

Effective LTL Program Implementation in Your Class

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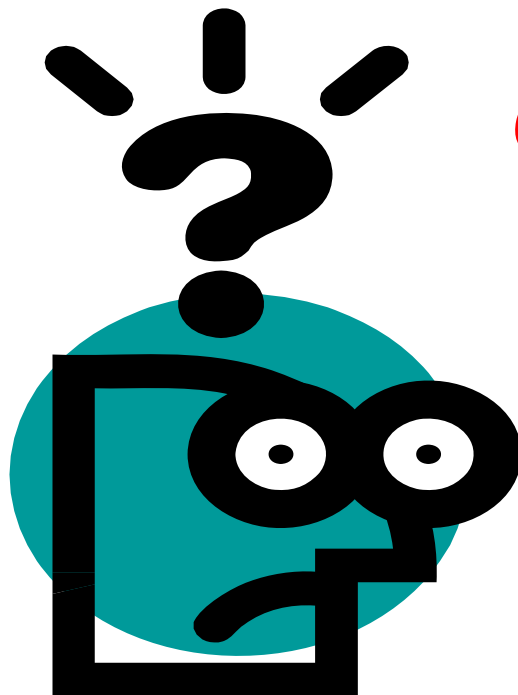
Equipment

Classroom set-up

Membership

Classroom management

Audiobooks



What should I do first?

Kick back and relax! Your LTL Program will be up and running in no time flat!



Session Outline:

- Introduce case study
- Identify the questions
- Address and solve each question in the case study
- Discuss solutions
- Follow up with questions and answers

Housekeeping

- To minimize background noise, press *6 to mute yourself. If you'd like to comment, press *6.
- You will receive an evaluation form via e-mail after the session. Please complete it and return it to RFB&D.
- Please ask questions throughout the session as they arise.

Case Study

Pat is a new teacher in a fully inclusive urban school. She will be providing in-class support to students identified with learning disabilities in grades 4-8. The special education program assigns support teachers a case load of students and they are often required to support students in all of their subject areas. Pat has 21 students that she must support in math, language arts, history and science. Pat has been told she must use the LTL Program with these students to provide them access to the content. She was handed some weird looking CD players, some CDs and some headphones and told to make it work. Among other thoughts, Pat has the following questions running through her mind:

- What is this program and all of the equipment for?
- How do I know which students to use LTL with?
- What subjects can I use audiobooks for?
- What grade levels can I use the LTL program with?
- What types of classroom settings can I use this program with?
- How do I integrate this program into the day to day classroom activities?
- What is the best way to educate other teachers about the LTL program benefits?
- How do I explain this program to the other students?
- How can I organize the equipment and books?
- Should I explain this to the students' parents?

What is the LTL program and all of this equipment for?

- The Learning Through Listening program consists of:
 - RFB&D's AudioPlus audiobooks
 - Specialized playback equipment
 - Support resources and service
- The program is for students that can not access print in the standard way. RFB&D's audiobooks provide textbooks and novels in an audio format, read by human volunteers.
- The specialized equipment is necessary to play RFB&D's AudioPlus books. The books are recorded in a special format that both protects the copyrighted content and makes the books fully navigable.

How do I know which students to use LTL with?

Some ways to determine if a student might benefit from the LTL program are:

- They have been diagnosed as learning disabled, dyslexic or visually impaired.
- The student's IEP requires audiobooks for content delivery.
- You notice that the student:
 - Has difficulty with decoding
 - Has difficulty completing reading assignments
 - Has poor fluency skills
 - Has a more difficult time with reading comprehension vs. listening comprehension
 - Can understand content far above their reading level

What subjects can I use audiobooks for?

RFB&D's AudioPlus books are available for all subject areas. Some ideas for different subjects are:

- Math: Audio versions of the math textbook allows students to focus on solving the math problems, not struggling to read them.
- Language Arts: Some types of literature are more difficult to understand than others, such as Shakespeare. Use audiobooks to expose your students to different genres.
- Science: The terminology in science book can be extremely daunting to a student with reading difficulties. Provide the audio version to help students decode science vocabulary.
- History: Audio versions of history textbooks makes completing reading assignments more manageable for students that struggle with reading. The audio version allows the student to fully comprehend the content of the text.

What grade levels can I use the LTL program with?

Grade Level	Ideas
Elementary School	Audiobooks can be implemented during reading instruction for specific skill reinforcement, repeated reading or vocabulary development.
Middle School	The content of the curriculum during middle school is more complex, dense and difficult; especially in science and social studies. Audiobooks can be used in conjunction with print textbooks to help students absorb and learn information by removing the barriers presented by text-only options.
High School	Audiobooks are a valuable tool for developing academic independence at the high school level. For example, students can listen independently to literature assignments such as Shakespeare, listen to their Biology textbook and take notes or listen to their History assignment in preparation for the next class discussion on ancient civilizations.

What type of classroom settings can I use this program with?

Classroom Setting	Ideas
Inclusion/General Education	Audiobooks build independence and confidence for special education students included in the general education classroom because they provide immediate access to print and level the academic playing field.
Resource Room	Audiobooks allow students to bookmark areas of the text where they need additional support. They can bring their book marked text to the resource room to receive that help.
Self-Contained	Audiobooks allow students in a self-contained classroom to have access to the same curriculum materials as the students in general education classes.

How do I integrate this program into the day to day classroom activities?

Implementation Options	Ideas
Whole Class Lessons	Allow students with print disabilities to have access to the audio version of the story to review as needed.
Listening Centers	Set up an area in the class with the audio and print versions of a book, playback device and headphones. Listening centers can be used as an area for pleasure reading or as part of the centers assigned by the teacher.
Small Group Instruction	Use audiobooks during small group lessons to deliver the content or story of the day. Audiobooks provide flexibility because the student to replay text for as they need it instead of requiring the teacher to read to them. This frees up the teacher to work with other students while the reading group is listening.
Individual Use	Audiobooks allow auditory learners to access the curriculum because they can listen to content at the same time their peers are reading it. Set up a listening or usage schedule with the audiobook user ahead of class to ease implementation.

What is the best way to educate other teachers about the LTL program benefits?

- Let other teachers observe your students using the program and let the students tell the teachers how and why it helps them.
- Tell them to visit www.rfbd.org and let them read about RFB&D and what the LTL program can do for students.
- Encourage other teachers to pick one student they think the program might help and let them try it.
- Provide other teachers with the RFB&D Effectiveness Research Summary and other print pieces explaining the program (available under the “Teacher Training” tab at www.rfbd.org).

How do I explain this program to the other students?

- Teach students about the different learning styles: auditory, visual and kinesthetic. Explain that the students using the LTL program are auditory learners.
- Allow all students to experiment with and investigate the equipment.
- Do not alter any groups that you previous had set-up. If one student is using LTL and the others do not, let all of the students continue to work together and all use the audiobooks.

How can I organize the equipment and books?

- Label each piece of equipment with a number. This allows you to record any issues with a player. It also allows you to keep track of a player's location.
- Make students responsible for their players. Send home a contract for parents and students to read and sign stating that they will respect and take care of the equipment (available at www.rfbd.org).
- Place textbooks/novels and corresponding CDs together in a plastic bag for easy access.
- Use color coded stickers to match textbooks/novels with their accompanying RFB&D CD.
- Let students help to organize the program and keep the area neat.

Should I explain this program to the students' parents?

Yes! Teachers have reported that it is beneficial to inform parents about the audiobook program.

Ideas for providing information to parents:

- Hold a special open house for parents to come in and check out the LTL program.
- Include the LTL program in parent/teacher conferences or back-to-school night.
- Allow students to take home the equipment and a book to demonstrate the program to their parents.
- Use the parent letter from the RFB&D Teacher Guide to easily explain the program to parents (also available on the “Teacher Training” tab on www.rfbd.org).
- Parents may choose to purchase an individual membership for their child to use at home. This reinforces listen to learn and provides consistency for the student.

So how did Pat make out?

- She visited www.rfbd.org and gathered all of the information that she could.
- She called the Member Service phone number and called RFB&D to get details on her membership.
- She attended RFB&D's web-based training sessions and used her Audiobook Training Tool to acquaint herself with the equipment and book navigation.
- She introduced the program to her students during their weekly check-ins and the students started using it on an individual basis.
- The other teachers started to see the benefits of the LTL program and Pat ended up starting an RFB&D program for the whole school.

In closing...

- Start small when introducing the program and increase usage as you and your students get comfortable.
- The LTL program can work in just about any setting, subject or grade you can imagine.
- Provide your fellow teachers, all students and parents with information about RFB&D and the LTL program to ensure effective implementation.