Teaching the Exceptional Learner in Foreign Language Classrooms

November 8, 2011
While you are waiting:

- Make a name tent.

- Write your name on a popsicle stick.

- List 3 questions you have about teaching students with disabilities.

- Also list any other concerns you might have.
Agenda

1. Introductions
2. Profile of the Exceptional Learner
3. Putting a new face on students with learning disabilities
4. Planning for the exceptional learner
5. Response to Intervention
6. The 35th Anniversary of IDEA
Introductions

- Dr. Raimondi, Director Joint Doctoral Program in Special Education
- Doc students:
  - Melissa Haag
  - Dane Di Cesare
  - Toni Mixon
  - Andrew Hashey
- And you?
Sharing

- What questions or thoughts do you have about students with disabilities?
Who are exceptional learners?

Within your classroom you may have any combination or number of students with one or many of the following learning obstacles:

- Specific Learning Disability
- Speech/Language Impairment
- Developmental Disability
- Visual Impairment
- Autism
- English as Second Language
- Behavioral/Emotional Disturbance
Teaching the Exceptional Learner in the General Education Setting

- **What does that mean?**
- **Imagine you have a classroom of 26 students.**

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  X  | X  | X  | X  | X  | Within those 26 are students with a range of learning difficulties.
  X  | X  | X  | X  | X  | 2 may speak English as their second language.
  X  | X  | X  | X  | X  | 6 have learning disabilities.
  X  | X  | X  | X  | X  | 1 may have an emotional disturbance.
Educating SWD in the Foreign Language classroom

- Mild, moderate, severe
  - Students with learning disabilities
  - Students with autism
  - Students with EBD
- Problems in all academic areas - will vary according to the severity of the disability
Putting a new face on LD

As you watch this video, think about:

- Your perceptions of individuals with learning disabilities
- If your perceptions have changed
- How you might alter or structure instruction if these individuals were in your classroom

http://www.youtube.com/watch?v=xU-E2pzFbF8&feature=related
So what do you think?

- In a small group, share your reactions
- Be ready to share with the large group
Foreign Language Skills

- Students will demonstrate skills in:
  - Speaking and listening
  - Reading and comprehension
  - Writing
*Characteristics of students who struggle or have a disability

- Lack sufficient knowledge of their own needs
- Have limited understanding of task demands
- Exhibit difficulty knowing how, when and why to implement strategies
- Often are unable to identify the resources needed to complete a task
- Require explicit instruction in skills, concept development, and generalization of content from one task or subject to another
- Frequently display insufficient background experience in some subjects to make effective links between prior knowledge and new content
- Benefit from training in self-monitoring
- Attempt to avoid feelings of failure by blaming others or conditions beyond their control, withdrawing, procrastinating, selectively forgetting assignments, cheating
- Tend to generalize failure in one area to all areas
- Benefit from attribution training and tend to make fewer academic gains (even when instruction is of high quality) without attention to their beliefs about themselves as learners

* source Rockwell, part I
Characteristics of students who struggle or have a disability

- Lack knowledge
- Limited understanding
- Difficulty knowing how, when and why
- Unable to identify resources
- Require explicit instruction
- Insufficient background experience
- Benefit from self-monitoring
- Avoid feelings of failure, blaming others
- Withdrawing, procrastinating, selectively forgetting assignments, cheating
- Generalize failure in to all areas
- Benefit from attribution training
“Reframing the lack of compliance with the assigned task as learning difficulties, rather than behavioral challenges, allows for different and potentially more effective interventions.”

With the right strategies, even students at risk for school failure can develop complex skills they need for tasks requiring higher-order thinking.

*Source: Rockwell, part III
“Proceed through the list of conspicuous strategies, modeling and actively teaching students how and when to use them before requiring students to complete a more complex assignment independently.”

“Providing step-by-step instructions and designing assignments that build on prior knowledge and already attained skills facilitate both learning and motivation.”

“When developing a series of lessons on how to complete a complex task, consider the process for gradually removing the support structure provided to the students.”

*Source: Rockwell, part III*
Big Ideas - Judicious Review and Synergy

Making review engaging will not only prepare students for the next test, but also motivate students, improve their memory, and teach them the joy of mastery.

“Combining the essential components of review distributed, varied, and sufficient into an integrated system facilitates mastery for all learners.”

“Educators who make review engaging are building more than the capacity for passing the next test.”

*Source: Rockwell, part IV
Quality instruction should be determined not by what is popular, but by what is tested, evaluated, and proven to be effective for all students, especially diverse learners (Carnine, 1993; Worrall & Carnine, 1994).
So, what can you do?

- How can you ensure success of all students?
- How can you close the gap between the performance of students with disabilities and their peers?
Teachers tend to use strategies that are easy to implement and are effective for a wide range of students.
New topic

- Rest your brain and get ready for a new topic.
Strategy 1 - OTRs

- **Fact:** Students with disabilities need multiple opportunities to respond?
- How many OTRs do the students you teach need to master material?
- How many do you think SWD need?
Opportunities to Respond

Will increasing the amount of opportunities to respond through the use of response cards improve students’ ability to recall factual information of earth science material?

EXE 690 Project conducted by:
Craig Reynolds,
2003 NEARA Teacher as Researcher Award
Subjects

- 2 collaborative Earth Science classes in a large suburban high school
- 32 participants, ages 14 – 16
- 17 general education
  - 9 Female
  - 8 Males
- 14 SWD
  - 7 Females
  - 7 Males
Methodology

- ABAB single subject design
- 10 days of Treatment
- 3 phases (40 min class)
  - Pre-test - 10 min, 8 questions
  - Delivery of Information - 25 minutes
    - Lecture
    - 20 Questions - rate
    - Students respond using dry erase boards
  - Wrap-up - 5 minutes
Mean Quiz Scores
both groups

HR - Hand raising
RC - Response cards
Mean Quiz Scores - boys

Days Tested

HR 1 | RC 1 | HR 2 | RC 2

Mean Quiz Scores

- Male Gen. Ed.
- Male SWD
Mean Quiz Scores - girls

HR - Hand raising
RC - Response cards
Mean Quiz Scores - SWD

HR - Hand raising
RC - Response cards
Results - Response Cards

- Overall, student performance increased
- SWD had a higher mean percentage score than general education students 7 times out of 13 next day quizzes.
- On one day, female SWD students had a mean score of 100%. No other group had perfect mean scores.
- Overall, the gap in performance between general education students and SWD was closed
- Study replicated with History class - similar results
Student view

A majority of the students who took place in the experiment reported that they enjoyed using the response cards and also felt that the use of response cards both helped them to improve their grades along with understanding the material presented in class.
Response Cards - Review

- Typically RC are more effective when they are used to give students many instructional trials within a short period of time, such as a 5- to 10-minute activity, as opposed to being used sporadically throughout a lesson for single response now and then.

- To think about - how would you use RC to increase the success of students with disabilities in your classroom?
Response Cards

- Watch how this teacher uses response cards in her classroom
Your thoughts

- So how would you increase OTRs in your classroom?
New topic

- Rest your brain and get ready for a new topic.
Strategy 2 - Frayer Model

- **Fact:** Over 80% of SWD have some type of difficulty with reading comprehension.

- The Frayer Model is an adaptation of the concept map.

- http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm

- Let’s practice
Application

- How can you use this idea in your classroom?
- Hint: To increase success, focus on vocabulary words and concepts being taught in other content areas.
Improving Decoding Skills

Decoding is complex
- Without experiencing decoding success, students lose interest in and motivation to read.

Struggling readers benefit from strategy instruction.
- Sight words; phonics; context clues; signal words

Importance of sight words
- Speed of word recognition is related to high levels of comprehension for students.
New topic

- Rest your brain and get ready for a new topic.
Strategy 3: The Omnibus

- Enhances student sight word recognition
- Multimodal
- Interactive
- Usable in large-group setting

Example- let’s practice!
New topic

- Rest your brain and get ready for a new topic.
Strategy 4 - Motivation

- Provide choices
- Task analysis
  - Teach them to break down complicated tasks
  - Keep track of completion of each step
  - Provide incentives for
- Keeping track of progress (i.e. graphing)
- Provide more opportunities for self-monitoring and self-correcting
New topic

- Rest your brain and get ready for a new topic.
Strategy 5 – Increasing Fluency

- Repeated readings
  - Document miscues and time
  - Over time, miscues and time will decrease

- Listening to recorded readings
  - Podcasts
  - Wikis

- Chunking
New topic

- Rest your brain and get ready for a new topic.
RTI Pyramid

http://www.youtube.com/watch?v=nkK1bT8ls0M
New topic

- Rest your brain and get ready for a new topic.
Video - An overview

As you watch this video, think about:

- The education of students with disabilities.
  - How have the federal laws shaped their education?
- What are the big ideas you took from this video?
- Were there any surprises?

http://www.youtube.com/watch?v=DUn6luZQaXE
Reactions

- What are your reactions to the content in the video
- How have the laws shaped the education of students with disabilities
- Were there any surprises?
New topic

- Rest your brain and get ready for a new topic.
Closure

- Reread the questions you jotted down at the beginning of class
- Note which ones were not answered
- Note any muddy points you still have
One minute

- In one minute, jot down something new you learned
- In one minute, describe something we could have done better or differently to improve today’s presentation.
Resources

- Intervention Central
  http://www.interventioncentral.org/

- A to Z for Teachers
  http://www.atozteacherstuff.com/

- Will email a list
Principles of Effective Curriculum Design

- **Big Ideas**: concepts and principles that facilitate the most efficient and broadest acquisition of knowledge across a range of examples in a domain -- the instructional anchors (Carnine, 1994)

- **Conspicuous Strategy**: set of explicit strategies of medium breadth to accomplish a task and can be generalized

- **Mediated Scaffolding**: personal guidance, assistance, and support that a teacher, peer, materials, or task provides a learner -- temporary support to assist during initial learning

- **Strategic Integration**: careful combination of new information with what the learner already knows to produce a more general, higher-order skill
Judicious Review: structured opportunities to recall or apply information previously taught

Primed Background Knowledge: providing/teaching necessary proximal tasks to ensure success of a new task

Mastery, not coverage: selecting the essential and enduring skills that are taught with depth to mastery - avoids covering the content just for the sake of coverage

Differentiated Instruction: designing instruction for individual learners based on strengths, interests and needs -- offering multiple options in content, process, and product

OTRs: providing multiple opportunities for all students to respond