

Dick,

“Good news at work. I go out on a limb with many of my GED students and encourage and entice them to follow me and believe that I believe in them. I disregard most achievement test scores, rather I have them complete practice tests and see what they can do. One student, Bret, joined my class over a year ago. He had been in special education. He has difficulty with expressive and receptive language. In other words, he appears really "slow". It's painful to talk to him for long. I have to bite my tongue because I want to finish his sentences for him rather than give him time to find his words. From the start he said he could pass the GED tests if he had enough time--and he did pass all the practice tests but math--but he needed more than twice the allowable time. He also wanted one-on-one tutoring so I pulled in a reading aide from the reading center. Our first goal was to speed him up, but after 4-6 months we accepted that there was no way to do that.

Next, I had him tested by vocational rehab and used their evaluation to request triple time for testing. His request was unusual and had to be sent to Washington, DC. The process is slow, but his triple time was approved in October. Then I had to find a GED Test Administrator who was willing to supervise Bret for 24 hours while he tested. I pulled it off. Bret tested in December and passed.

I am very impressed with it all. While Bret was testing I wondered if I had gotten too carried away being his advocate and had lost my mind. Bret is 28 and he simply had no job options unless he got his GED. He came to every class so what was I to do except pull out all the stops. Many of my special needs students give up and stop coming before I can help them succeed. It was a great relief and victory to help Bret. This week I have 4 more students testing--none with special needs. I have 3 more students that should be ready to test by the end of the month and there are new students coming in every day. I keep learning. “

Luce