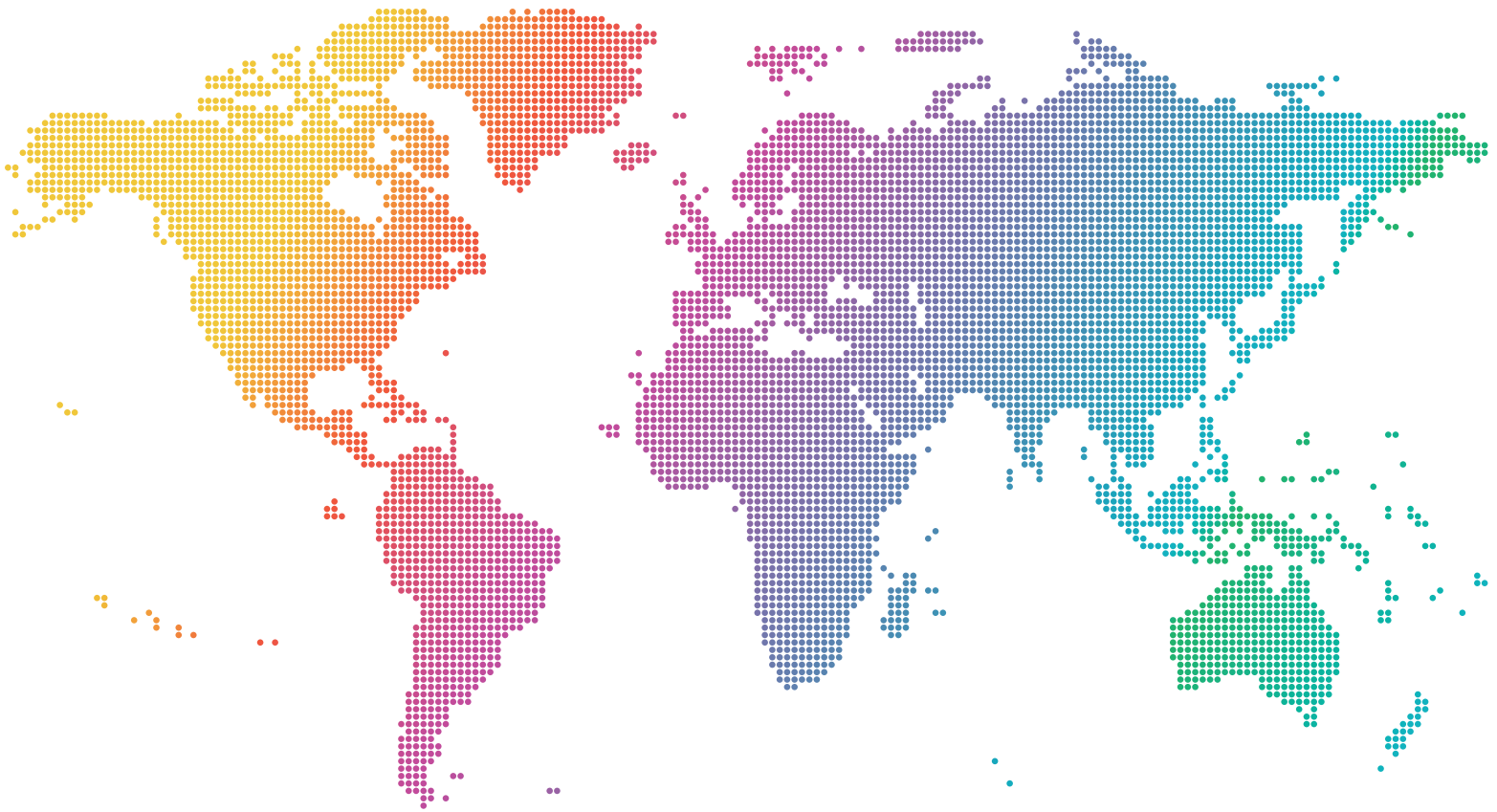


Supporting World Language Learning for Students with Disabilities



Supporting World Language Learning for Students with Disabilities

Overview and practical manual for including students with disabilities, difficulties, or other specialized learning needs in the foreign language classroom.



Prepared by the
Office of Special Education Instructional Services
and the Office of Humanities and Early Childhood
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Superintendent of Public Instruction

Steven R. Staples

Assistant Superintendent for Special Education and Student Services

John Eisenberg

Assistant Superintendent for Instruction

Steven Constantino

Office of Special Education Instructional Services

Patricia Abrams, Director

Teresa Lee, Specialist for Learning Disabilities and Attention Disorders

Office of Humanities and Early Childhood

Christine Harris, Director

Lisa A. Harris, Specialist for Foreign Languages and International Education

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Richmond, Virginia 23218-2120
www.doe.virginia.gov

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Deputy Superintendent – Finance and Operations
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
(804) 225-2025

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Project Consultant

Dr. Katy Arnett, Ph.D.

Dr. Arnett is currently the Associate Professor of Educational Studies at St. Mary's College of Maryland. She holds an M.A. and Ph.D. in Second Language Education from the Ontario Institute for Studies in Education at the University of Toronto, and a B.A. in Foreign Language (French) from St. Mary's College of Maryland. Dr. Arnett also has a current Standard Professional Teaching Certificate for French, Grades 7-12, in the state of Maryland. She is the author of numerous research articles, books, and publications focused on the development and maintenance of inclusive foreign/second language classrooms which guided her work on this project.

External Workgroup Members

Charles Stevens, Principal, Lee-Davis High School, Hanover County Public Schools

Dawn Grois, Department Chair International Languages, Maggie L. Walker Governor's School

Stephanie Montgomery, parent, Fairfax County Public Schools

Rachel Fiel, Virginia Commonwealth University (VCU) Center on Transition Innovations

Linn Jorgensen, Ed.D., Assistant Dean of Students; Director, Disability Services, George Mason University

Alice Robinson, Special Education Department Chair, Culpeper County High School

Suzette Wyhs, Supervisor of World Languages and Cultures, Loudoun County Public Schools

Gita Morris, Director of Studies, College Counseling, US History (chair), The New Community School

Sheila Bailey, Ph.D., Director of Student Services, Hopewell City Public Schools; Executive Director, Virginia Council of Administrators of Special Education (VCASE)

Valerie Gooss, Educational Specialist, English as a Second Language (ESL) and World Languages, Henrico County Public Schools

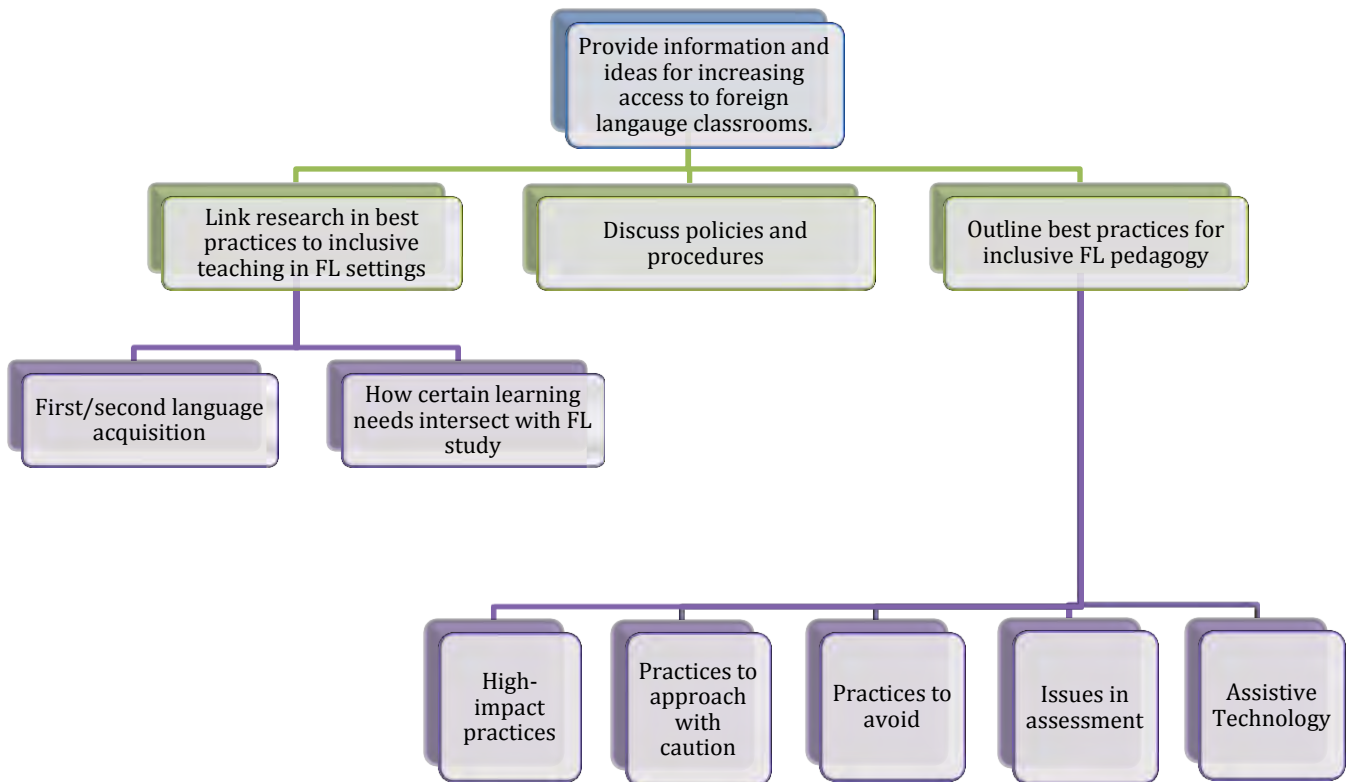
Kristin McLaughlin, Assistant Superintendent for Special Education/Pupil Personnel Services, Powhatan County Public Schools

Section I: Introduction

Purpose and Vision of this Document

The purpose of this document is multilayered. At the broadest level, this document aims to offer a comprehensive starting point for research-based information and pedagogical ideas for supporting teachers as they work to make their classrooms more accessible. Within that larger goal, the research is going to link best practices for foreign language pedagogy to what is known about particular learning needs and draw appropriate parallels between first and second language

development. Practically-speaking, the research will also inform the recommended high-impact practices, the practices to approach with caution, and the practices to avoid. Though assessment (particularly of a formative nature) is integral to the application of the high-impact and ‘caution’ strategies, it is considered separately in this section, given its importance in the classroom experience. These goals are summarized in the following graphic:



Overview of Special Education

A student's disability may impact their ability to achieve proficiency in a second language as taught in the traditional foreign language classroom. For example, students with significant weaknesses in one or more of the four language systems (i.e., reading, speaking, listening and writing) in their native language often experience problems with foreign language. The extent of impact depends on the severity of the disability in their native language; the more severe the disability, the greater impact on acquisition of a new language.

Currently, under the federal Individuals with Disabilities Education Act (IDEA), there are 13 disabilities categories (see Appendix A). Of those disabilities categories, there are several that are considered language based disabilities including, students identified with speech or language impairment, autism, deaf/hard of hearing, and traumatic brain injury. However, the most common language based disability, accounting for almost half of all students receiving special education in Virginia is Specific Learning Disability (SLD). According to the Virginia Regulations, "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal

brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disabilities; of emotional disabilities; of environmental, cultural, or economic disadvantage. (COV § 22.1-213; 34 CFR 300.8 (c) (10))

Access to foreign language has been recognized as a challenge to students with SLD, especially those who have been identified with a reading disability or a condition such as dyslexia (<https://dyslexiaida.org/fact-sheets/>). There is limited research on this topic. However, a study by Schwartz, (1997) suggests that students who have difficulty with foreign language have problems with phonological awareness in their native language which is a characteristic of students with dyslexia.

According to Virginia Regulations, dyslexia is distinguished from other learning disabilities due to its weakness occurring at the phonological level. Dyslexia is defined as a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading

experience that can impede growth of vocabulary and background knowledge.

In addition to the language based disabilities, there are students with disabilities that may experience difficulties in the foreign language classroom due to behavioral, attention, organizational or other weaknesses. These students may be identified with an emotional disability, other health impairment, such as attention deficit disorder, visual impairment or an intellectual disability.

Weaknesses in the language system (reading/writing/ speaking/writing) as well as behavior or functional needs, should be addressed in the Present Level of Academic Achievement and Functional Performance (PLOP), goals, and accommodations; and all accommodations required to provide access to general curriculum outlined in the Individualized Education Program (IEP) must be provided to the students in all classes, including the foreign language classroom.

In order to reach postsecondary goals, foreign language may be part of the transition services, included in the courses of study for students with disabilities seeking an advanced studies diplomas or an option for completing the requirements for a standard diploma.

Academic goals may address reading, writing and vocabulary skills in content areas; this could also be monitored in the foreign language classroom.

Because of the impact a student's disability may have in the foreign language classroom, a workgroup consisting of representatives from various stakeholder groups was convened in 2014 to review and provide feedback on three key areas:

1. Barriers to access that students might have to the foreign language classes and content;
2. Current policies and practices at the state, division and classroom level that have been implemented and are designed to increase access to the foreign language curriculum; and
3. Suggestions or recommendations to increase access to the foreign language curriculum and Advanced Studies Diploma option for students with a specific learning disability in the area of reading.

One recommendation from the *Foreign Language and Students with Specific Learning Disabilities Workgroup* was to create a guidance document that would support schools in increasing student access to and success in foreign language courses. Although the workgroup focused on students with specific learning disabilities, the resulting document addresses many of the barriers to access as perceived by the group and in most cases are applicable to the majority of students with disabilities and other struggling learners (See Appendix B).

Foreign Language Requirements in Virginia

Foreign language instruction is an important part of Virginia’s efforts to provide challenging educational programs in its public schools and to prepare students to compete in a global society. Knowledge and skills that students acquire in foreign language classes reinforce and expand learning in other subject areas.

School divisions are encouraged to offer foreign language instruction beginning in the elementary grades. At the middle and secondary levels, the [Foreign Language Standards of Learning](#) set reasonable targets and expectations for what students should know and be able to do by the end of each course offered for a standard unit of credit. Schools are encouraged to provide instruction that exceeds prescribed standards in order to meet the needs of all students.

Under current graduation requirements, courses in a foreign language are an option for students seeking a standard diploma. However, it is a requirement for students seeking an advance studies diploma (see guidelines below). Just over 15 percent (based on 2015 data) of students with disabilities are meeting the requirements for the advanced studies diploma. One of the factors contributing to this level of obtainment may be the foreign language requirement.

Guidelines for awarding diplomas are addressed in the REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA – 8 VAC 20-131, in subsection [8 VAC 20-131-50](#), **Requirements for graduation.**

8 VAC 20-131-50, Requirements for graduation.

D. Requirements for an Advanced Studies Diploma. (Any student who meets the requirements for both the Advanced Studies and the Advanced Technical diploma may choose between these two diplomas.)

1. Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.
2. Credits required for graduation with an Advanced Studies Diploma. (*Chart abridged to show only the foreign language requirement.*)

Discipline Area	Standard Units of Credit Required	Verified Credits Required
Foreign Language ⁴	3	

⁴ Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

Note: For the purposes of this requirement, American Sign Language (ASL) is considered a foreign language.

Defining the Relationship: Special Education Requirements and Foreign Language Courses

Special education is mandated by federal and state law. Although Virginia's special education regulations do not address foreign language course offerings specifically, they do mandate a Free Appropriate Public Education (FAPE) for all children with disabilities. School divisions are required to take steps to ensure that children with disabilities have the same variety of educational programs and services available to them as their nondisabled peers; this includes foreign language courses, if appropriate.

According to the Individuals with Disabilities Education Act (IDEA), if eligible, students with a disability, from ages 3 -22 (ages 2 - 22 in Virginia) are entitled to "special education, at no cost to the parent(s), to meet the unique needs of a child with a disability." Special education is defined as "specially designed instruction" which means adapting, as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction :(34 CFR 300.39(b)(3))

1. To address the unique needs of the child that result from the child's disability; and
2. To ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency.

Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child. An IEP must take into account a child's present levels of academic achievement and functional performance, the impact of that child's disability on his or her involvement and progress in the general education curriculum, goals statement, accommodations and/or modifications, participation in the assessment system, and the amount and location of services.

The IEP and its components apply to foreign language courses. An IEP is designed to specify the individual educational needs of a child, and the special education and related services necessary to meet the child's educational needs. In developing the IEP, the team is required to consider, in part, the strengths of the child, the concerns of the parent(s) for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child (8VAC20-81-110F).

Once the IEP is developed, Virginia special education regulations give the school divisions the responsibility of ensuring that the child's IEP is accessible to each teacher and all service providers who are responsible for its implementation. If

appropriate, foreign language teachers should be involved in the development of the student's IEP, and should be informed of their specific responsibilities related to implementing the child's IEP (the specific accommodations, modifications, and supports that shall be provided for the child in accordance with the IEP) (8VAC20-81-110B).

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia can be found under the Virginia Administrative Code at [8VAC20-81-10 et. seq.](#) Federal regulations governing special education services can be found at [34 CFR Part 300.](#)

Foreign Language Study in Virginia: A Rationale for Increasing Access and Opportunities

Since the launch of Sputnik in the 1950s, foreign language study in the United States has been mostly associated with students whose academic paths were guiding them to postsecondary education. However, with the rise of the Internet and an increasingly inter-connected global community, skill in multiple languages is a highly valued asset to all individuals, regardless of their plans after high school. As such, foreign language programs across the United States (and elsewhere) are reframing their language programs to ensure that students who need to or wish to study the target language (the specific language to be developed in the foreign language classroom) have opportunities to grow those skills in meaningful ways. In many situations, this has meant that language programs have been made increasingly accessible to students who have been historically excluded from this learning context.

In the state of Virginia, foreign language programs are responding to this changing paradigm in a variety of ways. First, in

response to parent queries and in accordance with federal and state laws related to children with special learning needs, Virginia is taking steps to ensure that the needs of these students can be accommodated and supported, and to increase access to the Advanced Studies high school diploma. Second, in recognition of the new conception of foreign language proficiency as framed by what the student 'can do', (ACTFL 2015) rather than in what the student lacks in relation to a native speaker, Virginia has repositioned its language classrooms as places where students will find their own path to success.

The foreign language classroom is best suited to be more accessible to a wider range of student interests and motivations for language study. Regularly, the recommended 'best practices' in foreign language teaching correspond to the strategies that are often included in special education documents for providing student support (Arnett, 2013a). After all, most teaching and learning accommodations are

focused on increasing student perceptions of, comprehension of, and expression of language in the classroom. These are the types of pedagogical moves that inform the foreign language classroom. Second, in applying these moves in the classroom, foreign language teachers have been some of the most creative pedagogues in the school, often using the multiple modes of representation, expression that are associated with Universal Design for Learning (CAST, 2011).

The American Council on the Teaching of Foreign Languages (ACTFL), recommends that language educators and their students use the target language as exclusively as possible (90 percent, plus) at all levels of instruction during instructional time. This national standard, which is supported in

Virginia's curriculum, reframes the foreign language classroom from its former position of 'teaching about the language in English,' to 'teaching about and through the language as a way to understand the culture of this language.' The 90 percent threshold can be a daunting proposition, particularly if there are concerns about classroom management and cognitive loads for students who have particular learning needs. However, research has shown that there is no cognitive barrier to language development (Genesee, Paradis, Crago, 2004; Paradis, Genesee, & Crago 2010), and that with the appropriate support from the classroom teacher, all students are capable of making progress in the target language (Arnett, 2013a).

Section II: Research and Background

Research Overview

As far back as the 1970s, debate—from both researchers and school systems—began to emerge about whether students who had a language-based disability/disorder/difficulty should study second and/or foreign languages (e.g., Bruck, 1978; Cummins, 1979; Trites & Price, 1976, 1977). This debate began not long after the “discovery” of learning disabilities by Samuel Kirk in 1963 and around the first passage of the federal special education law now known as the Individuals with Disabilities Education Improvement Act in 1975. In that era, disabilities and disorders were very much viewed from a negative perspective, in that their presence created an immediate disadvantage for the individual who had been diagnosed (Arnett, 2013b). Further, in that era, the disability was treated as something within the individual that was fairly ‘fixed’ and not really ‘receptive’ to teacher support. Instructional foci and classroom supports were not extensive.

Over the last decades, interest has grown in revisiting policies (informal and formal) that have excluded students with disabilities and other special needs from foreign language classrooms. This shift is largely due to two reasons: research on various learning disabilities and other special needs has continued to add to understandings of how these challenges influence the learning

experience and what teachers can do to provide supports, and changes in societal perceptions of disability. While there still remain vestiges of what is known as the “medical model” of disability with its deficit-orientation, there has been more of a shift towards recognizing the problems in limiting opportunities to students based on disability alone (Arnett, 2013b). This includes the foreign language classroom, which has traditionally been the main area of the K-12 curriculum that has remained off-limits to many (but not all) students with disabilities.

Consequently, teachers of second/foreign languages have not always been prepared to understand, let alone respond to, the needs created by various disabilities in their classes. As many disabilities/disorders do have an influence on how language is perceived, processed, or expressed—or any combination of those three elements—it is understandable why foreign language education has not been well-equipped to meaningfully support these students in the classroom and foster language learning.

Research on the relationship between language learning and disabilities remains a small corpus, but to-date, there has been no evidence that an individual with a language-based disability (or another type of disability) is not ‘capable’ of developing

skills in an additional language (Paradis, Crago, Genesee, 2013). As second/foreign language learning is more dependent on individual variables linked to a particular learning, and thus not something that follows a “predictable norm,” it is actually not surprising that research has confirmed nothing ‘prevents’ language learning from happening for individuals with disabilities. Success in the language classroom for all students will depend on the pedagogy, the ways in which the teacher fosters a safe and motivating classroom environment, and

applying, when needed, support strategies and activity structures that can respond to a range of learner needs.

Thus, to that end, this document has been prepared to offer a mix of high-impact teaching strategies that support various learning needs as well as promote good foreign language learning, some activity structures that can be embed in these strategies, and a sample plan that embeds principles of universal design for learning to model how to manage multiple supports across a lesson.

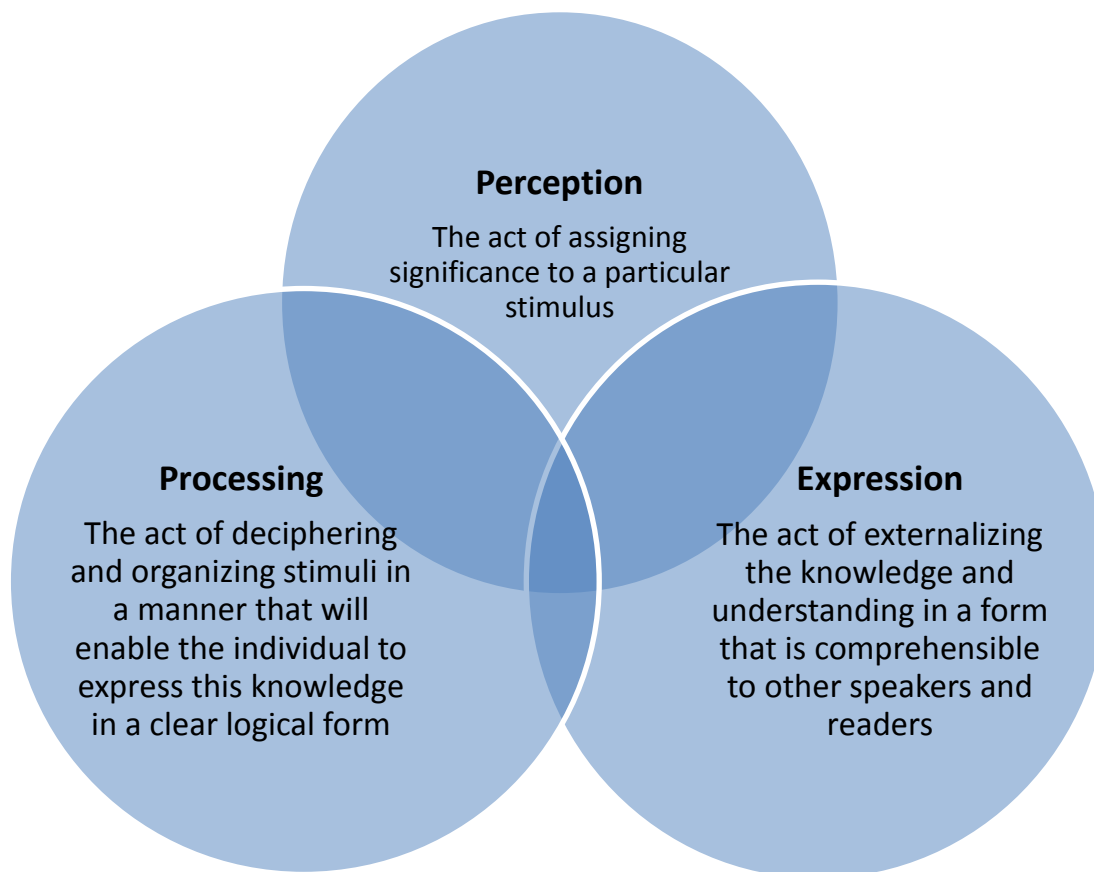
The term “second language,” denotes languages that are learned in a context where the target language features in daily life of the community. “Foreign languages” are languages learned in a context separate from where the target language is used. Research on the experiences with students with disabilities in language learning has come from both contexts, which is why there is a mix of the terms within the document.

The Challenge of Learning another Language — Empathy and Understandings

Typically, students who underperform in a classroom often experience challenges handling information at one of three stages of the learning process—perception, processing, expression—or any combination of the three. In turn, such challenges can influence motivation in the classroom. Even if challenges are restricted to one area, it is highly probable that the student will have some difficulties in the other areas because

of the inter-related nature of the three stages.

To best help underperforming students, it is important to maintain a balance between all three of these areas. This balance is not only important for the students who are struggling, but it can also help other students in the class become more efficient learners.

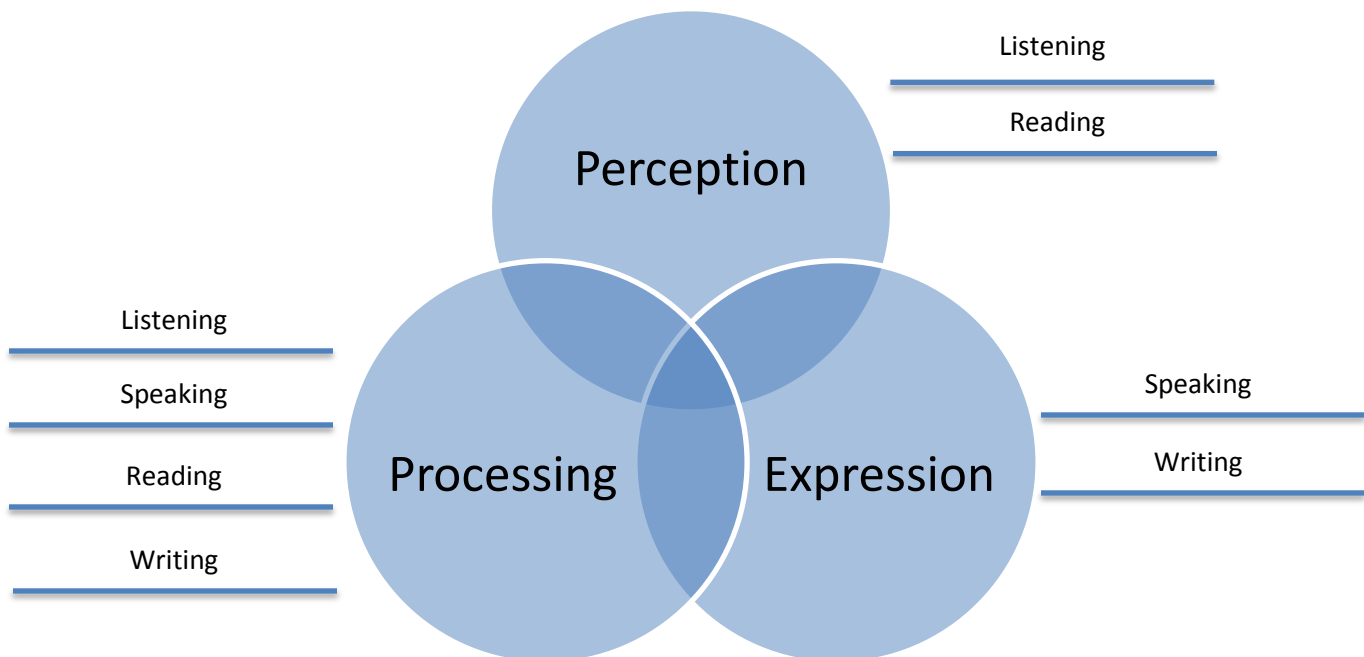


The Language Skills and the 3 Stages of Learning

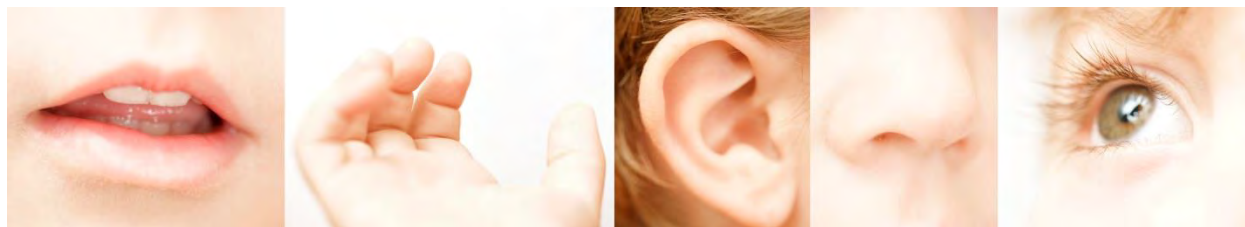
As mentioned, there are three components to the learning process—perception, processing, and expression. Each student approaches and negotiates each stage differently. In the past, teachers have been encouraged to “teach to the middle”—that is, use pedagogical strategies that appeal to the average student in the classroom and hope that the students can get something out of the lesson. However, in recent years, there has been an impetus for teachers to create more personalized learning experiences in the classroom, employing a

variety of strategies and approaches that are accessible to all students in the classroom.

In the foreign language classroom, teachers are developing students’ skills in the four aspects of communication: listening, speaking, reading, and writing. At any one stage of the learning process, at least two of these language skills are in active use. However, certain language skills are usually associated with each stage of the learning process, as shown in the following graphic.



For each language skill, teachers need to be aware of pedagogical strategies that not only facilitate the development of the skills themselves, but help students whose strengths are not associated with these particular skills find meaning in the activity as well.



Perception involves assigning meaning to the stimuli around you. Perception depends upon your past experiences and ability to organize and attach meaning to the stimulus event. It is an ongoing activity, lasting as long as the presence of the stimuli.

Perception is a cognitive activity, and is linked to the physical act of sensation. The five senses allow us to touch, see, taste, hear, and smell, but it is because of perception that we recognize what we are touching, seeing, tasting, hearing, and smelling.

In the classroom, auditory and visual perception skills are constantly required. Some students with disabilities have difficulty assigning meaning to audio and visual stimuli. If they are unable to recognize the significance of the stimuli, then they may have trouble activating their previous knowledge, processing why this new stimulus is important to them, and/or expressing their understanding of the information conveyed through the stimulus. Perception is directly related to decoding.

For instance, there are some students who cannot easily distinguish “b,” “d,” “p,” and “q” from each other when reading a text because, to them, they are all a “circle with

a stick”—the differences in how the “stick” is positioned are not recognized. So, if you ask the student who has such problems to read a text about what Bobby and his Daddy did with the new puppy at the pool, he/she may ask you why Poppy and his Pappy were with the baby in the lobby. This will happen even though you know that the student knows all of the words in the text and has used them before in speech.

The next few activities will simulate some problems students learning a language can experience when perceiving audio and visual information; these activities can resemble learning difficulties, so it is important to recognize that challenges are typical for language learning. The students who easily develop proficiency in the language are unusual; these are not the students who should be used as the ‘standard’ in the classroom.

In the following section on “*Processing in the foreign language classroom*,” an excerpt from **Languages for All: How to support and challenge students in the second language classroom** (Arnett, 2013a, Pearson Education Canada) is included with permission from the publisher. This excerpt will speak to how perception and processing work together to influence learning a language.

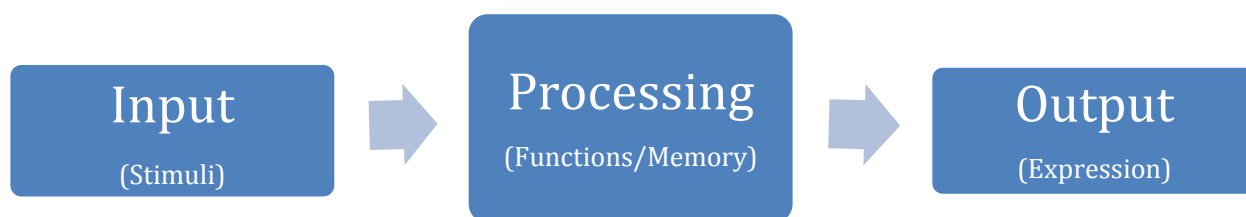
Processing in the Foreign Language Classroom

Processing refers to the individual's ability to decipher, organize, and store previous and current stimuli in a manner that will enable the individual to eventually express this understanding and knowledge in a clear, logical presentation.

Generally, processing problems are often related to areas of memory (short-term and long-term) and metacognition/learning strategies.

from college), but when the content is related to language, abstract concepts, and general knowledge, it can be harder to access the stored information.

Working memory is the ability to temporarily hold and manipulate information for cognitive tasks performed on a daily basis. Many authorities associate deficits in working memory with reading, mathematics and written language disorders. Working memory capacity is a



Short-term memory involves conscious attention to new information. For students who are underperforming, it can be challenging to keep the short-term memory engaged so that new information is not immediately lost or lost before it can be transferred to long-term memory. Typically, short-term memory challenges are most evident when a lot of verbal language is used.

Long-term memory involves the permanent storage of information. Problems with long-term memory are not related to storage, but to retrieval of the information. Usually, this is not a challenge when talking about specific events in a person's life (such as your first car, or the day you graduate

good predictor of a student's ability to retrieve information which is important for learning to occur.

Metacognition/Learning Strategies refers to an individual's awareness of thinking and learning. It is the ability to facilitate learning by taking control and directing one's own thinking processes. People exhibit metacognitive behavior when they do something to help themselves learn and remember something. Based on the individual's understanding of his/her learning and thinking processes, he/she will select and use learning strategies that complement his/her ways of thinking and address the needs of the task at hand. Students who are underperforming may

experience problems becoming aware of and mastering strategies that best help them learn. Skills such as classification, checking, evaluation, monitoring, and prediction are considered indicators of good learners and metacognitive awareness.

The next few activities will simulate problems some students may experience

when processing new and previous information.

What follows now is an excerpt from **Languages for All: How to support and challenge students in a second language classroom**. (Arnett, 2013a, Pearson Education Canada). This excerpt speaks to the relationship between perception and processing for language learning.

Exploration Simulation: Auditory Perception & Processing

The ability to recognize and interpret what one hears is referred to as auditory perception or auditory processing. It is not linked to an individual's hearing ability or acuity. Although these terms are used interchangeably to describe the experience of finding meaning in what one hears, I will use just one of them, auditory processing, for the sake of simplicity. Auditory processing refers to how the brain works with the information it receives through the ears. According to Lerner (2006, pp. 240–241), there are five sub-skills embedded in the auditory-processing experience:

- *Phonological awareness (the ability to recognize that words are composed of individual sounds)*
- *Auditory blending (the ability to synthesize basic phonemic elements into a meaningful word)*
- *Auditory discrimination (the ability to recognize how the change of a single phoneme within a word can affect its meaning—e.g., the difference in the pronunciation of the first o in bow and arrow and of the o in taking a bow)*
- *Auditory memory (the ability to store and accurately recall information gained through hearing other people speak)*
- *Auditory sequencing (the ability to recall the order of items that have been presented in a particular sequence)*

Challenges related to any one of these five sub-skills or a combination of them can shape what the student is able to gather from auditory input in the classroom. The following Exploration Simulation, using an adapted version of the game Mad Gab, is designed to help you, as a teacher, understand how three of these sub-skills (phonological awareness, auditory blending, and auditory discrimination) work in the brain. You will then be able to understand why some students may take longer to understand auditory information.

Exploration Simulation: Auditory Perception & Processing

The seven phrases included in this simulation are nonsensical, but each is hiding a phrase that makes sense. To find the hidden phrase, you have to redistribute the sounds and stresses you hear in the phrase as you read it aloud or as it is read aloud to you. For example, by repeating the phrase “Ann eye sock eek aim,” you or your partner should eventually hear “An ice hockey game.”

Directions

1. Find a partner. (If not, do this on your own.)
2. Read the phrases below aloud to your partner (or to yourself) at a rate and with an intonation that you would normally use in reading something aloud.
3. If your audience (even if it is just you) does not “hear” the true message, repeat it every nine seconds until you do. If you don’t hear it, move on to another sentence. Do not read the sentence to yourself in the interim.
4. For the correct answers, see page 26 .

- A. Adversity thick aims see miss fund.
- B. Of her tie mew maybe calm tie red.
- C. Frost rations all soak amen feline.
- D. Ow men heat ryes worn eat ted tutti oak thesis end tenses?
- E. Al mushed hid chew hunt her sand trite hoe weigh?
- F. Howled chew fee gore hut thief ray says?
- G. Weight weed half yelped chew hunt her sand mornin’ dwarf asked her?

This excerpt on Auditory Perception/Processing, including the simulation, is reprinted, with permission, from **Languages for All: How to support and challenge students in the second language classroom**, published by Pearson Education Canada, pp. 26-27.

Expression in the Foreign Language Classroom

Expression is the act of externalizing the knowledge and understanding that has been achieved. Expression can be in written, verbal, or physical form. In education, we use expression to gauge how

well a student has perceived and processed the stimuli that we have presented to them. Thus, a problem with expression can affect how we view a student and his/her abilities.

Oral Language

The brain is organized to do two types of tasks—associative and cognitive. Associative tasks are “automatic”; they do not require deliberate thought in order to occur, such as breathing. Cognitive tasks, as the name implies, require deliberate thought and planning.

Speaking is an associative task for most people. Most individuals do not consciously think about the words, expressions, grammar, and pronunciation of the utterances they are going to use prior to engaging in the act of speech. While some thought may be given to the content of the utterance, the actual language use is not determined until the precise moment of speech.

For some students who are underperforming, speaking can be a cognitive task. Some students need to engage in deliberate thought to determine which letters match up with which sounds, which words match up with which ideas, and the order in which words and sounds need to go in order to ensure that they are understood. Thus, problems with the expression of oral language can include:

- accessing vocabulary that is stored in the memory;
- applying patterns in the morphology of the language (i.e., how to pluralize a noun);
- varying grammar structures and expressions; and
- producing speech sounds.

Written Language

In writing, people record their thoughts and feelings about a particular topic. Unlike speaking, writing is usually a cognitive task for most people. Writers are expected to organize their thoughts in a manner that reveals a logical sequence of their progression, using language that is grammatically and orthographically accurate and appropriate for the audience. In addition, it is expected that the text that is created is readable, either in legible printing, cursive, or word processing form.

Writing also requires extensive reading. Writers regularly re-read what they have written to ensure clarity and accuracy of ideas. Inaccurate language (i.e., misspellings) can

prevent an outside reader from understanding the message of the text. Revisions are also a common aspect of the writing process, requiring critical attention and analysis. Because of the many facets involved in good writing, problems with the expression of written language can include:

- physical production of the text, coordination of the fine motor skills involved in manipulating a writing utensil;
- spelling;
- organization and sequencing of ideas
- sense of appropriateness for audience and purpose; and
- critical analysis of written text for purpose of revision.

Kinesthetic Expression

Underperformance can also affect kinesthetic expression. In addition to the basic level of fine motor skills coordination involved in producing written text and of gross motor skills coordination involved in physical activity, kinesthetic expression is also heavily dependent upon cultural mores and expectations. In most instances, these expectations are learned implicitly.

Some students who are underperforming may not have internalized some of these implicit expectations, and as a result, gesture and act out in ways that are considered “inappropriate” for the context or audience. There are some who believe that these problems are actually a secondary result of underperformance—because the students are sometimes

viewed in a negative light by their peers, they have fewer occasions to interact socially and pick up these behaviors. Some aspects of nonverbal, kinesthetic expression that may be problematic for some students include:

- proximity to the speaker;
- casual physical contact with peers; and
- facial expressions and gestures that accompany oral language.

The following excerpt from **Languages for All: How to support and challenge students in a second language classroom** (Arnett, 2013a, Pearson Education Canada) provides an overview of expressive language challenges, in addition to a simulation of some of the difficulties students navigate in the classroom.

Exploration Simulation: Expressive Language Disorder

Under the umbrella term communication disorder, there are two types of challenges with language: speech disorders and language disorders. In some jurisdictions, this category of special needs is simply known as speech/language impairments (and is different from a learning disability).

What we’ll look at here is how challenges with the act of producing speech can make it difficult for students to respond to questions in class, especially when these are posed spontaneously.

A speech disorder exists when a person has difficulty expressing the sounds of speech correctly or with ease, or has voice problems that can affect how the words sound to listeners. Thus, the challenges are related to the muscles and mechanisms that enable our bodies to physically produce speech. There are multiple challenges that can have an impact on one’s ability to

produce clear speech. These include the following:

- *Stuttering or stammering, which is evidenced by repeated usage of the same sound*
- *Prolonged production of a sound and/or sound stoppages*
- *Cluttering, which occurs when there is an uneven use of pauses and bursts of speech in the rhythm of language*
- *Omissions, which happen when a child leaves out certain sounds in a word (usually at the end)*
- *Substitutions, which occur when one phoneme is used in place of another (Friend, 2011)*

Speech disorders can therefore adversely affect both articulation and fluency. Because of the variety of speech disorders, it is hard to find one simulation that encapsulates all of them, so the included simulation makes it hard for you to produce speech as you normally do. This simulation will likely affect both articulation and fluency in your speech.

Exploration Simulation: Challenges in expressing spoken language

Directions

1. Depending on your dietary preferences, stuff your mouth with marshmallows or grapes. Don't chew or bite down on them.
2. Now read aloud two or more of the five tongue twisters below, trying to keep the foodstuff in your mouth. Ideally, arrange to do this in front of someone you know.
3. Answer the reflection questions that follow the text.

The sixth sheik's sixth sheep is sick.

Mr. See owned a saw.

And Mr. Soar owned a seesaw.

Now See's saw sawed Soar's seesaw.

Before Soar saw See,

Which made Soar sore.

Had Soar seen See's saw

Before See sawed Soar's seesaw,

See's saw would not have sawed

Soar's seesaw.

So See's saw sawed Soar's seesaw.

But it was sad to see Soar so sore

Just because See's saw sawed

Soar's seesaw!

Red lorry, yellow lorry, red lorry, yellow lorry.

Unique New York.

Betty Botter had some butter, “But,” she said, “this butter’s bitter. If I bake this bitter butter, it would make my batter bitter. But a bit of better butter—that would make my batter better.” So she bought a bit of butter, better than her bitter butter, and she baked it in her batter, and the batter was not bitter. So ‘twas better Betty Botter bought a bit of better butter.

This excerpt on expressive language disorders, including the simulation, is reprinted, with permission, from “Languages for All: How to support and challenge students in the second language classroom,” published by Pearson Education Canada, pp. 41-42

[Answers to Exploration Simulation: Auditory Perception & Processing \(page 22\)](#)

- A. At first, the game seems fun.
- B. Over time, you may become tired.
- C. Frustration is also a common feeling.
- D. How many tries were needed to decode these sentences?
- E. How much did you understand right away?
- F. How did you figure out what the phrase says?
- G. What would have helped you understand more and/or faster?

Section III: Strategies and Activities

The following section includes some specific strategies and activities for use in the inclusive foreign language classroom.

I. General Strategies

The General Strategies section includes thirteen high-impact teaching strategies that are both inclusive and aligned with best practices in foreign language education. Each strategy addresses the supported language skills, a rationale for using the strategy, cautions to consider, and tips for applying the strategy. Also included are one or more activity suggestions that embed the strategy.

The general strategies outlined after this introductory section are presented in concise, one-page charts; however, a few of the strategies require some additional background information.

Category 1: Maximized Use of the Target Language

For students who have challenges with processing language, not to mention for students early in their proficiency development, it becomes very cognitively inefficient for them to move back and forth between languages. In the case of the former group of students, their standard processing time may be such that they do not recognize and/or fully grasp how a use of English translation supports the target language. Also, it is worth noting that the more English is used in the classroom to explain content, present activities, or help students “understand” what is going on, the less they are going to try to listen for and work with the target language. In other words, using too much of the students’ first language will demotivate their second language learning.

Using the recommendations outlined in the strategy chart, such as setting up routines and procedures in the beginning of the year before transitioning to target language, will help with the process of moving from English to target language instruction. As you transition into the target language, students may feel less anxious about what is expected of them if care is given to scaffold the process. Granted, some teachers may worry about using English at the start of the year, so you have to work within your own belief system to figure out how to balance the students’ need to understand procedures with a fostering of the classroom environment. Just assuming that the students can figure out the management without explicit support—or thinking that you cannot do classroom management in the target language—are not reasons to avoid doing it.

Category 2: Multimodal Representations of a Concept/Instruction

One of the three primary tenets of universal design for learning is that students should be provided with multiple representations of the targeted concept. Applying this idea to the language classroom means that students’ access to a concept is supported best through multimodal instruction. Research has confirmed that language learners benefit from instruction that

joins listening, speaking, seeing/reading, and writing the language as quickly as possible in the classroom (Brown, 2001). A particular method of instruction for students with dyslexia (Orton-Gillingham) also advocates for a tactile element to support learning.

Because foreign language learners already have an understanding of how language works (e.g., there are written symbols that represent sounds, which build together to form meaning-carrying words that can either be read or spoken), this becomes an important teaching tool. If students see a word/symbol associated with its spoken form on a regular basis, this allows students to slowly come to see (maybe with teacher support) some of the patterns between a language's spoken and written forms. This link is even more crucial to establish for the language systems where the alphabet does not align with the sounds pronounced in words (e.g., French), or where the alphabet/symbol system is different from their experience with English (e.g., Arabic, Chinese).

Category 3: Multiple Means of Expression/Providing Student Choice in Response

Another of the three primary tenets of universal design for learning is that students should be provided with multiple ways in which they can present their knowledge/understanding of a concept/skill. Applying this idea to the language classroom means that students' have varied opportunities throughout a class to use the different expressive language skills or that the students have the choice as to which expressive language skill to use at certain times to complete a task. Student choice of how to respond to a task is also an important component of student motivation in the language classroom (Dörnyei, 2003). Student choice of product/language mode is an example of traditional differentiation.

Category 4: Beware of and Provide Sufficient Wait Time/Processing Time for Students

As individuals who are (highly) proficient in the languages we teach our students, it is sometimes easy to forget (or hard to recognize) how much cognitive effort is spent to figure out a message (spoken or written) when you are just learning a language. As such, we may not be providing students enough time to figure out the language they are hearing/reading before we expect them to manipulate/respond to that information.

Teachers have been advised to wait between 9 and 15 seconds before calling on students to respond to questions in class. This advice is based on first-language driven learning contexts, not the foreign language classroom. Generally, students of another language need at least twice as long (but sometimes four times as long) to process the target language. When thinking about written texts, students will again take at least twice as long to read in the target language than in the first language, if not longer.

If sufficient wait time is not provided, teachers can develop an incorrect sense of how understood material is in class; the students who process information quickly in the target language (either because they are the equivalent of Michael Jordan in language learning world, or because, perhaps, they speak the language at home) are not the students by which teachers should judge the effectiveness/comprehensibility of their instruction. The students able to

respond quickly in the language classroom are the “atypical” language learners; students who need longer periods of time to process the language are “normal.” Yet, instruction tends to be skewed towards the students whose brains have an easier time building capacity with another language.

Typically, teachers do not provide even the 9-15 seconds advised in first language classrooms because of how the “silence” contributes to a sense of awkwardness for the teacher and/or creates concerns about classroom management. Thus, the strategy tends not to be provided because teachers are concerned about keeping the class on pace. The caution for this strategy is focused on recognizing the consequence of the decision to not provide student wait time—a classroom bias against students who are ‘normal’ in their second language development is created.

II. Strategies to Use with Caution

The Strategies to Use with Caution section includes a brief description of three strategies that pose special consideration to ensure they are used appropriately and for best results. A rationale is provided for each caution.

III. Strategies to Avoid

The Strategies to Avoid section provides the rationales against using three common strategies that can result in a negative impact in the classroom.

IV. Activity Structures for Supporting/Managing a Range of Student Needs

The Activity Structures section includes descriptions of three sample differentiated activities which provide teachers with options for meeting a range of needs within the same classroom.

Assistive Technology (AT)

Several of the following strategies include assistive technologies. These are devices, software, or training (AT services) that help the student better access and benefit from the learning environment.

Assistive technology is generally classified as low-, mid-, and high-tech. At the high-tech end of the continuum are devices/applications that require specialized training, software, and devices to use; a Braille is an example. Mid-tech devices are often electronic and require some training/learning curve to use for both teachers and students. An example would be a computer or mobile device with dictation software. Low-tech devices often do not have an electronic component and require no training; an example is a pencil grip to support students' writing or the aforementioned colored transparency overlays. All levels of these devices can support instruction in the foreign language classroom.

With the ever-changing landscape of technology—particularly since the advent of applications for phones and tablets—the breadth and depth of the assistive supports available to students in the language classroom continues to grow. Many devices have built-in dictation software for sending text messages, software for changing the font size and contrasts on the device for enhanced readability, video and audio recorders for making quick prompts/answer opportunities and timers for pacing. Applications that allow for text-to-speech conversions and visual dictionaries with narrated entries are examples of add-ons. These devices often also allow for access to translation tools that may bypass the learning goals in the language classroom, so that may need to be addressed as part of instruction.

Assistive technologies can and should figure into plans of support for the foreign language classroom. Within foreign language education, there is much interest in leveraging the power of computer-based technology (e.g., versatility) while limiting its shortcomings (e.g., glitches), as well as a strong tradition of using supports like images, manipulatives, and other tools to help support content. Assistive technologies that support student access to and ability to express language are critical to an inclusive foreign language learning experience. For more information on AT, please refer to the Virginia Assistive Technology System (VATS) at <http://www.vats.org/> and/or to the Virginia Department of Education http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/assistive_technology/index.shtml.



Category 1: Maximized Use of the Target Language (TL)

This strategy explores the advantages to and approaches for optimizing teacher and student use of the target language in the classroom.

Supported Language Skills

- Student comprehension of oral language
- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Students should have ample access to and opportunities to work with the target language to maximize their learning.
- At least 90 percent of instruction should occur in the target language, including Level I classrooms.

Cautions about the Strategy

Key Reasons for Less than 90 Percent Target Language Use

- Concerns about classroom management/discipline
- Instructor sense of personal proficiency in the target language

Management/Discipline in the Classroom

- Spend the first week of class working in English to set up classroom procedures and expectations.
- Develop cues and codes in the target language to support their work in the classroom.
 - Show the textbook when it's time to get out their books.
 - Hand signal for when you need students to work in pairs.
 - Designate students to handle routine tasks like collection and distribution of papers.

Practice Makes Progress

- Always continue to advance your language proficiency skills. If the students sense that the teacher is uncomfortable in using the language, it could undermine the students' motivation for study of the target language

Continued Use of English

- Often, responding in English instead of the target language is a sign that students actually understand what is happening but are still not sure how to structure responses.
- Consider using the sentence start/sentence frame strategy to support student production in the target language.

Applying the Strategy

Jump In!

- Unsure how to transition into more target language use? Set small goals. Speaking just 30 seconds more a day in the target language will increase your TL usage by 20 minutes in one month.

Activities that Embed the Strategy

The American Council on the Teaching of Foreign Languages (ACTFL) recommends that language educators and their students use the target language as exclusively as possible (90 percent plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaningful communication (<http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0>). This does not mean simply talking in the target language 90 percent of the time, but also providing appropriate comprehensible input for meaningful communication.

If the teacher is not pushing to become more proficient, it is unreasonable to think that students are going to take the risk, too.



Category 2: Multimodal Representations of a Concept/Instruction

This strategy explains how to help students understand the concept/focus of instruction (in the target language) through regular use of different presentation/media modes.

Supported Language Skills

- Student comprehension of spoken language
- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Research has confirmed that language learners benefit from instruction that joins listening, speaking, seeing/reading, and writing the language as quickly as possible in the classroom.
- Students should see a word/symbol associated with its spoken form on a regular basis. This allows the students to slowly come to see some of the patterns between a language's spoken and written forms.

Cautions about the Strategy

- Multimodal instruction is not about supporting student learning styles.
 - Good Multimodal instruction should not be about giving some students access to tactile instructions and others audio input.
 - This type of approach has been shown not to be effective in supporting learning styles.
- Allow students to access multiple sources of input and leverage them with different types of output – in a short time period – to allow the student to help build memory in the sound, appearance, and possibly meaning of language.
- Multimodal instruction can require a lot of repetition for students to receive maximum benefit; this can become fatiguing for the teacher and students. The strategy is better used to launch a unit/topic or for a key review day.

Applying the Strategy

- Students need at least 30 exposures to a term/expression in context to really integrate the language into their own communication patterns in the target language.
- When possible, multimodal instruction can include tactile and kinesthetic elements. For example, touching the letters of a word or acting out a word's meaning could help students build further memory in the language element.

Activities that Embed the Strategy

- Write key terms on cardboard in glitter glue. Some students like the sensation of tracing the letters with their fingers while they hear the word being used.
- Consider getting a sign language book from the target language community; you may be able to learn signs that can be used to support student recall and understanding of more abstract terms, like adverbs.
- The Total Physical Response (TPR) and Total Physical Response through Storytelling (TPRS) models can be beneficial in the short term to quickly help students build understanding and expression of certain language.



Category 3: Multiple Means of Expression/Providing Student Choice in Response

This strategy offers ideas as to how to help students exercise choice in how they contribute their ideas and understandings of class activities.

Supported Language Skills

- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Students should have varied opportunities to use different expressive language skills or be given a choice as to which expressive language skill to use at certain times to complete a task.
- Student choice of product/language mode is an example of traditional differentiation.

Cautions about the Strategy

- Managing multiple choices within a large class is often a challenge.
- A strong classroom management plan is essential to ensure logistics do not prevent good implementation.
- Having a classroom that supports personal student devices or having classroom technologies (e.g., cassette or digital recorders) can make implementing this strategy easier.

Applying the Strategy

- Start slowly. Build in one or two activities a week where students have a choice in how they respond to a task. This will allow you to figure out a management system that works for your class, for the students, and for the available technology.
- Pick activities where you really need to know if the students are understanding/navigating the concept you're teaching rather than thinking about the skill they used to express that concept.
- As you build frequency in this strategy, encourage students to move from their comfort zone and "pick the path that's more challenging for them" as a way to ensure that students still practice the skills that are not as developed as others in their language repertoire.

Activities that Embed the Strategy

- Students have a choice to either text or write an exit slip for class or record a quick response to an exit question. Alternatively, the students could have the option to tell you the exit ticket as they leave the room.
- If you have accumulated a lot of resources for teaching the same topic over the years, consider raiding those various resources to find "different options" for students to select and explore a concept. These options may end up being in the same mode, but this implementation of differentiation still provides choice.



Category 4: Beware of and Provide Sufficient Wait Time/Processing Time for Students

This strategy considers the value of ensuring instruction is organized in a way to allow students sufficient time to work with/manipulate ideas before they are expected to respond.

Supported Language Skills

- Student comprehension of spoken language
- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Generally, students learning a foreign language need between 18 and 30 seconds (or more) to process the target language before being called on to respond to questions in class or in writing.
- Student who need longer periods of time to process the language is “normal.”

Cautions about the Strategy

- Teachers are concerned about classroom management issues, as well as the silence and awkwardness that providing processing time introduces to the classroom.
- Insufficient wait time can lead to an incorrect sense of how well material is understood in class.
- Limit activities that have a timed/competition element; these activities tend to favor students who have faster processing times in the language.

Applying the Strategy

- Be explicit in telling students – “You will have 15 seconds to think about this quietly before answering by raising your hand.”
- Resist the urge to always call on the student who first puts their hand up in class. This discourages other students from continuing to think about the response.
- Use equity sticks or other random name calling systems to identify students who will be called on first.
- Preview questions you will ask about a written text before the text is read; this allows students to think about the ideas while they are reading.

Activities that Embed the Strategy

- The Cooperative learning structure called “Numbered Heads Together” [Kagan, 1992] joins wait time with student interaction in a way that supports students’ processing time. Student are put in groups of four, count off within the group, and a question is asked. Students are given about 20-30 seconds to think about the question before sharing ideas with the group. Then, after sufficient processing time has been allowed, the teacher announces which “number” within the group shares the response.



Category 5: Using Images to Build Meaning and Support Student Comprehension

This strategy, which works well with several of the other strategies listed, outlines effective ways of using images to help build student understanding of the target language.

Supported Language Skills

- Student comprehension of spoken language
- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Using images allows students to expand their language skills by attaching the word (both spoken and written) to a more concrete representation.
- As language learners need multiple exposures to a term to be able to really integrate the vocabulary into their own language, using images can help accelerate that process.

Cautions about the Strategy

- Images/pictures can sometimes represent multiple ideas, and it is important to clarify the meaning the image is targeting.
- Clear labeling can help resolve ambiguity.
- For example, Rodin's sculpture of "The Thinker" should not be used to represent "to think" unless it is clear to the students that the focus is on the action, rather than the noun.

Applying the Strategy

- For maximum impact, selected images should support the terms most critical to understanding the central message or the concepts to be communicated.
- In general, no more than 10 percent of a written text should have supporting images.
- The best terms to target are nouns and verbs, presented together where possible. This allows students to make a deeper connection with the language.
- The labels should be consistent for the images, particularly as they are introduced.
- Note: Limit the activities that create a 'competition' for students to match the terms/images, which tend to favor students who process information quickly, rather than showing who actually knows the content. Slower processing time is often a learning trait of students who have various disabilities, and competitions can be excluding events for them.

Activities that Embed the Strategy

- Student match images with the term they represent.
- The targeted terms are spoken aloud, and students hold up the picture that corresponds to the term.
- A text is read that embeds multiple terms, and students sort the images to reflect the order in which the terms are presented.
- Provide students with single or multiple images, and they have to generate sentences (spoken or written) that use the terms meaningfully in context.



Cet homme *pense*. (action = *penser*)
This man is thinking. (action = *to think*)

C'est un *penseur*. (une personne qui *pense*)
This is a thinker. (a person who *thinks*)



Category 6: Activate Students' Prior Knowledge

A classic strategy for text exploration, this strategy is considered in light of the needs of second language learners and how accessing prior knowledge facilitates comprehension and allows for maximum use of the target language.

Supported Language Skills

- Student comprehension of spoken language
- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Language decoding and comprehension is an easier process if students are cued to think about how the current topic is going to extend or link to their previous experiences and learning.
- For students with processing- or attention-based challenges, explicit attention to prior knowledge and its relevance to the current topic is one way to support student memory activation and development.

Cautions about the Strategy

- If the strategy is implemented at a full-class level, be careful not to assume that what one student shares as background knowledge is the background knowledge of other students.
- There is a value in acknowledging students' prior knowledge/experience with a topic, even if it does not directly relate to the day's exploration. However, ensure the discussion does not stray too far from the targeted topic.
- Prior knowledge recall can depend on the way in which students are asked about it. Keep prompts clear and direct, and as open-ended as possible. Examples:
 - What are some of the fruits and vegetables we have learned about?
 - What are some of the things you see in a museum?

Applying the Strategy

- Use props, pictures, or other items to help students "preview" the content of the lesson.
- Begin classes with brainstorming of terms associated with a concept; this works well for more advanced classes, as you can use the opportunities to reactivate vocabulary that ties into the day's lesson.
- When possible, use the opportunity to activate prior knowledge to explicitly show links, between the concept of past and current lessons.

Activities that Embed the Strategy

- Ask students to do a Quick Write/Quick Draw/ Quick List about topic X as a way to start the lesson. Similarly, this can be a good closing activity for a lesson, as a way to access students' understanding of how the new content ties to prior learning.
- Show students a series of images used from previous lessons and ask students to identify them and explain their significance. This can be done as a paired activity.



Category 7: Repetition of Key Words/Phrases

To support student comprehension and capacity in the target language, this strategy outlines the value of regular repetition and reuse of language.

Supported Language Skills

- Student comprehension of spoken language
- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Students who are developing skills in another language need to hear/see a lot of the language to not only find meaning, but begin to formulate meaningful communication independently.
- For students to really integrate a word/expression into their own language, it is generally accepted that the student needs to be exposed to the term at least 30 times.

Cautions about the Strategy

- As the teacher, it may be difficult to remain engaged in the lesson if there is a lot of repetition, so it may be helpful to plan the “repetition” points to keep on track.
- As a lesson progresses, it is not uncommon for language to be less enunciated or “sped up” in delivery, either because of fatigue or a belief that students have heard it before. Stay consistent in the rate and enunciation used to support the repetition.
- Good application of repetition is not about drilling the information into students’ memories. Rather, it is about reminding students, at key points, of the terms. The strategy should not be applied by having students say the targeted terms over and over again.
- Repetition can quickly disengage students so it has to be judiciously used.

Applying the Strategy

- As you are planning a lesson, identify the key words/phrases that help the students focus on the central concept or the language function for the lesson.
- Consider **bolding** these terms in the plan. Depending on the class, these could also be terms that you use for careful choral repetition moments within the class.
- To support comprehension and eventual production, repeat the key words/phrases verbatim and regularly, at least 10 times per class.

Activities that Embed the Strategy

- I have/who has: a vocabulary chain game that uses pictures to cue students to listen for and then ask questions about terms. This activity is good for helping students work with question phrases that are in need of targeted practice.
- Craft a story narrative or other text that repeats the targeted terms/phrases in context and use that as a basis for activities in class.
- Bold, underline, or otherwise make key words/phrases stand out.



Category 8: Use of Sentence Frames/Sentence Starters

Student language production can be enhanced by helping students formulate their responses with frames or starters.

Supported Language Skills

- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Comprehension precedes production; students are more likely to follow the ideas that are being shared than know how to respond to them accordingly.
- Teachers are typically trying to accelerate the process the students followed when learning their first languages. Rather than moving from one-word phrases to multiple sentences over a period of a few years, we are trying to help students develop those skills in less than half the time.
- Sentence frames and starters can help students who may have learning challenges linked to expressive language by giving them a starting point that focuses their thinking on the more critical language of the message and could make it easier for them to convey their ideas.

Cautions about the Strategy

- Students sometimes resist the idea of speaking in/using complete sentences to express ideas, so they sometimes find the strategy frustrating. Older students may also feel it is “too childish.” Thus, the strategy needs to be presented to students as a way to accelerate their work in the language, rather than something that is holding them back or otherwise making them feel like they are “too old” for the support.
- One- or two-word answers mimics what children do early in their own first language learning but it is a subtle way that students can be held back further in their language for longer.

Applying the Strategy

- This strategy works best if you target one particular sentence frame or sentence starter for a period of several days, rather than expect the students to work from a long list of structures to frame their language.
- Create an opportunity for the student to use a particular frame over multiple days in various contexts. This will concentrate the language in a way that supports the kind of repetition that further promotes the language learning.

Activities that Embed the Strategy

- Opening and/or closing routines that walk students through questions that can have structured responses.
- Prior to speaking activities, give students the topic/goal of the activity, and ask students to generate sentence frames/starters they think will need to use to navigate the task.

Examples of sentence frames and sentence starters

- I like _____ because _____.
- He is _____ to the _____.
- Last year, I _____.
- The answer is _____.



Category 9: Use of Fidget Toys/Student Stress Management

This strategy considers the affective dimensions of language learning and ways to support student anxiety or nervousness about communicating in the target language.

Supported Language Skills

- Student comprehension of spoken language
- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- As articulated in Stephen Krashen's, Affective filter Hypothesis, student progress in the target language can be slowed by heightened anxiety about the learning experience.
- The more comfortable the student is, the easier it is for them to be open to developing proficiency in the language.
- Students with attention-based challenges also sometimes need a "focus-point" for the energy they have as a way to help them prioritize which stimuli in the environment really do need their attention.

Cautions about the Strategy

- Some students may require clear parameters of what NOT to do, and may also need to have the added layer of "earning" the right to use the fidget toys at key points of instruction.
- Some students who are accustomed to mobile devices and constant distraction will possibly be more able to self-manage the responsibility.

Applying the Strategy

- Students have access to a fidget toy bin (with teacher permission)
- Students provide their own fidget toy (with teacher permission)
- Students earn the right to access a fidget toy
- Students are permitted to use the fidget toys only during periods when teachers have noted particular student challenges – i.e., seat work, pair work, whole group instruction.
- Consider using a fidget toy yourself to model the behavior to the class.
- Approach students one-on-one to discuss ways they can benefit from the strategy and to co-create rules and consequences.

Activities that Embed the Strategy

- Providing fidget toys (e.g., modeling putty/clay, tactile wigglers) can help students regulate some of the emotional influences on their learning.
- Pipe cleaner sculptures: invite students to sculpt a target vocabulary word or a symbol of an activity they did over the weekend. Have the student present it to the class or partners or write a quick narrative. Later the pipe cleaner can become a fidget toy.



Category 10: Use of Colored Transparency Overlays

This strategy can be a useful tool for helping students navigate print or electronic texts and/or focus attention while reading.

Supported Language Skills

- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Research has revealed that some students who have difficulties/disabilities linked to reading may benefit from using colored transparency overlays on text to read more easily.
- Typically, the colors of red, orange, yellow, and blue have been found to be most helpful but the choice is personal for each student.
- Black-on-white print text is one of the harder combinations for the brain to manage; and students with dyslexia sometimes report how the letters look jumbled. Use of overlays with some of these students seems to calm the letters.

Cautions about the Strategy

- Some students have reported how natural vs. fluorescent lighting in a classroom will also influence how they are able to perceive written information, and under different lighting, the colors behave differently. Some students may need to swap out some colors for others, depending on lighting conditions that particular day.
- Students may be self-conscious about using their overlays in front of other students. Be mindful of your classroom environment and think about any approaches you would need to take to ensure that the student feels secure.

Applying the Strategy

- Reading specialist may already have a set of such overlays, or they can be purchased online.
- Meet with students “one-on-one” to try out various overlays to see which ones are most helpful.
- This process is “trial and error” until the student figures out which color(s) work best for them.

Activities that Embed the Strategy

- Essentially, any time students are working with a personal text (print or screen-based), they should use the overlay.
- Have multiple overlays available to the student and keep them in a sheet protector to extend the life of the overlay.



Category 11: Provision/Use of Different Colored Paper for Student Work

To support student focus and perhaps facilitate reading/self-editing of languages, this strategy considers the color of paper students use to complete work.

Supported Language Skills

- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Research has revealed that learning can be influenced by the color of the paper with printed material.
 - Some research on attention deficit/hyperactivity disorder (ADHD) has revealed that some students find purple to be a color that helps them focus in the classroom.
- Traditional white lined paper may not be the easiest for students to navigate.

Cautions about the Strategy

- Some students have found that different tasks require different colored paper to use. For example, some students may require one color for taking visual-based notes and a different color for taking audio-based notes. Some waiver between lined and unlined paper depending on the task or the day.
- For maximum benefit, a mix of colors and lined/unlined paper may need to be stocked in the classroom allowing students the option to select the best type of paper for their learning needs.
- Depending on supplies, it may be possible to “open” the strategy to all students in the class as it sometimes can be motivating for students to write on different types of materials.
- Students may be self-conscious about using different paper in front of other students. Be mindful of your classroom environment and think about any approaches you would need to take to ensure that the student feels secure.

Applying the Strategy

- Typically, students who benefit from colored overlays will benefit from colored paper.
- As with choosing overlay colors, the process is “trial and error” until the student knows which colors work best for them for each task.

Activities that Embed the Strategy

- Essentially, any time students are doing written work, they should use the colored paper; this includes copying on to their preferred color.
- Other students may want to use the colored paper too. Consider ways in which that could be occasionally supported as doing so may help the students who feel self-conscious about their needs become less so.



Category 12: Adjusting Color Contrast/Color Combinations of Presentations

In light of a lot of electronic input in the modern classroom, this strategy considers how the color scheme and light contrast can be used to support student's understanding.

Supported Language Skills

- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Some research suggests that colors influence how the brain perceives information.
- The use of colors and contrast among multiple colors in a text (particularly on a slide-based presentation) may make it more difficult for students to read.
- For some students, it is possible that the color of the background and the color of the text cause the letters to appear jumbled.

Cautions about the Strategy

- It may take several attempts to find color/contrast combinations that work for the entire class.
- Natural light will change to colors being used. What works for a morning class, may not work for an afternoon class.
- Turning off the lights may not help students with contrast.
- Font size/style is also important to consider for this strategy.
- If you are printing slides from a presentation, it is best to print in black and white on a colored paper that is best for the student. The colors in the presentation may not be the best colors for paper work.

Applying the Strategy

- The contrast of white text on a blue background tends to be one of the easiest for the human eye/brain to manage.
- Customize any preset color palettes for presentations so they work best for the classroom.

Activities that Embed the Strategy

- Any text that is projected should try to adhere to the color combinations that are of benefit to the group.



Category 13: Font Selection/Document Formatting

This strategy considers how font choice can influence students' understanding of language presented in the classroom.

Supported Language Skills

- Student comprehension of written language
- Student expression of understanding of meaning in spoken or written environments

Rationale for Strategy

- Research is starting to show a possibility that the font used in print text has an influence on a students' ease of reading and possible comprehension of the print text.
- Fonts with serifs (e.g., Times New Roman, Courier) have tags that may make it harder for students to perceive the full letter and are harder for some students to read.
- Fonts without serifs (e.g., Century Gothic, Arial) do not have little "tags" on the edge of each letter.

Cautions about the Strategy

- Be mindful of the spacing between letters, the resemblance of the letters in the font to handwritten text, the size of the font, the change between capital and lower case changes in the font, and the line spacing can all make it more difficult for a student to separate letters from each other.
- Sometimes font choice is a personal preference. Ask students input about font choice but question if the choice was made for readability or style.
- At the time of this writing, the research for this strategy only shows a "possibility" it could be true but lacks strongly conclusive evidence. For this reason, you may experience mixed results in the application of this strategy.

Applying the Strategy

- Provide a document with 10 common fonts of various sizes that teachers can use to determine if font readability is a consideration for students.

Activities that Embed the Strategy

- Adjusting font choices and document spacing may support students' ease of reading on either presentation slides or on printed text.
- Fonts should be adjusted accordingly with the students' needs. If a printed text uses a difficult font for the student to read, additional support may be needed to support the students' reading experience.



Category 1: Pairing Students According to Proficiency/Skill Levels

Rationale for Using Caution with the Strategy

One of the long-standing strategy ideas for supporting students with disabilities in the classroom is to pair them with a stronger student in the class to get the support. However, there are several inherent flaws in the approach: 1) It immediately assumes that the student with the disability is not capable of doing the task; 2) It presumes that the stronger student understands their own understanding or skill well enough to be able to constructively support the student who is having challenges developing mastery; 3) It presumes that the students know how to work together well to achieve a common goal. More often than not, the stronger student drives the task (does the work), because they do not have the patience or skill to meaningfully support the peer.

This strategy is to be applied with caution, in general. Student pairings for tasks that are key opportunities for students to build skills in the language should be deliberately created to maximize student learning.

Applying the Strategy

- Student pairings in the class are best achieved after students complete tasks in which their proficiency is assessed. These tasks can simply rank the students on a 1-3 scale (1 =completed task with a lot of support, 2=completed task with some support; 3=completed task with no support), or they can more formally rate the students' oral language skills on a rubric. Sort the students according to their achievement with the task, and use that to inform pairings for the next few lessons/oral tasks.
- Pairs should change frequently, as students should have regular opportunities to engage in speaking opportunities where their skills are formatively assessed.
- Students could be told that, for a particular week, any speaking activity will include a particular partner, to ease classroom management considerations.

Note: In the early 2000's, a researcher out of Australia, Neomy Storch, looked at the learning outcomes of student pairings in the language classroom. For the study, students in the class were classified as having low, middle, or high proficiency, relative to the level of the class. She found the following pairings to be the most and least effective at completing the task successfully AND providing support within the task to each other:

- Most Effective Pairings: 1) Low-Low; 2) Mid-Low; 3) Mid-High
- Least Effective Pairings: 1) High-High 2) Low-High

The reason that low-low pairings were suspected of being more effective than high-high pairings is based in ego. High-high pairings were likely to not want to take risks within the pair for fear of messing up or otherwise compromising their status as 'strong' students, while students who were in the 'low-low' pair felt more at ease in working with someone who had the same challenges they did, and were more likely to take risks.



Category 2: Judicious Use of English to Clarify Confusion

Rationale for Using Caution with the Strategy

While the goal of the foreign language classroom is to build proficiency in another language, there is also no value in denying students access to another language resource to help them build meaning in the target language. However, using English should be a last resort strategy, and only when it is clear (after various other ways of trying to build student understanding) that there is still significant confusion. Then and only then, teachers can use one or two key words to help focus student attention on the concept/issue under consideration and switch back to the target language.

If English is used more than in the situation described above, students are not likely to expend a lot of energy to understand the target language. Overuse of English then decreases student motivation to study the target language and can really work against students who have processing or attention challenges because of the ways in which their brains connect ideas; in other words, more confusion may be created by using too much English with the students.

Applying the Strategy

English should only be used after other avenues (e.g., gestures, repetition, images, demonstrations, peer-to-peer explanation [in the target language]) have failed to help students (the majority of them) understand what is going on in class. Then, and only then, share a key word or two in English, and then switch back to the target language.



Category 3: Paraphrasing an Idea to Provide Students with another Path for Building Understanding

Rationale for Using Caution with the Strategy

If students have difficulty following an idea as it is originally expressed, it is not uncommon to propose a paraphrase of the idea, to perhaps introduce other terms/expressions that could help students understand the idea from a different perspective. This kind of versatility exists in some languages more than others, and is typically suggested as a way to work around student confusion and /or further expand language.

In daily classroom instruction, teachers present students with a lot of language, sometimes varying the expressions and ideas slightly in an attempt to help the student possibly find a different way to access the concept that is being presented. There are several limitations to such an approach, particularly for students who are also navigating auditory processing challenges in the classroom.

- First, not all students—particularly if they have limited proficiency—are able to recognize that the same idea from earlier is being presented in new terms. The students' depth in the language is not profound enough for them to possibly recognize the terms as synonyms.
- Second, students who have difficulty with auditory processing are further disadvantaged by paraphrasing. Repetition of the key words allows them to focus on matching the sounds with their meaning more easily because it is also not taxing their memory to recall exactly what the teacher just said.
- Third, not all languages have the same kind of depth as English, and may just offer one or two ways to express an idea, and even then, there are more pronounced differences in meaning than what may be targeted.

Applying the Strategy

If paraphrases are going to be used, tell students that you are presenting the same idea, but in a slightly different way. In other words, prepare them for the fact that a paraphrase is being shared. Newer students of a language typically do not have the depth of understanding to recognize that a paraphrase is a paraphrase, so do not expect students to intuitively know that a different phrasing has been used.



**Category 1: Use of English to Outright Translate Full Sentences;
Sandwiching**

Rationale for Avoiding Strategy

As mentioned in the strategies, “Maximize the target language” and “Judicious use of English,” students need regular access to the target language to have a reasonable chance to advance their skills. It is cognitively inefficient and pedagogically unhelpful to speak a sentence in the target language and immediately offer the English translation. It is also bad practice to ‘sandwich,’ English between the target language (TL statement-English translation-TL statement again). If English is to be used in the class, it must be done so deliberately and only if other avenues to supporting student comprehension have been totally exhausted.



**Category 2: Teaching to Students’ Multiple Intelligences’
as a Way to Support Learner Diversity**

Rationale for Avoiding Strategy

Gardner’s work on multiple intelligences was never intended to be used in the way that it commonly has—to inspire the selection/creation of learning activities that are aligned to students’ ‘intelligences.’ Further, studies have shown that instruction organized in such a manner does not have a favorable influence on student learning. Multiple intelligence inventories can help teachers learn about their students’ interests—which can support student learning in and unto itself, but using “MI-focused” activities is not an effective way for supporting a range of student needs.



**Category 3: Considering ‘Learning Styles’ (e.g., visual, auditory,
kinesthetic) in Lesson Design**

Rationale for Avoiding Strategy

Similar to the rationale for not teaching according to students’ multiple intelligences, research on ‘learning styles’ as a guiding force of instruction has revealed no benefit to student learning. That’s not to say that these elements cannot feature in other strategies (like multimodal instruction), but rather that teachers should not skew instruction toward a particular learning style.



Activity 1: Inside-Outside Circle or Line Dance

What is it?

- A structure for doing quick, paired interactions in class that can allow the teacher to quickly assess students' speaking skills (for the purpose of making later deliberately paired activities).

Prep:

- A list of questions/topics students can discuss in pairs – up to as many questions as there are pairs in the class.
- Depending on the class, you may want each pair to work through the entire list of questions (which is when you want a shorter list), or you may want each pair to work with one question at a time (which is why you need as many questions as there are pairs).
- This activity structure could also embed an opportunity to use sentence frames/sentence starters

How to use it:

- Students count off 1-2, 1-2.
- For the Inside-Outside Circle, the 1's form the inside circle, the 2's form the Outside Circle. (If you'd rather do the Line Dance, the 1's form the left line, the 2's form the Right line).
- Students respond to the questions they've been given, either requiring both to answer the same question, or having one student ask the question and the other respond.
- As students are talking, the teacher can either be in the middle of the circle (or along the lines) listening to what the students are saying.

Cautions

- Students who have auditory processing challenges may have a hard time doing this activity because of the noise the activity creates. If that's a consideration, consider varying the structure to be more of a "Party Mingle," where pairs of students spread out across the room in pairs, and the teacher moves around to listen to students.



Activity 2: Questions in a Cup (Arnett, 2013a)

What is it?

- An activity structure that allows questions to be personalized to pairs/groups of students or even to individual students. The questions can either be used for speaking or writing activities.

Prep:

- Generate a list of 10-15 questions to ask students about a topic/text/for conversational purposes; this activity works well if the questions are typed into individual table cells, so that each question can be “cut out” for the activity.
- The questions should vary in complexity, both in how the question is asked and how students are expected to answer the question.
- Make multiple copies of the questions that are created.

How to use it:

- From the group of questions, pick four to seven questions per cup; the amount of questions in a cup depends on a variety of factors. In one situation, seven questions could be all questions that require shorter responses, and the four questions require longer responses/discussions to respond to. Or, it could be the reverse—students who have challenges with expression (written or spoken) and need extra time to complete a task are given a cup with fewer questions, while students who can manage more language are tasked to respond to more questions.
- To manage the different question combinations, consider using a color-coding system—either with the cup or the paper used for the questions—to help keep the cups tracked.

Cautions

- If a color-coding system is used to help manage the different paths, necessary to vary which colors/symbols mark which paths across activities, so that students do not come to associate a certain color or symbol for a particular path.



Activity 3: Picture Envelopes

What is it?

- An activity structure that allows image cues to be personalized to pairs/groups of students or even to individual students. The images can either be used for speaking or writing activities.

Prep:

- Prepare a document of images linked to topic/theme in class. The images can depict a variety of nouns or verbs, but the students should already know the images and their meaning.
- Also, if the intent of the activity is to have students talk about the concepts represented by the images, consider providing sentence frames/sentence starters on the front of the envelopes to support student production.

How to use it:

- Consider the range of images and the ease with which students may recall certain terms. For examples, are there images within the group that have a strong cognate relationship with English? Those images could go into an envelope for students who may have recall challenges, and/or for whom a sense of success may be needed to increase motivation. Another cluster of images could feature terms that have no cognate relationship to English. Or, clusters of images could consider the types of actions they depict (activities that tend to happen individually, compared to group activities), and students have to work with the mix.
- In pairs or individually, students receive an envelope. One at a time, they draw an image from the envelope and create a sentence/response to the prompt (as shown on the front of the envelope) using the term targeted in the envelope. Continue until all of the images are used.
- To manage the different image combinations, consider using a symbol system to denote the different paths of the envelopes.

Cautions

- If a symbol system is used to help manage the different paths, necessary to vary which symbols mark which paths across activities, so that students do not come to associate a certain symbol for a particular path.

Section IV: Advancing Student Learning

Assessment Considerations for the Inclusive Foreign Language Classroom

The assessment cycle begins once learning objectives for a lesson block or sequence have been established. In stating expectations for student outcomes, teachers need to ensure that we capture evidence of the degree to which students have met those expectations, and as such, we need to think about the activities/events that facilitate that kind of capturing.

Generally, for the purposes of learning in the language classroom, the assessment plan should regularly focus on three types of assessment: formative assessment (ongoing check-ins to monitor students' progress towards the learning goals), summative assessment (check-ins or evaluation points at the end of a particular unit of study, to determine the students' degree of mastery), and self-assessment (which allows students to monitor their own thinking and progress about/within the target language).

In the language classroom, formative assessment is most critical to the implementation of an inclusive learning environment. The more the teacher is able to gauge how students are or are not progressing with a skill or group of ideas, the easier it is to adjust instruction to ensure that the students are making the expected progress. Admittedly, though,

because language proficiency and skill takes regular use (e.g., output) to really notice progress, teachers should ensure that the assessment tools that are used in the classroom allow them to capture this progress. To that end, teachers should consider using the following tools:

1. An **observation checklist** (basically, a student roster with names that has different columns for the targeted skills/day) that allows frequent notations of students' progress towards the learning goal. It may be helpful to use a notation scale that avoids ranking or giving a score (e.g., 1-4) to the student's work, but instead notes whether the student needed additional support to complete the task (S), required additional challenge because he/she had already mastered the skill (C), or was on-target with the task, in terms of language and skill (T). This kind of scale system can allow the teacher to group students for tasks and adjust activities on the fly better than a rating scale.
2. A **standard set of lesson closure questions** that can be submitted in the form of exit cards or on a log sheet. These questions may implicate self-assessment moments, but they can also ask students to note take-aways or

questions about the lesson they've just finished or otherwise ask them to demonstrate what they have learned. Such exit cards can be helpful for planning differentiated warm-ups or lessons in later instruction.

3. **Thumbs-up/Thumbs-down** or **some other signal system** that students can use to indicate if they are following or not an idea that is being presented in class. This strategy requires some pre-teaching to the students, in that the classroom culture needs to expect the students to use the signals at either designated "check-in" moments during the lesson, or at a point when the student feels a need to express a concern about the lesson, in particular.
4. **Student response systems**, whether electronic or paper-based, are used to provide the teacher with an at-a-glance snapshot of students' comprehension

and skill with a topic. From using index cards with A, B, C, D, or E, to white boards, to clicker systems, to even mobile-based platforms where students can submit their answers through texts or websites, it is very easy for the teacher to get real-time information from students about their work with a particular skill or content set; the use of these response systems can enable the teacher to make an immediate adjustment to the lesson in the event of total student confusion or great ease with the content.

5. **LinguaFolio®** is a portfolio system for those who are learning or have learned a language in or outside of school. It encourages students to record and reflect on their ongoing language learning and cultural experiences. LinguaFolio is a standards-based, self-assessment tool. Learn more about this tool at <http://ncssf.org/linguafolio/>.

Lesson Design Considerations for the Inclusive Foreign Language Classroom

Often, when there are questions about how to support certain, specific learning needs in a classroom setting, there are questions as to how to integrate these supports in such a way that either minimize attention to the student who needs the help, ensure that the strategies do not work at cross-purposes with other learning acts in the classroom and are efficiently created/deployed. In recent years, the

application of the principles of Universal Design for Learning (UDL) (CAST, 2011) have facilitated both conversations and better practice in responding to the varied and multiple needs of students in the classroom.

As was noted in Arnett (2013a), UDL's triple emphasis on multiple means of representation, multiple means of

expression, and multiple means of motivation are a natural fit with the expectations for foreign language learning environments. Further, UDL’s advocacy for proactive, rather than reactive, responses to learner needs promotes the notion that accommodating learning differences is something teachers should do from the start of their planning and teaching acts.

The following chart is excerpted from **Languages for All: How to support and challenge students in a second language classroom** (Arnett, 2013a, Pearson Education Canada), and offers pre-planning and general lesson planning examples of UDL in action for the benefit of multiple learner needs in the language classroom.

Universal Design in Action

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone (CAST, 2011). For more information about UDL, see the Additional Resources list in Appendix C.

Materials Needed
<ul style="list-style-type: none"> • “Postcards” (one per student), with weather events in the front and blank space on the back, on which the students will write captions. Images of sunny days, storms of different kinds, and the like from magazines, online sources, and even drawings are pasted to index cards and laminated. Some images should be more detailed than others, as that can influence how readily students identify the weather event shown.
<ul style="list-style-type: none"> • Sheets of paper for recording a list of terms related to the weather shown on each postcard.
<ul style="list-style-type: none"> • Copies of pictures of 10 different weather events featured in the lesson.
<ul style="list-style-type: none"> • Picture Match pages, each presenting all 10 of the weather images, numbered 1 to 10.
<ul style="list-style-type: none"> • A sheet of 10 sentences labelled A through J with each sentence containing weather terms related to one of the Picture Match images.
<ul style="list-style-type: none"> • Samples of different weather reports from newspapers, to be posted around the classroom.
<ul style="list-style-type: none"> • Pages for writing notes.
Planning Questions to Consider about this Lesson
Planning Step 1:
What do my students need to learn? How do I need to calibrate these goals to respond to specific learner needs?

By the end of this lesson, the students will be able to write captions with complete sentences for postcards that depict scenes related to the weather. All of the students may be capable of meeting this goal, but some students may require support to complete the product that will be used to assess their knowledge.
Planning Step 2:
How will my students demonstrate to me that they have learned what they need to learn? How do I need to calibrate these products to respond to specific learner needs?
Each student will be provided with a postcard on which to write the statement about the weather. Students will give me their postcards at the end of class. They'll also turn in the sheets of paper on which they have listed terms related to the weather shown in the postcards. Some students may be able to write the captions without any sort of template or sentence starter, while other students may need to refer to a sentence starter to be able to make the statement. Some images will be more detailed than others.
Planning Step 3:
What prior knowledge (content and skills) do I know to be accessible to students to help with this lesson?
Students are already familiar with the language used to talk about many of the weather events featured in this lesson. Here, they are learning to write the terms and expressions related to the weather. Students will also be familiar with the Chain Chant activity used at the beginning of class (see below, step 1).
Planning Step 4:
What language featured in this lesson may be new to the students or vaguely recollected from a previous lesson? How will the students build their understanding and application of this language?
The weather terms should be mainly a review. For more advanced students, you may introduce some additional weather terms, if it seems that more challenge is needed.
ONGOING
How will I assess the students and evaluate their work?
<ul style="list-style-type: none"> • Observe the students to see who may not be engaging with the chant. If fidgeting occurs, you may need to provide a pipe cleaner or Silly Putty egg to the student(s) concerned. • Circulate through the room while reading the terms. Hide or add images on the desk to respond to learner needs. • Watch for signs of nervousness related to timing, and adjust pacing of the reading as needed. • If needed, strike through the sentences that don't describe the weather. • As students are working, circulate through the group. About halfway into the allotted time of 7 to 10 minutes, ask students to give the thumbs signal for how they feel they are doing (up, down, or sideways). As needed, consult with students to provide support. • Review what the students turn in.
Instructional Step 1:
How should I open the lesson to grab students' attention and activate background knowledge?

Indicate to the student that the day's topic is going to be the weather and that you will begin with a Chain Chant to review weather-related terms (e.g., sunny, windy, rainy, cloudy, cool, cold, warm, hot, humid, dry), with students sharing that information in a complete sentence. Students know to volunteer if they want to add to the chain. Follow these steps, writing the statements on the board as they are made:

1. Ask for a student volunteer to share a weather-related statement that comes to mind.
2. Once that is shared, the whole class repeats the statement.
3. Another student volunteers another weather-related statement.
4. The whole class repeats that statement, as well as the first one.
5. A third student contributes by repeating the two statements, but says them backward. (For example: "It's cold today. Yes, it's freezing" becomes "Freezing it's yes. Today cold its.")

If volunteers stall, prompt the students with some gestures or cues used in previous lessons, such as cupping behind your ear to prompt them to listen more carefully.

Instructional Step 2:

How will I model or present the language or skill targeted in the lesson? How can I share this language or skill in several different ways? How might I need to tweak my presentation to respond to specific learner needs?

If some students are still unsure of what a few of the terms mean, do these two short activities to help clarify meaning before moving on to writing the terms in the steps that follow.

- Picture Pick-up, which requires at least one set of images for every two students to confirm that students are clear on the meaning of the various weather terms. As the weather expression is stated, students will hold up the picture cards. Because there is one set of images for two students, the students will take turns holding up the cards. They can consult with their partner if they are unsure. Prompt the students with simple statements about the weather. (Some pairs may be given more or fewer images than 10 depending on what they can best manage.)
- Weather Report, using 10 images, three of which are related to each of two weather reports. Read two short weather reports to each pair of students, with each report containing three different weather terms. After the first weather report is read, each pair of students picks the three pictures related to that report and puts them on the right side of a desk. After the second report is read, the students put the images related to that report on the left side of the desk. Look to see which four images remain, to determine whether the students got the right six. If some pairs have at least two images incorrect, they may require support for the next activity.
- Weather Report, written version. Give each pair of students a written weather report (some students with memory or language-processing problems may do best with the weather reports just read). The weather reports can vary from pair to pair, but each report should have between two and five specific weather terms. Ask the students to highlight the phrases that contain weather expressions. Once they have highlighted the terms, they talk to their neighbors (anyone outside the pair) about any similarities and differences they notice in the weather expressions. If needed, confirm with the group how weather expressions are introduced (e.g., "*Il fait...*").

Instructional Step 3:
How will students practice and apply their understanding and skill? What are the various ways in which I can ask the students to engage with the content? How might I need to tweak these activities to respond to specific learner needs?
To ensure that the students have access to the written forms of all of the weather terms, they can complete one of two tasks of their own choosing.
<i>Option 1:</i>
Students are given copies of a page of pictures, which includes the images from the Picture Pick-up activity. On the page, students are to include the terms in statements (preferably complete sentences) describing the images. To confirm spelling of terms, students can consult the samples of different weather reports from newspapers posted around the classroom.
<i>Option 2:</i>
Students are each given a Picture Match page, which presents all 10 of the weather images numbered 1 to 10, along with a separate sheet of 10 sentences, labelled A through J, each one containing weather terms related to one of the images. Students match the statements with the images and then confirm their responses with the teacher individually.
Instructional Step 4:
How should I close the lesson to help students end it at a good point, while giving me the evidence I need to assess their understanding and skills?
About five minutes before the end of class, attract the students' attention. (If some students have not yet finished their option, have them return to their own desks if they are not already there.) Explain that each of them will be provided with a new laminated picture postcard on the back of which, using a dry erase marker, they will write at least two statements to describe the weather depicted on the postcard. They will then turn these in. Be strategic in the distribution of the cards, taking a look at each student's work from step 3. Make sure that students each receive a card that features weather events that they are familiar with from that step. At the end of class, collect the cards.

Conclusion

As is the case in all content areas, supporting specific and less common learner needs creates new opportunities for teachers to critically reflect about their teaching practices and expand their repertoire of teaching strategies and practices that can make their content (target language) more accessible and relevant to more audiences. Given that many students have been excluded from

foreign language classrooms due to assumptions/presumptions about their ability and/or potential for success in this learning context, teachers have often been consequently underprepared for this challenge. Yet, this knowledge/skill gap should not be viewed as a limitation; it can be navigated by broadening our understanding of how the everyday teaching acts of foreign language teachers

are all about helping students better understand and express themselves in a new language, and as such, position this

discipline for an accessible language learning environment for all students.

Section V: Supporting Student Learning

Although barriers exist, we should never assume that students identified with a disability cannot pass Foreign Language courses (Sparks, 2016). All students can benefit from learning a second language and being exposed to various cultures when the appropriate method and instructional materials are used. World language instruction should always be interactive and linked to real life, and address different learning styles and needs of all students. The Individual Education Program (IEP) required for special education students should address achievement of the

world languages standards and include the necessary accommodations and/or modifications that meet each student's needs.

Students with documented disabilities represent a significant percentage of the population of public school students in Virginia. At some point, all teachers will need to develop strategies to meet the needs of the diverse learners they will encounter. The following section contains resources that may assist teachers, IEP teams, and administrators in beginning to meet that challenge.

In the following section, a list of tips for administrators, teachers, and IEP teams are provided.

For Teachers

- Collaboration is key! Initiate contact and collaboration between the foreign language teacher, special education teacher, and support staff. Ask for support from occupational therapists, physical therapists, school psychologists, special education teachers, speech and language pathologists, educational diagnosticians, audiologists, and program specialists as appropriate and available.
- Provide direct, explicit instruction on language structure and extra time to master the subject matter (see, e.g., Downey & Snyder, 2001; Sparks & Miller, 2000).
- Instruction might include one-to-one or small group tutoring, extra time and practice to master a language concept, and, in some cases, instruction in special classroom settings (see, e.g., Downey & Snyder, 2001; Sparks, et al., 1998; Sparks & Miller, 2000).
- For students assigned to a resource room, provide copies of teacher's manuals and relevant instructional materials to the resource teacher. Provide labels of classroom objects and common classroom expressions in the target language to be posted in the resource room.

For IEP Teams

- Invite the foreign language teacher to contribute to what the IEP outlines for the student in order to ensure his or her success.
- Provide copies of all relevant information to the foreign language teacher in prior to the start of the course in which the student with disabilities is enrolled.
- Discuss the challenges of implementing specific accommodations with the foreign language teacher and ask for input as to resources needed to provide the required accommodations (i.e.; assistive technology, teacher and student training, computer programs, reference materials, etc.).

For Administrators

- Provide release time if possible for teachers to provide small group tutoring, and/or;
- Provide funding if available for specialized additional tutors for after school support.
- Consider allowing for a reduced course load to enable the student to focus on the foreign language, and/or;
- Develop curriculum schedules that allow for slowing the pace of foreign language content instruction and planning of ways to re-integrate students back into the regular classes in the second/third year.
- Provide foreign language teachers with discipline-specific information/training on recognizing appropriate accommodations and modifications for a variety of disabilities.

Reference: <http://www.ldonline.org/article/22725/>

Tips for Language Teachers

- Get involved! Know who is on an IEP/child study team.
- Attend IEP meetings and give input on appropriate accommodations and special considerations.
- Look at your curriculum with an eye to the SOL goals and the student's special needs.
- Know what the IEP accommodations mean and how they are to be delivered.
- Seek help from special education and resource staff.
- Talk with parents about what the accommodations look like in a language classroom.
- Work with resource room staff where appropriate to ensure they have materials, information, guides, etc. Talk to the student early (preferably before the course begins) and offer to learn from one another. The student can describe how he or she has learned in the past.
- Ask the student to explain what kinds of adaptive or assistive technology works well, how he or she prefers to take notes, and how he or she studies at home.
- Put the class agenda on the board and go over it orally. At the end of class, return to the agenda and summarize the material covered.
- Give students a CD-Rom with electronic versions of materials, such as class notes, PowerPoint shows, syllabi, vocabulary lists, etc.
- Use a "Dropbox" for students, parents, and resource staff to access electronic versions of class materials.
- Repeat and recycle material multiple times to assist with memorizing material.
- "Teach directly and explicitly the language skills that are necessary for communication and success in the FL course. Focus curriculum, instruction, and assessment on what learners can do with language in the interpersonal, interpretive, and presentational modes." (Sparks, 2000, p.265)

Tips for Special Education Teachers

Just as it is important for the foreign language teacher to understand the characteristics of the learner's disability, it is important for the special education teacher to be aware of the potential areas of concern in the second language learning process. Through an appropriate service model, the special education teacher might provide explicit instruction in the area of weakness, model and teach metacognitive skills and assist the learner with the development of compensatory strategies and self-determination skills.

- Include the language teachers on IEP decisions.
- Make sure language teachers have all the information on the student's disability and required accommodations.
- Keep the communication lines open! Manifestations in a language classroom can occur at many different points on the continuum.

- Identify support staff with target language abilities.
- Ask the foreign language teacher about appropriate language learning resources to use in the resource room.
- Ask students to demonstrate, not just describe, what they have learned – opportunities to practice.
- Ask students to teach others what they have learned in the target language.
- Use the target language in resource room displays; posters, labels, charts, bulletin boards, etc.
- Learn some common expressions in the target language and practice them with students (i.e., use the target language to: have students ask to use the restroom; ask students how they are doing; tell students hello and goodbye).

Accommodations

An accommodation is an adjustment or provision, which removes barriers in a specific situation. Academic accommodations allow a student with a disability to have equal access to his/her education. Accommodations should not provide an unfair advantage or fundamentally alter the essential requirements of a program or course. The classroom teacher may choose to provide accommodations that are not listed in the IEP, but must provide accommodations that are listed in the IEP. Consult division staff for procedures and practices regarding grading and other accommodations.

Examples of Accommodations*

- Tutoring assistance and note takers in class
- Individualized learning pace, such as providing one term of coursework over a two-term period
- Option to audit the class before taking it for credit
- Taking a class under a pass/fail condition
- Permission to write dictated questions before composing responses
- Extended time to formulate replies on written or oral exams
- Permitting examinations to be read orally, dictated, or typed; alternative test formats

**Examples are for sample purposes only. Selection of specific accommodations should take into consideration the practices and procedures of the local division.*

Interventions

Sample Classroom Strategies

- New materials introduced at a slower pace
- Spiraling of concepts
- Explicit about expectations regarding class attendance, homework and class participation
- Predictable structure to each class period
- Use of kinesthetic, auditory and visual modalities in instruction
- Explicit teaching of the codes of the language
- Supportive learning environment

Sample Strategies to support

Listening/Speaking

- Record listening prompts in a different voice, slower mode, or clearer tone
- Provide a private listening/recording area with headphones
- Use Cloze scripts to assist with listening for key words
- Use pictures and gestures
- Incorporate alternate teaching methods such as TPR, TPRS

Sample Strategies to support Reading/Writing

- Reduced reading in classes
- Reduced vocabulary lessons

- Noun and adjective endings chart to assist with translation

Sample Assessment Strategies

- Flexibility in exam scheduling
- Planned repetition and review incorporated in each lesson
- Extended time testing
- Provision of basic vocabulary on tests to assist in translation and review of passages
- Use of portfolios such as LinguaFolio® and Can-Do statements to document student progress

Sample Technology Strategies

Technology can be used as a classroom strategy at the discretion of the teacher. Some of the listed technology resources may also be suitable to meet IEP accommodations in assistive technology if the IEP requires it. Some examples include:

- Digital voice recorders
- Language software and Apps, such as: Tell Me More, Rosetta Stone, DuoLingo
- Translation portals
- Recording pens
- Websites and Webgroups, such as: ThisIsLanguage, LiveMocha

Note: See Appendix D for additional interventions related to overcoming obstacles in Reading, Writing, Organization, and Memory.

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APPENDIX A: Perceived Barriers

Foreign Language and Students with Specific Learning Disabilities Workgroup

Perceived Barriers

A lack of teacher training:

- The lack of preservice training in special education for foreign language teachers and training for special education teachers in foreign language strategies and instructional approaches; and
- A lack of professional development opportunities for foreign language teachers about special education and the lack of professional development for special education teacher in supports for students with disabilities in foreign language classes.

Advising and scheduling practices:

- Requiring prerequisites such as a C or above in English in order to take a foreign language,
- Limited time available due to remediation, student preference and meeting IEP requirements. Counseling staff protecting students from difficult classes and foreign language teachers are rarely included in IEP meetings.
- Limited course offerings, course times and the availability of certified teachers due to geographic location and socioeconomic factors within the division.

Attitudes of the stakeholders:

- Low expectations for students with disabilities, difficulty learning two sets of language rules at once for students who are still learning English reading/spelling patterns
- Parents perception of their student’s ability, existing biases and beliefs by both special education and foreign language teachers,
- High stake testing and resources tend to be focused on math and reading.

Instructional practices within the foreign language classroom:

- Foreign language teachers lack of understanding of the true intent of the Standards of Learning for foreign language.
- Teacher center classrooms verses student centered practices including the lack of differentiation in the classroom, grading practices-grading discrete items (spelling, grammar) lack of intervention/rarely built around foreign languages, and larger class sizes and limited access to appropriate support.

Appendix B: Categories of Disability in Federal Special Education Law

Federal Disability Term	Alternative Terms	Brief Description
Specific Learning disability (LD)	Specific learning disability	A disorder related to processing information that leads to difficulties in reading, writing, and computing; the most common disability, accounting for half of all students receiving special education.
Speech or language impairment	Communication disorder (CD)	A disorder related to accurately producing the sounds of language or meaningfully using language to communicate.
Intellectual Disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior; this disability occurs in a range of severity.
Emotional Disability (ED)	Behavior disorder (BD). emotional disability	Significant problems in the social-emotional area to a degree that learning is negatively affected.
Autism	Autism spectrum disorder (ASD)	A disorder characterized by extraordinary difficulty in social responsiveness; this disability occurs in many different forms and may be mild or significant.
Hearing impairment	Deaf, hard of hearing (DHH)	A partial or complete loss of hearing.
Visual impairment	Low vision, blind	A partial or complete loss of vision.
Deaf-blindness		A simultaneous significant hearing loss and significant vision loss.
Orthopedic impairment (OI)	Physical disability	A significant physical limitation that impairs the ability to move or complete motor activities.
Traumatic brain injury (TBI)		A medical condition denoting a serious brain injury that occurs as a result of accident or injury; the impact of this disability varies widely but may affect learning, behavior, social skills, and language.
Other health impairment (OHI)		A disease or health disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes.
Multiple disabilities		The simultaneous presence of two or more disabilities such that none can be identified as the primary disability; the most common example is the occurrence of mental retardation and physical disabilities.
Developmental delay (DD)		A nonspecific disability category that states may choose to use as an alternative to specific disability labels for identifying students up to age 9 needing special education.

APPENDIX C: Additional Resources

Listed below are some additional online resources that can provide more detailed information. This is not an exhaustive list of resources, but provides a sample of frequently used Web sites in the fields of both foreign language and special education.

<http://www.ldonline.org>

LD Online - resources and information about students with learning disabilities and Attention Deficient Hyperactive Disorder (ADHD).

<http://www.specialeducationalneeds.com/>

Bibliography on Special Educational Needs and Modern Languages: This UK website, maintained for over a decade by David Wilson, includes a regularly updated bibliography with over 1500 references arranged thematically. It also has teacher-training case studies and classroom-ready French and German teaching materials for foreign language learners with disabilities.

http://www.doe.virginia.gov/instruction/foreign_language/guide/index.shtml

The technical assistance documents included are intended to assist teachers with implementing the Foreign Language SOL for Virginia Public Schools (revised 2014). The documents elaborate on the content strands that outline the knowledge, skills, and processes essential for language use and the standards of performance for each level of study in both modern world languages (Roman alphabet and non-Roman alphabet) and Latin. This elaboration includes relevant and useful resources, such as language-learning strategies and assessment strategies, that are appropriate for each strand and level of study.

<http://www.foreignlanguagesforeveryone.com/>

Foreign Languages for Everyone: How I Learned to Teach Second Languages to Students with Learning Disabilities: Irene Brouwer Konyndyk, Assistant Professor of French at Calvin College in Michigan published this book (Edenridge Press, 2011) for teachers of elementary through college and ESL. It would also be useful for LD specialists and parents. She also provides through an online blog new materials and methods not in the book.

<http://onlinelibrary.wiley.com/doi/10.1111/flan.2009.42.issue-1/issuetoc>

Foreign Language Annals Volume 42, Issue 1 (Spring 2009) special issue focuses specifically on students with learning disabilities and foreign language learning. (Access is free to ACTFL members. Login through the ACTFL membership page at <https://www.actfl.org/>)

<http://www.longwood.edu/projectlinc>

Project LINC on Inclusive Foreign Language Teaching: This federally-funded project by Longwood University developed key tools for faculty and disability services to use to reduce withdrawal from foreign language classes by students with disabilities and improve their access to language learning. The website includes many useful worksheets and modules.

<http://www.udlcenter.org/>

The National Center on Universal Design (UDL) website provides an in-depth description of what UDL is, as well as supporting documents such as the UDL Guidelines. These guidelines are designed to assist with planning lessons, units of study, curricula (goals, methods, materials) and assessments. The frameworks provide a way for educators to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. They can also help educators identify the barriers found in existing curricula.

<http://ncssf.org/linguafolio/>

LinguaFolio® is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. LinguaFolio® facilitates seamless progress in language learning no matter where and how individuals acquire language. By setting personal goals, providing evidence, and reflecting on progress, learners take responsibility for their learning and are able to direct their own personal journeys towards language proficiency.

<http://www.miusa.org/ncde/tipsheets/foreignlanguage>

Foreign Language Learning and Students with Disabilities: Learn strategies for optimizing foreign language learning and links to in-depth research articles related to learning disabilities, blindness, deafness and other disabilities.

<https://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements>

The NCSSFL-ACTFL Can-Do Statements help learners identify what they need to do to function at a specific level of proficiency. The statements also help educators plan curriculum, units of instruction, and daily lessons to help learners improve their performance and reach a targeted level of proficiency. Through multiple opportunities to show that they "can do" in classroom formative and summative assessment, unit by unit, learners collect the evidence that points toward a specific proficiency level.

<http://ttaconline.org/>

The Virginia Department of Education's Training/Technical Assistance Centers (T/TAC) provide online resources for persons serving children and youth with disabilities.

APPENDIX D: Additional Interventions

When planning for the special education students, foreign language and IEP teams may want to consider the following list of possible technology, materials, methods, and instructional strategies when determining the types of interventions/accommodations that may be necessary to provide greater access to appropriately challenging instruction. When choosing interventions, it is important to be sure there is a match between the child's specific disability and the intervention(s) chosen. This list is not all inclusive, and it suggests effective teaching practices that would benefit all students. It was adapted with permission from Montgomery County, Maryland Public Schools and was originally printed in the Virginia guidance document *Supporting the Identification and Achievement of the Twice-Exceptional Student: Frequently Asked Questions*.

Overcoming Obstacles Related to READING

Assistive Technology for Students

- CD-ROMs with audio component
- Electronic spellers that speak words aloud
- Books on tape and digital books
- Computer programs that allow words to be read aloud
- Text-to-Speech software
- Rich literature experience
- High interest or real-world experiences
- Access to challenging programs – Example: College of William and Mary Saturday and Summer Enrichment Program, Junior Great Books, Governor's Schools
- Expository reading experiences
- Visuals (outlines, advanced organizers, graphic organizers, charts, photographs, diagrams, and maps) to aid in understanding written information.
- Word banks

Instructional Materials

- Primary sources such as interviews, guest speakers, and demonstrations
- Multimedia presentations
- Tape-recorded directions or tests
- Text study guides and graphic organizers to help students locate information
- High-interest, appropriate-level reading material and multilevel texts about the same topic
- Above-grade-level, high-interest reading material

Teaching/Assessment Methods

- Develop interest and curiosity by activating prior knowledge before reading
- Use a multiple intelligence approach
- Begin with a real-world experience or project

- Teach through the arts (drama, visual arts, poetry)
- Utilize simulations and moral dilemmas
- Encourage reading related to students' areas of interest
- Set purposes for reading and state what students should know after reading the text
- Ask comprehension questions building to higher-level questions
- Cue students to important words and concepts verbally and through highlighting
- Teach vocabulary in context
- Give students the opportunity to read silently before reading aloud
- Pair students who have strong decoding skills with weak decoders
- Allow students to do vocabulary webs, literature webs, and other difficult tasks in small groups
- Read directions or tests aloud

- Allow additional time for reading
- Teach students to outline, underline, or highlight important points in reading
- Encourage students to take notes while reading
- Offer support and clarification from imbedded directions in text
- Read text aloud to students

Instruction

- Explicitly teach phonological awareness and phonics
- Use multisensory reading approach
- Use a rule-based approach to teaching reading
- Teach students sight vocabulary
- Teach students how to use a textbook (index, table of contents, glossary, charts, tables, captions, and bold text)
- Teach outlining and note taking
- Teach reading strategies
- Teach students to read for meaning using background knowledge and contextual clues

Overcoming Obstacles Related to WRITING

Assistive Technology for Students

- Voice-recognition software
- Writing organizational software
- Electronic spellers and dictionaries
- Computer word processor with spelling and grammar check or talking word processor
- Portable keyboards
- Word-prediction software

- Programs that allow writing to be read aloud, to provide for audio spell check, proofreading, word prediction, and homophone distinction
- Tape recorder for transcription from student dictation

Instructional Materials

- Step-by-step written directions
- Proofreading checklist

- Scoring rubrics, models, and anchor papers for students to evaluate their own work
- Graphic organizers
- Guides such as story starters, webs, story charts, outlines
- Dictionaries, word banks, and thesauruses
- Personal dictionaries of misused and misspelled words
- Highlighters to indicate errors/corrections
- Copy of teacher's notes or of another student's notes (NCR paper)
- Pencil grips
- Paper with raised lines
- Mechanical pencils
- Slant boards

Teaching/Assessment Methods

- Focus on quality rather than quantity
- Prepare storyboards, guided imagery, dramatization, or projects before the writing process
- Set important purpose for writing such as writing for publication, writing to an expert, or writing to a famous person
- Allow students to write in area of interest or expertise
- Provide a multiple intelligence approach
- Allow students to demonstrate understanding through alternative ways/products
- Reduce or alter written requirements

- Break down assignments into smaller, more manageable parts
- Allow additional time
- Permit work with partners or small groups to confer for revising, editing, and proofreading
- Proofread for one type of error at a time
- Permit words or phrases instead of complete sentences
- Provide artistic (visual, spatial, and performing) products to communicate knowledge
- Provide scientific and technological products to communicate knowledge
- Provide a portfolio assessment of products and performances as well as grading writing products
- Allow alternative spelling
- Allow manuscript, cursive, or typewritten work

Instructional Strategies

- The writing process
- Prewriting strategies, including brainstorming, making a web, and drawing about the topic
- Rewriting questions into answer form
- Writing for a variety of purposes
- Combining words into meaningful sentences
- Formulating topic sentences
- Organizing sentences and incorporating adequate details and support statements into organized paragraphs
- Language conventions (e.g., grammar, punctuation, spelling, usage)

- History/structure of language
- Keyboarding skills
- Word processing
- Using multimedia resources
- Handwriting in an alternative way
- The “traits” of writing

Overcoming Obstacles Related to ORGANIZATION

Assistive Technology for Students

- Use electronic organizers
- Use software organization programs
- Tape record assignments
- Email assignments from school to students’ home accounts

Instructional Materials

- Visual models, storyboards, Venn diagrams, matrices, and flow charts
- Study guides that assist with locating information and answers
- Highlighters, index tabs, and colored stickers
- Assignment books and calendars for recording assignments
- Outlines, webs, diagrams, and other graphic organizers

Teaching/Assessment Methods

- Use short, simple directions
- Provide advanced organizers regarding what students will know by the end of the lesson
- Post class and homework assignments in the same area each day and ensure that students record them and/or have a printed copy
- Verbally review class and homework assignments

- List and verbally review step-by-step directions from assignments
- Work with students to establish specific due dates for short assignments and time frames for long-term assignments
- Break up tasks into workable and obtainable steps
- Give examples and specific steps to accomplish tasks
- Provide check points for long-term assignments and monitor progress frequently
- Help students review and summarize important information and directions
- Utilize a multisensory or multiple intelligence approach to teaching organization skills
- Invite student questions regarding directions and assignments
- Provide students with a list of needed materials and their locations
- Make time to organize materials and assignments
- Encourage study buddies
- Provide homework hotline or structured homework assistance
- Post a daily routine and explain any changes in that routine

- Label and store materials in designated locations
- Provide a specific location for students to place completed work
- Provide samples of finished products

Instructional Study Skills for Students

- Prioritize the tasks
- Ask questions regarding unclear directions and assignments
- Practice metacognition

- Break long-term assignments into manageable components
- Utilize note taking
- Make it a routine to prepare for each class
- Use a system for organization programs
- Use assignment books, calendars, electronic organizers, visual models, and graphic organizers
- Access homework help

Overcoming Obstacles Related to MEMORY

Assistive Technology for Students

- Teachers use software programs as an alternative or additional way of presenting information
- Students tape record directions or information
- Students use software programs for organization of key points
- Teachers add notes about directions or key points as part of assignment that is given on computer

Instructional Materials

- Materials that use multiple modalities, including art and simulations, when presenting directions, explanations, and instructional content
- Materials that have multiple intelligences approaches
- Materials which are meaningful to students

- Copies of the information that highlight key facts

Teaching/Assessment Methods

- Students repeat directions or information back to teacher
- Students repeat information to themselves
- Teacher repeats information or directions
- Teacher reinforces students for remembering details
- Students recall important details at the end of a lesson or period of time
- Students sequence activities after a lesson or event
- Students teach information to other students
- Students deliver the schedule of events to other students
- Teacher delivers directions, explanations, and instructional

content in a clear manner and at an appropriate pace

- Teacher provides students with environmental cues and prompts such as posted rules and steps for performing tasks
- Teacher provides students with written list of materials and directions
- Students use resources in the environment to recall information (notes, textbooks, pictures, etc.)
- Teacher gives auditory and visual cues to help students recall information
- Teacher relates information presented to students' previous experience
- Teacher emphasizes key concepts
- Teacher reviews prior lesson's key concepts and vocabulary before moving on
- Students outline, highlight, underline, or summarize information that should be remembered
- Teacher provides adequate opportunities for repetition of information through different experiences and modalities
- Teacher provides students with information from a variety of sources
- Teacher tells students what to listen for when being given directions or receiving information
- Students use advanced organizers
- Teacher uses visual imagery

Teacher Should Teach Students to:

- Use associative cues or mnemonic devices
- Transform information from one modality to another (e.g., from verbal to a diagram or from visual to verbal)
- Question any directions, explanations, and instructions they do not understand
- Deliver increasingly long verbal messages
- How to organize information into smaller units
- Take notes and outline
- Highlight and summarize information
- Recognize key words
- Use resources in the environment to recall information (notes, textbooks, pictures, etc.)
- Practice memory skills by engaging in activities which are purposeful, such as delivering messages or being in charge of a classroom task
- Practice repetition of information
- Engage in memory games and activities
- Categorize
- How to use organizers such as lists, tables, and graphics
- Use visual imagery
- Store and retrieve information in a systematic manner

APPENDIX E: Glossary of Foreign Language Related Terms

abstract language	Expression that signifies a concept, quality, or idea rather than material or physical reality. (Opposite of concrete language)
aspect	A verbal category that refers to some characteristic of the activity or state of a verb. It indicates whether an action or state is viewed as completed or in progress (I went/I was going), instantaneous or enduring (The sun came out/ The sun was shining), momentary or habitual (They vacationed at the shore/ They used to vacation at the shore). Aspect is often indicated by prefixes, suffixes, infixes, phonetic changes in the root verb, and the use of auxiliaries.
authentic materials	Also “culturally authentic materials,” meaning materials that have been created for and by native speakers of the language and that have been derived from the culture itself.
authentic text	Oral and written communication produced by native language users and directed to an audience of native language users in the target culture, such as a newspaper article. This contrasts with a text that is created for learners in the target language solely for instructional or assessment purposes, such as many textbook reading passages.
circumlocution	The use of language that one does know in order to explain a specific word that one does not know.
code-switching	Switching from one language to another to complete an idea, thought, or sentence, often when one lacks the word or phrase in the language in which one started.
cognates	Words between languages that have a common origin and are therefore readily understood. For example, the French word <i>leçon</i> and the English word “lesson.”
cohesive devices	Language components that link ideas for smooth flow within and among sentences and paragraphs, such as conjunctions, relative pronouns, pronoun substitutions (subject, verb), adverbs of time, and subordinate clauses.
communicative competence	The ability to function in a communicative setting by using not only grammatical knowledge but gestures and intonation, strategies for making oneself understood, and risk-taking in attempting communication. [Shrum & Glisan, 13]

communicative modes

- **interpersonal** Direct communication (e.g., face-to-face or telephonic) between individuals who are in personal contact; direct written communication between individuals who come into personal contact.
- **interpretive** Receptive communication of oral or written messages; facilitated communication via print and non-print materials; listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **presentational** Productive communication using oral or written language; spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode; author or creator of visual or recorded material not known personally to listener. (*Standards for Foreign Language Learning: Preparing for the 21st Century*. [1996], p. 33)

comprehensible input

Students should be able to understand the essence of what is being said or presented to them. This does not mean, however, that teachers must use only words students understand. In fact, instruction can be incomprehensible even when students know all of the words. Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using. (Retrieved from www.teachervision.fen.com/learning-disabilities/bilingual-education/10260.html)

connected discourse

Coherent, sequential speech or writing.

connected sentences

A series or string of sentences or text that is topically related. Unlike paragraphs, sentences are interchangeable; altering the order of the sentences does not affect the meaning of the message.

concrete language

Language that is used to refer to particular persons, places, and objects.

context

The meanings that words or texts have for listeners or readers that are dependent on situational factors, such as the other words that surround them, the physical setting in which words are uttered, gestures and other nonlinguistic signs that accompany speech, the history of the relationship between a speaker and listener, and so on. <http://labspace.open.ac.uk/mod/oucontent/view.php?id=445539§ion=1.4>

contextual clues

Hints within the communication or its context that facilitate the comprehension of unfamiliar words.

conventions of language

Matters of implicit mutual agreement among language users such, as grammar and vocabulary. Such agreement is necessary for successful communication.

cultural competence	Refers to the appropriateness of a response within a social context.
cultural framework	A term used to describe traditions, value systems, myths, and symbols that are common in a given society.
➤ perspective	Traditional ideas, attitudes, meanings, and values of members of a society. [Shrum & Glisan, 155-56]
➤ practice	The patterns of behavior accepted by a society; they represent knowledge of “what to do when and where” (e.g., how individuals address one another, the social strata, the use of space, gestures, and mealtime etiquette). [Shrum & Glisan, 155]
➤ product	What is created by members of the culture, both tangible and intangible (e.g., a house, an eating utensil, a painting, a piece of literature as well as a system of education, a ritual, an oral tale, or a dance). [Shrum & Glisan, 155]
cultural references	Allusions to shared ideas, beliefs, values, and knowledge of a particular culture/society.
description	The verbal representation of a person, place, thing, event, or process.
discourse	Unit of structured speech or writing.
discrete sentences	Stand-alone sentences that lack further organization, such as into paragraphs.
extended discourse	The extensive treatment of a topic that results in connected paragraphs; a communicative building process in both form and meaning.
extralinguistic	Not included in the language itself, such as a visual or contextual clue that supports understanding.
false cognates	Words between languages that appear to have a common origin and thus the same meaning, but do not. For example the French word <i>anniversaire</i> (birthday) and the English word “anniversary.”
fluency	The flow in spoken or written language as perceived by the listener or reader. Flow is made possible by clarity of expression, the acceptable ordering of ideas, use of vocabulary and syntax appropriate to the context.
formal correspondence	For example: business letter, professional report.
formal settings	For example: academic conferences, the professional workplace.
formal/informal writing	Features of writing (format, punctuation, choice of vocabulary) that reflect different audiences and purposes for communication.

formulaic (expressions)	Constituting or containing a verbal formula or set form of words such as “How are you?/Fine, thank you.” “Thanks very much./You’re welcome.”
functional language ability	A language user’s ability to accomplish real world communicative tasks such as handling a simple social transaction or resolving a situation with a complication.
generic vocabulary	Words and expressions that serve equally well in a variety of categories and contexts. Such vocabulary is readily intelligible to most people but does not normally deepen meaning. See <i>specialized vocabulary</i> .
genre	Any category of art, music, film, literature, etc., based on a set of stylistic criteria.
goal	A broad, general statement about the aims or purposes of what the program, course, or activity intends to accomplish.
grammatical	Correct linguistic form or structure.
heritage language students	Those who have backgrounds in a language other than English or who come from immersion experiences—formal or informal.
hypothetical discourse	Language used to speculate or express conjecture.
idiom	A common figurative expression separate from the literal meaning of the component words.
inflection (voice)	
➤ grammatical	Alteration of the form of a word by the addition of a suffix, English <i>dog</i> > <i>dogs</i> ; changing the form of a base: English <i>spoke</i> < <i>speak</i> that indicates grammatical features such as number, person, mood, or tense.
➤ voice	Alteration in the pitch or tone of the voice.
informal settings	For example: in the home, with friends, with family, casual everyday situations.
interculturality	The interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures.
interlocutor	The person with whom one is speaking; a conversation partner.
intonation	The rise and fall in pitch of the voice in speech.

learning outcome	Identifies what the learner will know and be able to do by the end of a course or program; specific, demonstrable characteristics—knowledge, skills, values, attitudes, interests—that allow evaluation of the extent to which course goals have been met.
less commonly taught languages	Some of the most commonly spoken languages in the world, including Chinese, Arabic, Russian, Korean, and Japanese non-Roman script and alphabet and character-based (logographic) languages.
level appropriate	The content, process, skill, or material described requires students to function at the level at which they are studying.
lexical	Of or relating to the words or the vocabulary of a language as distinguished from its grammar and structure.
low-frequency structures	Complex language constructions that are seldom used or required in a given language in its less formal expression but often necessary in the most formal types of high-level communicative tasks, such as persuading and hypothesizing.
multiple disabilities	Simultaneous impairments (such as intellectual disability with blindness, intellectual disability with orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness. (34 CFR 300.8(c))
narrative	The relating of a story or account of events, experiences, etc., whether true or fictitious, told in a logical and chronological order.
nonalphabetic symbols	Those elements of meaning that appear in both Roman and non-Roman languages that indicate stress, punctuation, syllabification; including ideographs and pictograms. (^ ? \$) * + 8 .
nonverbal communication	Communication through sending and receiving wordless (mostly visual) cues between people—through gestures and touch, body language or posture, physical distance, facial expression, and eye contact.
nuance	A subtle or slight degree of difference, as in meaning, feeling, or tone; a gradation.
objective	A brief, clear statement that describes the desired learning outcome of a course or program (i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals).
oral discourse	Spoken communication.

paragraph	A self-contained, cohesive unit of spoken or written discourse that generally consists of multiple sentences linked by internal organization and connectors.
paraphrase	An alternative way of communicating a similar message.
performance	The ability to use language that has been learned and practiced in an instructional setting (i.e., language ability that has been practiced and that is within familiar contexts and content areas).
persuasive discourse	Language that attempts to persuade the reader or listener to adopt an idea, attitude, or action.
proficiency	The ability to use language in real world situations in a spontaneous interaction and nonrehearsed context and in a manner acceptable and appropriate to native speakers of the language; one's functional language ability.
➤ proficiency target	Reasonable expectations of language use for assessment at different levels of study.
➤ proficiency range	The scope of ability to communicate in a foreign language, incorporating a breadth of receptive and productive skills (listening comprehension, speaking, reading, and writing).
recombinations	The ways in which speakers and writers put together linguistic elements they have learned (for example, words, phrases, and sentences) to create an original message.
redundancy	The repetition of linguistic information.
reflective writing	Written material that is planned and organized through the entire writing process. This type of writing is generally necessary to produce texts at high proficiency levels.
register	The level of formality or informality used in a specific context for a specific audience.
➤ familiar	Synonymous with informal; casual, colloquial, natural, relaxed, simple, unceremonious, unconstrained, unofficial.
➤ formal	Language use characterized by spoken or written speech used before an audience; the assumption of a role by the speaker, such as a sermon, political speech, lecture, letter, poetry. Marked by an impersonal, objective, and precise use of language; a formal prose style is typically used in scholarly books and articles, technical reports, research papers, and legal documents. (http://grammar.about.com/od/fh/g/formalstyle_term.htm)

➤ informal	Marked by a casual, familiar, and generally colloquial use of language; often more direct than formal language and may rely more heavily on contractions, abbreviations, short sentences, and ellipses. (http://grammar.about.com/od/il/g/informalstyleterm.htm)
rephrasing	To restate or rewrite in a new, clearer, or different way.
rhetorical structures	Devices of language that create a literary effect, such as personification, understatement, metaphor, or hyperbole.
specialized vocabulary	Words, expressions, technical terms, etc., that are meaningful to members of a specific group or field of study or endeavor.
spontaneous writing	Writing that is produced when preparation and production need to occur at the same time. It does not allow sufficient opportunity for revision, rewriting, or editing.
strings of sentences	A series of isolated or discrete sentences typically referring to a given topic but not grammatically or syntactically connected.
syllabic writing system	A writing system that uses symbols to represent syllables rather than individual sounds (such as letters). The Japanese writing system is syllabic.
syntactic	The principles and rules that govern the construction of phrases, sentences, paragraphs, etc.
tailoring of language	Adjusting language so that it is the appropriate register for a particular individual or audience.
target language	The language being studied, second language (L2).
text modality	The purpose for which a text is written. For example, there is the instructive mode that refers to texts that instruct by communicating factual information (newspaper report), and there is the evaluative mode that refers to texts that make evaluative statements (that is judgments) with both factual and abstract content (newspaper editorial).
time frames	General periods of time — past, present, or future — however these may be indicated in a particular language. For example, “future time” is indicated in French and Spanish by the near future (aller/ir + infinitive); immediate past (venir de/acabar de + infinitive).
time markers	Words that indicate the time frame of an event such as adverbs or adverbial phrases such as “yesterday,” “two years ago.”
writing protocols	A set of language-specific guidelines used by writers. For example, in English, an essay begins with a topic sentence and always has a concluding paragraph.

APPENDIX F: Glossary of Special Education Related Terms

**Attention-Deficit
Hyperactivity
Disorder**

The DSM-5TM defines ADHD as a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development, has symptoms presenting in two or more settings (e.g., at home, school, or work; with friends or relatives; in other activities), and negatively impacts directly on social, academic or occupational functioning. Several symptoms must have been present before age 12 years.

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in this definition are satisfied. (34 CFR 300.8(c)(1))

**Continuum of
alternative
placements**

The placements as listed in the regulatory definition of “special education” that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. The continuum of alternative placements, as described in the state least restrictive environment regulations, includes provision for supplementary services (e.g., resource room or services or itinerant instruction) to be provided in conjunction with regular education class placement. No single model for the delivery of services to any specific population or category of children with disabilities is acceptable for meeting the requirement for a continuum of alternative placements. All placement decisions shall be based on the individual needs of each child. Documentation of all placement alternatives considered and rationale for the placement selection are required. (8VAC20-81-10 and 8VAC20-81-130)

Deaf-blindness	Means simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CFR 300.8(c)(2))
Deafness	Means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects the child's educational performance. (34 CFR 300.8(c)(3))
Emotional disability	<p>Means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (34 CFR 300.8(c)(4))</p> <ol style="list-style-type: none"> 1. An inability to learn that cannot be explained by intellectual, sensory, or health factors; 2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3. Inappropriate types of behavior or feelings under normal circumstances; 4. A general pervasive mood of unhappiness or depression; or 5. A tendency to develop physical symptoms or fears associated with personal or school problems. <p>Emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability as defined in this section.</p>
Free Appropriate Public Education (FAPE)	<p>Special education and related services that (8VAC20-81-10):</p> <ul style="list-style-type: none"> • Are provided at public expense, under public supervision and direction, and without charge; • Meet the standards of the Virginia Board of Education; • Include an appropriate preschool, elementary school, middle school or secondary school education in Virginia; and • Are provided in conformity with an individualized education program that meets the requirements of Virginia's special education regulations.
Individualized education program (IEP)	A written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with federal and state regulations. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the child's educational needs. (8VAC20-81-10)

Intellectual disability	The definition, formerly known as “mental retardation,” means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.
Least restrictive environment (LRE)	To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (8VAC20-81-10)
Other health impairment	Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome that adversely affects a child’s educational performance. (34 CFR 300.8(c)(9))
Orthopedic impairment	A severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). (34CFR 300.8(c)(8))
Section 504	That section of the Rehabilitation Act of 1973, as amended, which is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. (29 USC § 701 et seq.)

Special education	<p>Specially designed instruction, at no cost to the parent(s), to meet the unique needs of a child with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other settings and instruction in physical education. The term includes each of the following if it meets the requirements of the definition of special education (8VAC20-81-10):</p> <ul style="list-style-type: none"> •Speech-language pathology services or any other related service, if the service is considered special education rather than a related service under state standards; •Vocational education; and •Travel training.
Specially designed instruction	<p>Adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction (8VAC20-81-10):</p> <ul style="list-style-type: none"> • To address the unique needs of the child that result from the child’s disability; and • To ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency.
Specific Learning Disabilities (SLD)	<p>A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disabilities; of emotional disabilities; of environmental, cultural, or economic disadvantage. (COV § 22.1-213; 34 CFR 300.8 (c) (10))</p>
Dyslexia	<p>A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.</p>
Speech or language impairment	<p>A communication disorder, such as stuttering, impaired articulation, expressive or receptive language impairment, or voice impairment that adversely affects a child’s educational performance. (34 CFR 300.8(c)(11))</p>
Supplementary aids and services	<p>Aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate in accordance with the least restrictive</p>

environment requirements. (8VAC20-81-10)

Traumatic brain injury

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. (34 CFR 300.8(c)(12))

Twice-exceptional students

Those students identified as gifted by the identification and placement committee for the school division's gifted education program and identified with a disability as defined by federal and state special education regulations.

504 Plan

A plan developed in accordance with Section 504 of the Rehabilitation Act of 1973 as amended. A disability, under Section 504, is defined as a physical or mental impairment which substantially limits one or more major life activities. Major life activities are caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, communicating, thinking, sleeping, eating, bending and many major bodily functions. Similar to an IEP, a 504 plan describes the accommodations, modifications and/or services that will be provided to a child with a disability. The 504 Plan must ensure the child's educational needs are met as adequately as the education needs of nondisabled peers.

Visual impairment including blindness

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. (34 CFR 300.8(c)(13))

APPENDIX G: Frequently Asked Questions¹

1. Can students with disabilities receive a waiver of the foreign language requirement to receive an advanced studies diploma?

At this time there are no regulations regarding waiver requests that are specific to foreign language requirements. However, there are certain provisions that allow for requests to be made for waiver of certain graduation requirements depending on the specific circumstances. Note that graduation requirements are different from diploma requirements, and guidance for this provision states that “in no event shall a waiver be granted that would substantially reduce or diminish the integrity of the diplomas approved by the Board of Education.”

There are alternative options available for obtaining foreign language credit. Depending on the situation, one or more of the following might be considered:

- Divisions may award credit for foreign language courses for other than 140 clock hours of instruction. The Standards of Accreditation (SOA) permit, but do not require, local school boards to allow for this option. This provision is addressed in 8 VAC 20-131-110. Standard and verified units of credit.
- For students of military families, there are additional guidelines in § 22.1-360. Interstate Compact on Educational Opportunity for Military Children.
- Students have the option of completing three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma.

2. Do the IEP components, including goals and accommodations, apply to the foreign language classroom?

Yes, the IEP and its components apply to foreign language classrooms as documented in the IEP. An IEP is designed to specify the individual educational needs of a child, and the special education and related services necessary to meet the child’s educational needs. In developing the IEP, the team is required to consider in part the strengths of the child, the concerns of the parent(s) for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child. (8VAC20-81-110F)

Once the IEP is developed, Virginia special education regulations give the school divisions the responsibility of ensuring that the child’s IEP is accessible to each teacher and all service providers who are responsible for its implementation. Foreign Language Educators should be involved in the development of the student’s IEP, and must be informed of their specific

responsibilities related to implementing the child's IEP (the specific accommodations, modifications, and supports that shall be provided for the child in accordance with the IEP). (8VAC20-81-110B)

3. Why are Accommodations and Modifications Important?

An accommodation is a change that helps a student to minimize the impact of the disability (ex. read aloud). A modification is considered to be a change in what is being taught to or expected from the student. (ex. using below-grade level curriculum). Special education regulations require that supplementary aids and services be provided to allow students access to curriculum. These aids and services allow 'access' not 'advantage'. Aids and services are based on individual needs.

4. What types of instructional strategies, modifications and accommodations may be utilized for students with special needs to participate in the foreign language curriculum?

Special education regulations require that supplementary aids and services be provided to ensure the identified student has access to the general education curriculum. The accommodations and modifications should provide the student an opportunity to advance appropriately toward attaining individualized annual goals, to be involved and progress in the general curriculum, and to participate in extracurricular and nonacademic activities with other children with and without disabilities. (8VAC20-81-110 G.4)

The type of modifications and accommodations recommended is based on the individual needs of the student. It should be noted that accommodations do not change the content of the curriculum, but how the content is presented or how the student will demonstrate mastery. Modifications may, however, require a change in the level of difficulty of the content. See the lists within this document and the appendices for specific examples.

The books, *Differentiated Classroom: Responding to the Needs of All Learners*, by Carol Ann Tomlinson; *Smart Kids with Learning Difficulties*, by Weinfeld, Barnes-Robinson, Jeweler, and Shevitz; and the VDOE *Enhanced Scope and Sequence Plus* (available at www.ttaonline.org) are examples of resources that provide strategies and techniques that may be useful when addressing the needs of diverse learners.

In addition, VDOE, through George Mason University, has created the Accessible Instructional Materials Center of Virginia (AIM-VA) to produce and provide, at no cost to school divisions, accessible instructional and educational materials meeting National Instructional Materials Accessibility Standard (NIMAS) requirements for students with vision impairments and those with print disabilities. Accessible instructional materials (AIM) are printed textbooks and educational materials that are converted to alternate formats, such as Braille, large print,

electronic text, and audio recordings, which are requested by a local school division for use by students with disabilities in the classroom. These materials would be considered an appropriate accommodation for students with a reading disability such as dyslexia. Additional information concerning Accessible Instructional Materials can be found at <http://www.aimva.org/> and information on other forms of assistive technology can also be found on the VDOE website at http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/assistive_technology/index.shtml.

5. Who are twice-exceptional students?

Twice-exceptional students are children, kindergarten through twelfth grade, who are identified as gifted by the identification and placement committee for the school division's gifted education program and are also identified as a child with a disability as defined by Virginia's special education regulations. The gifted identification qualifies the student for educational service options that support performance at increasing levels of complexity that differ significantly from those of their age-level peers. Identification as a child with a disability entitles the student to an Individualized Education Program (IEP) in accordance with state and federal guidelines or a 504 Plan². The IEP specifies the individual education needs of the child and what special education and related services are necessary to meet the child's educational needs. (8VAC20-81-110)

6. What are the most common characteristics of twice-exceptional learners?

Twice-exceptional students are an extremely diverse group. The following characteristics may be among those observed in twice-exceptional students. However, these do not all have to be present for a student to be identified as a twice-exceptional learner because some characteristics may be stronger in one student than in another student (Higgins, Baldwin & Pereles, 2000; Weinfeld, Barnes-Robinson, Jeweler, & Shevitz, 2006).

- Shows high verbal ability, but may use language in inappropriate ways and at inappropriate times;
- Demonstrates strong observation skills but has difficulty with memory skills;
- Excels in solving "real-world" problems; has outstanding critical thinking and decision making skills; often (independently) develops compensatory skills;
- Shows attention deficit problems but may concentrate for long periods of time in areas of interest;
- Has strong questioning attitudes; may appear disrespectful when questioning information, facts, etc., presented by teachers, adults, or other authority figures;

- Displays unusual imagination; frequently generates original and at times rather “unusual” ideas; extremely divergent in thought; may appear to daydream when generating ideas;
- May be unwilling to take risks with regard to academics and yet, willing to take risks in non-school areas without consideration of consequences;
- Can use humor to divert attention from school failure; may use humor to make fun of peers or to avoid trouble;
- Appears immature relative to cognitive ability and chronological age since such students may use anger, crying, and/or withdrawal to express feelings and deal with difficulties;
- Requires frequent teacher support and feedback in deficit areas; highly independent in other areas; can appear stubborn and inflexible;
- May be sensitive regarding disability area(s); highly critical of self and others, including teachers; can express concern about the feelings of others even while engaging in antisocial behavior;
- May not be accepted by other children and may feel isolated; may be perceived as a loner since he/she does not fit a typical model for either a gifted student or a student with a disability; sometimes has difficulty being accepted by peers due to poor social skills;
- Is often a leader among the more nontraditional students demonstrating strong “street-wise” behavior; or conversely, the disability may interfere with the student’s ability to exercise leadership skills;
- Shows a wide range of interests but may be thwarted in pursuing them due to processing or learning problems;
- May have very focused interests, for example, a passion about certain topics to the exclusion of others, often not related to school subjects;
- May be unable to think in a linear fashion; has difficulty following directions;
- May have extreme difficulty in the written language areas;
- May experience reading problems due to cognitive processing deficits;
- May struggle with basic skills due to cognitive processing difficulties;
- May demonstrate exceptional talents in visual and performing arts; and
- Often has excellent higher order thinking skills but struggles with rudimentary activities

¹Some answers adapted from the Guidance Document “Supporting the Identification and Achievement of the Twice-Exceptional Student: Frequently Asked Questions” located on the Web at: http://www.doe.virginia.gov/instruction/gifted_ed/twice_exceptional.pdf

²General education students who do not meet the eligibility criteria under Virginia’s special education regulations but who still require some accommodations due to a current physical or mental impairment which substantially limits a major life activity may qualify under Section 504 of the Rehabilitation Act, as amended. Instead of having an IEP, students who qualify

under Section 504 are required to have a plan that specifies any accommodations, modifications, and/or services that will be provided to ensure the student receives a free and appropriate public education. Local school divisions must have policies and procedures that govern the development, implementation and management of 504 plans in accordance with Section 504 and its implementing regulations.



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