Two empirical studies conducted exclusive of each other examined the lives of two separate groups of adults with LD and found similar results. Both studies identify factors that impact the success of the adult; both have qualitative results that were obtained from semi-structured, intensive interviews. Based on the findings of the two studies, a conceptual model is proposed that clusters the factors as internal (desire, perseverance/persistence, goal orientation/setting, self-awareness), linking (emotional coping, reframing, proactivity, goodness of fit), and external (learned creativity, support systems/ecologies). Emphasis for this discussion will be the practical application of infusing the model into a range of school needs from framework to individual classroom activities. Examples provided will include how to frame teachable moments, specific small to large group tasks, and linking the findings to college and career readiness preparation.

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