

_____ I have difficulty using the distributive property, \( 8(7 + 6) = 8 \times 7 + 8 \times 6 \), to help me calculate or solve problems.

_____ I have difficulty solving problems using order of operations (e.g., problems that have more than one operation sign: \( 3 + 5 \times 6 – 2 ÷ 5 \)).

_____ I have difficulty adding positive and negative numbers.

_____ I have difficulty determining square roots of numbers.

_____ I have difficulty solving one-variable algebra equations.

_____ I have difficulty solving algebra word or story problems.

ADVANCED THINKING

_____ I have difficulty organizing information sequentially.

_____ I have difficulty comparing and contrasting ideas.

_____ I have difficulty understanding how information is organized into categories.

_____ I have difficulty determining cause-and-effect relationships.

_____ I have difficulty with problem solving.
Active Learner Teacher Questionnaire

Student’s name: __________________________________________ Date: ____________

Teacher’s name: ______________________________________________________________

The purpose of this questionnaire is to help you identify the learning strengths and areas of difficulty for a particular student so that you can use strategies to help the student improve those areas of difficulty.

Read each statement and then write:
Y for yes if it always applies to the student
S for sometimes if it applies sometimes
N for no if it never applies to the student
DK for don’t know.

ORGANIZATION

Time management
____ Doesn’t use a planner or calendar
____ Doesn’t keep track of tests and assignments
____ Has trouble getting to class
____ Has difficulty setting goals

Materials management
____ Doesn’t keep a separate notebook for each class
____ Forgets to bring things needed to class
____ Forgets to bring home things needed for studying or for homework

TEST TAKING
____ Gets extremely nervous when taking a test
____ Has difficulty completing tests on time
____ Doesn’t read directions or questions carefully
____ Has difficulty understanding multiple-choice questions
____ Has difficulty with true/false tests
____ Has difficulty with essay tests
____ During a test, has difficulty remembering what he or she studied

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STUDY SKILLS

_____ Finds it hard to start studying
_____ Can’t stay focused when studying
_____ Easily distracted by things that happen when he or she studies
_____ Has difficulty studying from notes
_____ Has difficulty studying from books
_____ Doesn’t know how to organize information from books and notes
_____ Has difficulty remembering information for tests

NOTETAKING

_____ Doesn’t write down everything you say
_____ Notes are disorganized and hard to understand
_____ Has trouble taking notes from a taped lecture
_____ Notes from reading material are poor
_____ Has difficulty taking notes because he or she gets distracted

READING

Vocabulary

_____ Has difficulty understanding difficult words that he or she reads
_____ Forgets vocabulary words that were learned

Comprehension

_____ Has difficulty getting the overall ideas from reading material for classes
_____ Has difficulty understanding the main idea from reading material
_____ Has difficulty understanding the details from reading material
_____ Has difficulty understanding stories that he or she reads
_____ Reads slowly
_____ Has difficulty understanding what he or she reads from the computer screen
_____ Doesn’t usually use aids to help with reading

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WRITING

Mechanics

_____ Has difficulty with spelling
_____ Has difficulty using correct capitalization
_____ Has difficulty using commas correctly
_____ Has difficulty using colons and semicolons correctly
_____ Has difficulty writing good sentences
_____ Has difficulty proofreading for spelling, punctuation, capitalization, and sentences

Composition

_____ Has difficulty writing paragraphs
_____ Has difficulty finding the words to say what he or she means
_____ Has difficulty organizing ideas when writing stories
_____ Has difficulty organizing ideas when writing research papers and essays
_____ Has difficulty writing introductions and conclusions
_____ Has difficulty finding information when writing research papers and essays
_____ Has difficulty keeping to the topic
_____ Has difficulty proofreading to see if his or her writing makes sense

MATHEMATICS

Foundational math skills

_____ Has difficulty calculating answers to problems with whole number operations or fractions (addition, subtraction, multiplication, division)
_____ Has difficulty deciding the place value of digits in a number (e.g., that the 7 in the number 33,700 means seven hundreds)
_____ Has difficulty determining greater than, less than, and equal to when comparing numbers
_____ Has difficulty solving word or story problems with whole numbers or fractions
Pre-algebra and beginning algebra

- Has difficulty using the commutative property, $25 + 49 = 49 + 25$, to help calculate or solve problems
- Has difficulty using the associative property, $(2 \times 45) \times 12 = 2 \times (45 \times 12)$, to help calculate or solve problems
- Has difficulty using the distributive property, $8(7 + 6) = 8 \times 7 + 8 \times 6$, to help calculate or solve problems
- Has difficulty solving problems using order of operations (e.g., problems that have more than one operation sign: $3 + 5 \times 6 – 2 \div 5$)
- Has difficulty adding positive and negative numbers
- Has difficulty determining square roots of numbers
- Has difficulty solving one-variable algebra equations
- Has difficulty solving algebra word or story problems

ADVANCED THINKING

- Has difficulty organizing information sequentially
- Has difficulty comparing and contrasting ideas
- Has difficulty understanding how information is organized into categories
- Has difficulty determining cause-and-effect relationships
- Has difficulty with problem solving
Appendix C

Active Learner Approach Questionnaire Items and Corresponding Strategies
Appendix C

ORGANIZATION

Time Management
I don’t use a planner or a calendar. Planners
I don’t keep track of tests and assignments. 3C
I have trouble getting to class. LIST
I have difficulty setting goals. TAP-D

Materials Management
I don’t keep a separate notebook for each class. BAND
I forget to bring things I need to class. CLASH
I forget to bring home things that I need for studying or for homework. ADAPT

TEST TAKING
I get extremely nervous when I take a test. BRAVE
I have difficulty completing tests on time. FLEAS
I don’t read directions or questions carefully. RAINS
I have difficulty understanding multiple-choice questions. CRAM
I have difficulty with true/false tests. SQUID
I have difficulty with essay tests. RULE-WE
During a test, I have difficulty remembering what I studied. SPORT

STUDY SKILLS
I find it hard to start studying. CHECK
I can’t stay focused when I study. S2 TOP
I’m easily distracted by things that happen around me when I study. PATS
I have difficulty studying from my notes. R 3 HI
I have difficulty studying from books. CON AIR
I don’t know how to organize information from books and notes. WORRY
I have difficulty remembering information for tests. BREAK

NOTETAKING
I can’t write down everything the teacher says because the teacher talks too fast. I SWAM
Questionnaire Items and Corresponding Strategies

The notes that I take are disorganized and hard to understand.  
I have trouble taking notes from a taped lecture.  
The notes I take when I read don’t help me.  
I have difficulty taking notes because I get distracted.

READING

Vocabulary

I have difficulty understanding difficult words that I read.  
I forget vocabulary words I learn.

Comprehension

I have difficulty getting the overall ideas when I read material for my classes.  
I have difficulty understanding the main idea when I read.  
I have difficulty understanding the details when I read.  
I have difficulty understanding stories that I read.  
I read slowly.  
I have difficulty understanding what I read from the computer screen.  
I don’t usually use aids to help me read.

WRITING

Mechanics

I have difficulty spelling.  
I have difficulty using correct capitalization.  
I have difficulty using commas correctly.  
I have difficulty using colons and semicolons correctly.  
I have difficulty writing good sentences.  
I have difficulty proofreading for spelling, punctuation, capitalization, and sentences.
Appendix C

Composition
I have difficulty writing paragraphs. IBC
I have difficulty finding the words to say what SAT
I mean.
I have difficulty organizing my ideas when I write SPORE
stories.
I have difficulty organizing my ideas when I write POWER
research papers and essays.
I have difficulty writing introductions and OSWALD
conclusions.
I have difficulty finding information when I write TB NAIL
research papers and essays.
I have difficulty keeping to the topic. TREE
I have difficulty proofreading to see if my writing FAST
makes sense.

MATHEMATICS

Foundational Math Skills
I have difficulty calculating answers to problems DRAW FOR
with whole numbers or fractions (addition, BASIC MATH
subtraction, multiplication, division).
I have difficulty deciding the place value of digits FIND
in a number (e.g., that the 7 in the number
SPIES
33,700 means seven hundreds).
I have difficulty determining greater than, less FASTDRAW
than, and equal to when comparing numbers.
I have difficulty solving word or story problems FOR BASIC MATH
with whole numbers or fractions.

Pre-algebra and Beginning Algebra
I have difficulty using the commutative property, COMAS
25 + 49 = 49 + 25, to help me calculate or solve
problems.
I have difficulty using the associative property, ASSOC
(2 x 45) x 12 = 2 x (45 x 12), to help me calculate
or solve problems.
I have difficulty using the distributive property, DIST
8(7 + 6) = 8 x 7 + 8 x 6, to help me calculate or
solve problems.
Questionnaire Items and Corresponding Strategies

I have difficulty solving problems using order of operations (e.g., problems that have more than one operations sign: $3 + 5 \times 6 - 2 \div 5$).

I have difficulty adding positive and negative numbers.

I have difficulty determining square roots of numbers.

I have difficulty solving one-variable algebra equations.

I have difficulty solving algebra word or story problems.

I have difficulty organizing information sequentially.

I have difficulty comparing and contrasting ideas.

I have difficulty understanding how information is organized into categories.

I have difficulty determining cause-and-effect relationships.

I have difficulty problem solving.

ORDER

ADD

ROOT-IT

DRAW FOR ALGEBRA

FASTDRAW FOR ALGEBRA

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<th>7% business tax (GST), CAN only</th>
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<td>$400.00 and over</td>
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Order Form

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Discount or Special offer (CODE: ____________________)

Total (in U.S.A. dollars) =

Write in your title and check area of specialty.

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Check the one that best applies.

- Birth to Five
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- Special Ed. (K–12)
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- 4-year College/Graduate
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- Association/Foundation
- Community Services