

## Case Management in Adult Literacy and Basic Education

### Systems Level Case Management – Coordinating the provision of educational services to clients within that system

1. Is there a designated initial point of contact?
2. Is there a formal intake and orientation process?
3. Do you have a student handbook?
4. Is an approved, standardized instrument used for initial educational assessment?
5. Is program placement strategic and appropriate?
6. Is there an enforced attendance policy?
7. Is an approved, standardized instrument used for follow-up assessment?
8. Is a wait list process in place?
9. Is a transitioning process in place?

### Case Management Tasks

Task	Staff Responsible
<b>Intake &amp; Orientation</b> <ul style="list-style-type: none"> <li>Information session</li> <li>Assessment session (initial assessment)</li> <li>Placement/referral</li> </ul>	Orientation Staff
<b>Assessment of Needs</b> <ul style="list-style-type: none"> <li>Review formal and informal assessments</li> <li>Determine individual needs</li> </ul>	Classroom based (teacher/tutor) Teacher uses information gained from assessments to guide instruction and case management serves.  If LD students are in need of accommodations, teacher is familiar with LD resources and provides suitable learning tools.
<b>Goal identification &amp; development</b> <ul style="list-style-type: none"> <li>Direct instruction in goal development</li> </ul>	Classroom based (teach/tutor)
<b>Education Plan (Individual Learning Plans) (Career Pathways Document)</b> <ul style="list-style-type: none"> <li>Complete education plan document</li> <li>Write teaching/lesson plans</li> <li>Use assessment anchors in instructional planning</li> </ul>	Classroom based (teacher/tutor) Teacher embeds career awareness and case management throughout instruction – refers for additional case management if needed.
<b>Re-assessment</b> <ul style="list-style-type: none"> <li>Follow up standardized post-test (50 hours) – data entry staff alert teacher</li> <li>Education plan monitoring</li> <li>Goal monitoring</li> </ul>	Teacher/tutor/coordinator, case manager
<b>Enforce attendance policy</b> <ul style="list-style-type: none"> <li>Follow up contacts with students who have missed a class</li> </ul>	Teacher/tutor, support staff (initiated by teacher)
Case conferencing (as needed) – examples – conduct, emergency situations, barriers to getting to class, etc.	Director, coordinator, case manager, teacher/tutor, student
Transitioning/Closure	Teacher/tutor, coordinator, case manager

<ul style="list-style-type: none"> <li>• Determine readiness for transition</li> <li>• Connect with teacher in next instructional level</li> <li>• Connect with transition point if outside our program</li> </ul>	
Case notes documented	Anyone who has a case management contact with a student will document in student file
Critical Health Information	Intake, case management and instructional staff make notes in file in the event that a student has a critical health need that the teacher should know about.

For assessment accommodations, please refer to publisher's accepted practices.

In the classroom, students with LD issues should be provided with suitable learning tools and accommodations. These include but are not limited to...

- Extended time for completion of assignments
- Additional time for reading assignments
- Time for repeated review or drill
- Small groups – one-to-one
- Reduction of paper/pencil tasks
- Shortened assignments
- Assignment notebooks
- Study sheets/summary sheets/outlines of most important facts
- Supplemental aids (vocabulary, multiplication cards, etc.)
- Visual demonstrations
- Presentation of material in small steps
- Read or paraphrase subject matter
- Instructions/directions given in different channels (written, spoken, demonstration)
- Visual or multisensory materials
- Functional level materials
- Mnemonic aids/devices
- Overhead/outline for desk use
- Taped textbooks
- Highlighted textbooks
- Large print material
- Word processor/spell checker; calculator
- Review/testing matched to student pace
- Test directions read/explained thoroughly
- Tutoring assistance (peer, pal, teacher, etc.)
- Seating to reduce distractions
- Frequent breaks