



Special Education in FSL



Honorer la terre et le territoire



Halton tel que nous le connaissons aujourd'hui est riche en histoire et traditions modernes issues des nombreuses Premières Nations et des Métis. Les Anishinaabe, les Attawandaron, les Haudenosaunee et les Métis - ces terres qui entourent les Grands Lacs sont imprégnées d'histoire Indigène.

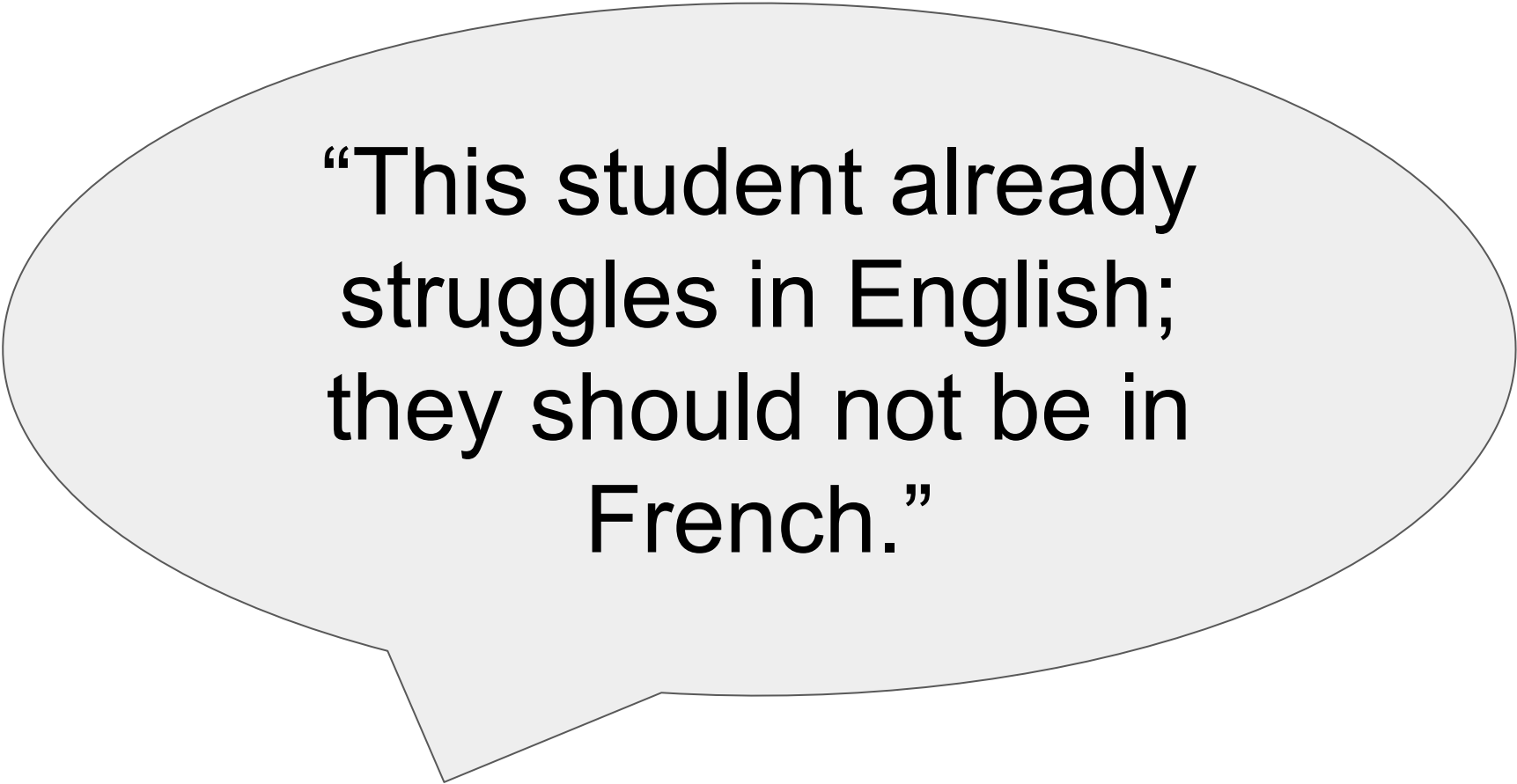
Alors que nous nous réunissons aujourd'hui sur ces terres de traités, nous avons la responsabilité d'honorer et de respecter les quatre directions, la terre, les eaux, les plantes, les animaux, les ancêtres qui y marchaient avant nous, et tous les éléments merveilleux de la création qui existent.

Nous tenons à remercier les Mississaugas de la Première Nation Credit du partage de leur territoire traditionnel avec nous.

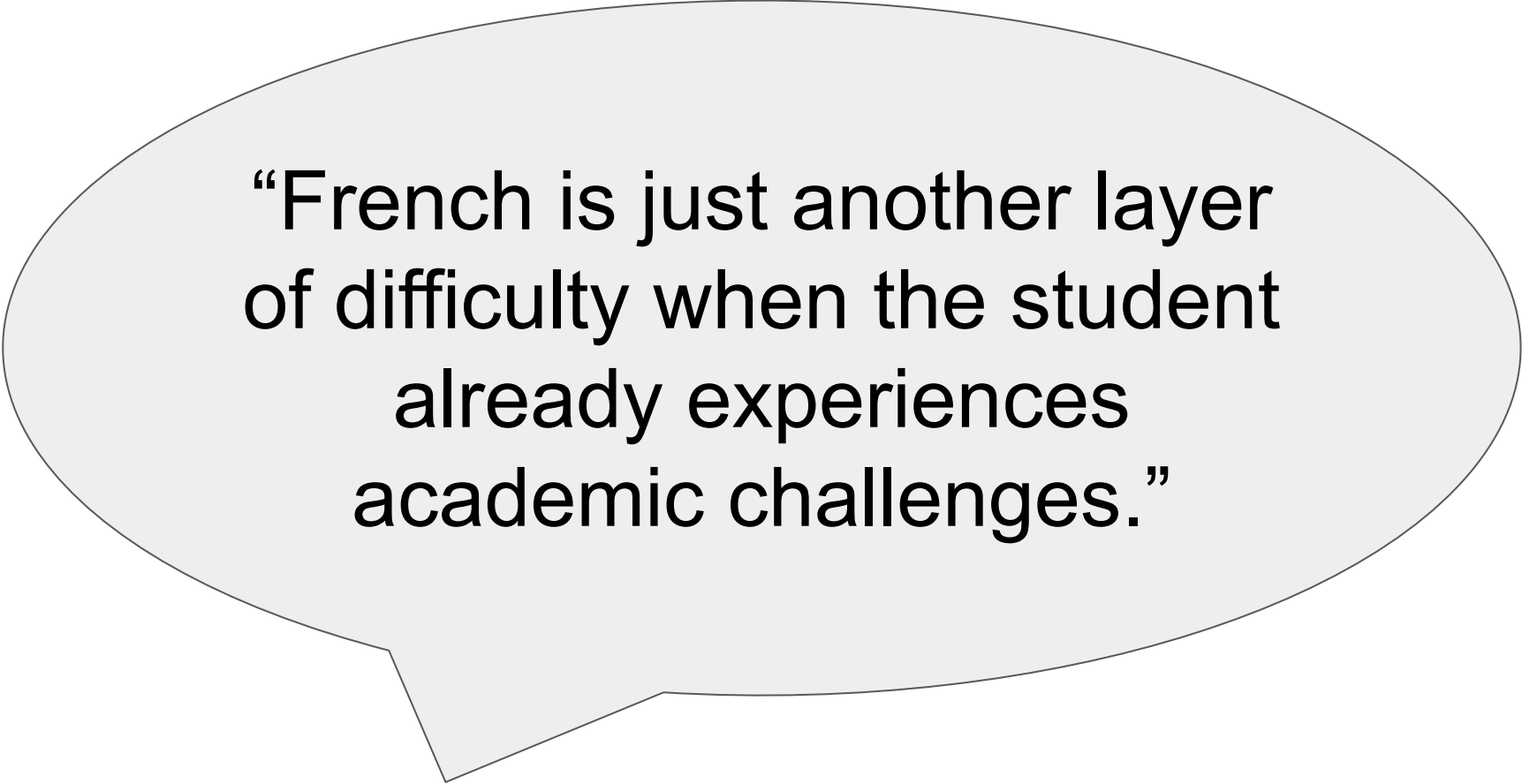
Today we will...

- Identify the “hurdles” in our FSL classrooms
- Explore Ministry resources to support ALL learners in FSL programs
- Explore some need-specific strategies that can work in the FSL classroom
- Discuss assessment strategies
- Consider Universal Design and Differentiated instruction
- Compare and contrast accommodations and modifications

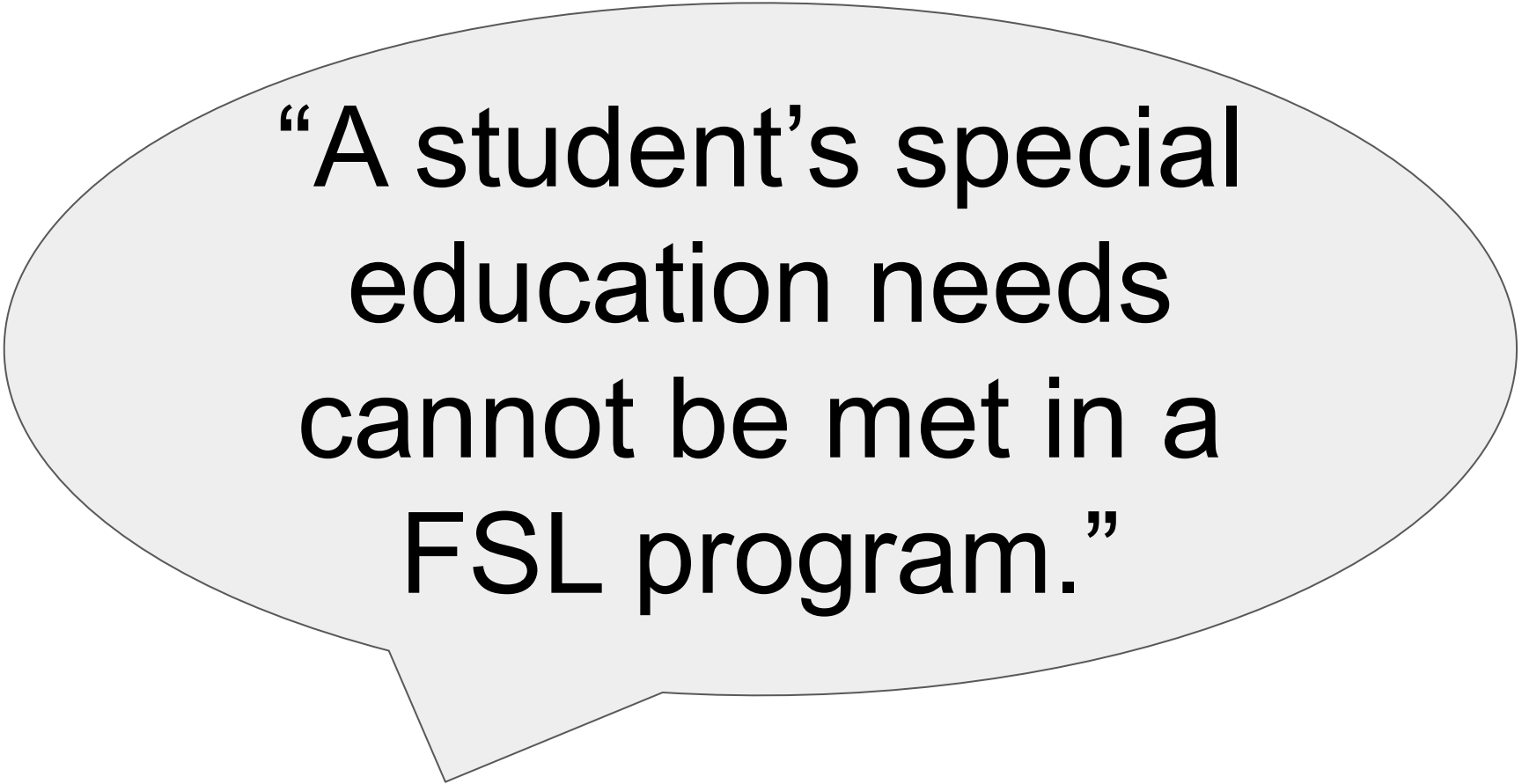




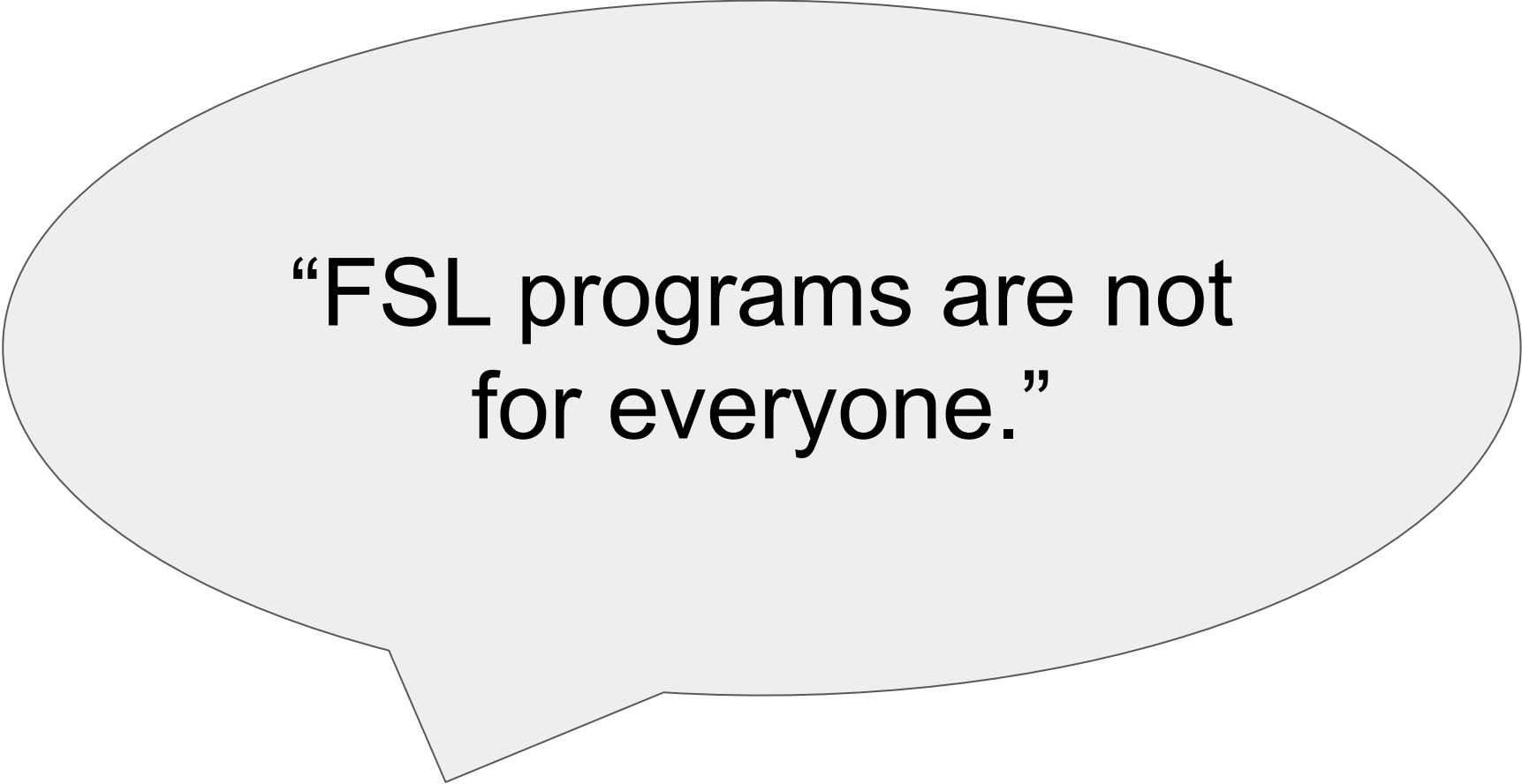
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**“A student’s special
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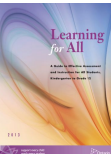
PLANNING FRENCH AS A SECOND LANGUAGE PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft, 2011) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning FSL programs need to pay particular attention to these beliefs, which are as follows:



Ontario Curriculum, *French As A Second Language*, 2013



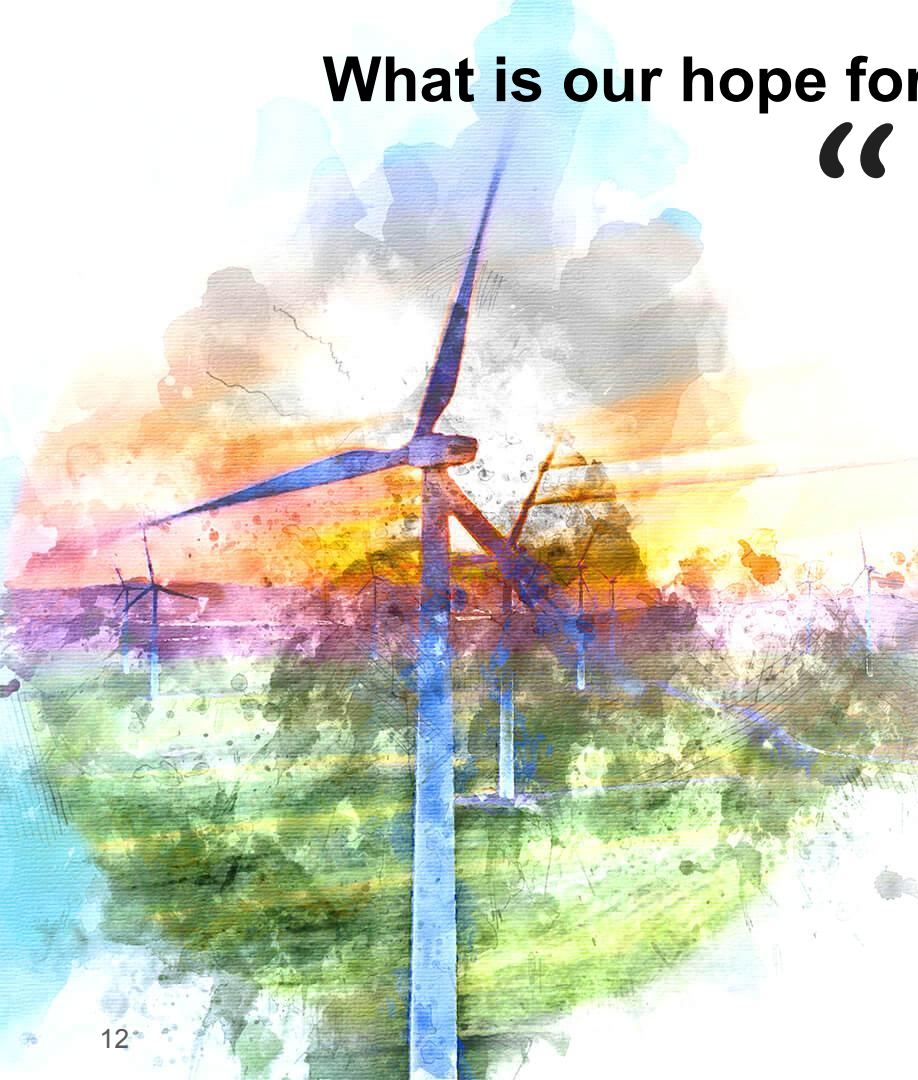
Do we agree?

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design⁸ and differentiated instruction⁹ are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

Nous sommes d'accord?

- Tous les élèves peuvent réussir.
- Chaque élève présente des modes d'apprentissage dominants qui lui sont propres.
- Les pratiques pédagogiques fructueuses s'appuient sur des travaux de recherche ancrés dans des données probantes dont les résultats sont nuancés par l'expérience.
- La conception universelle de l'apprentissage et la différenciation pédagogique sont des moyens efficaces et interconnectés pour répondre aux besoins de tout groupe d'élèves en matière d'apprentissage et de rendement.
- Les titulaires de classe sont les acteurs clés du développement des compétences des élèves en littératie et en numératie.
- Le personnel enseignant a besoin de l'appui de la communauté pour créer un environnement d'apprentissage favorable à tous les élèves.
- L'équité n'est pas synonyme d'uniformité.

What is our hope for ALL learners in FSL? “





Ontario's Equity and Inclusive Education Strategy

All students, parents, and other members of the school community are welcomed and respected.

Learning for All

All students can succeed.

Creating Pathways to Success

Success comes in many forms.

Teachers ... address individual students' needs and ensure sound learning opportunities for every student.

The Ontario Curriculum: French as a Second Language

FSL programs are for all students.

FSL Framework



An extremely effective approach to assessment and intervention is the ‘tiered’ approach, which sequentially increases the intensity of instructional interventions.

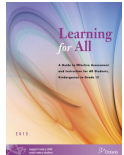


Figure 5. The Tiered Approach

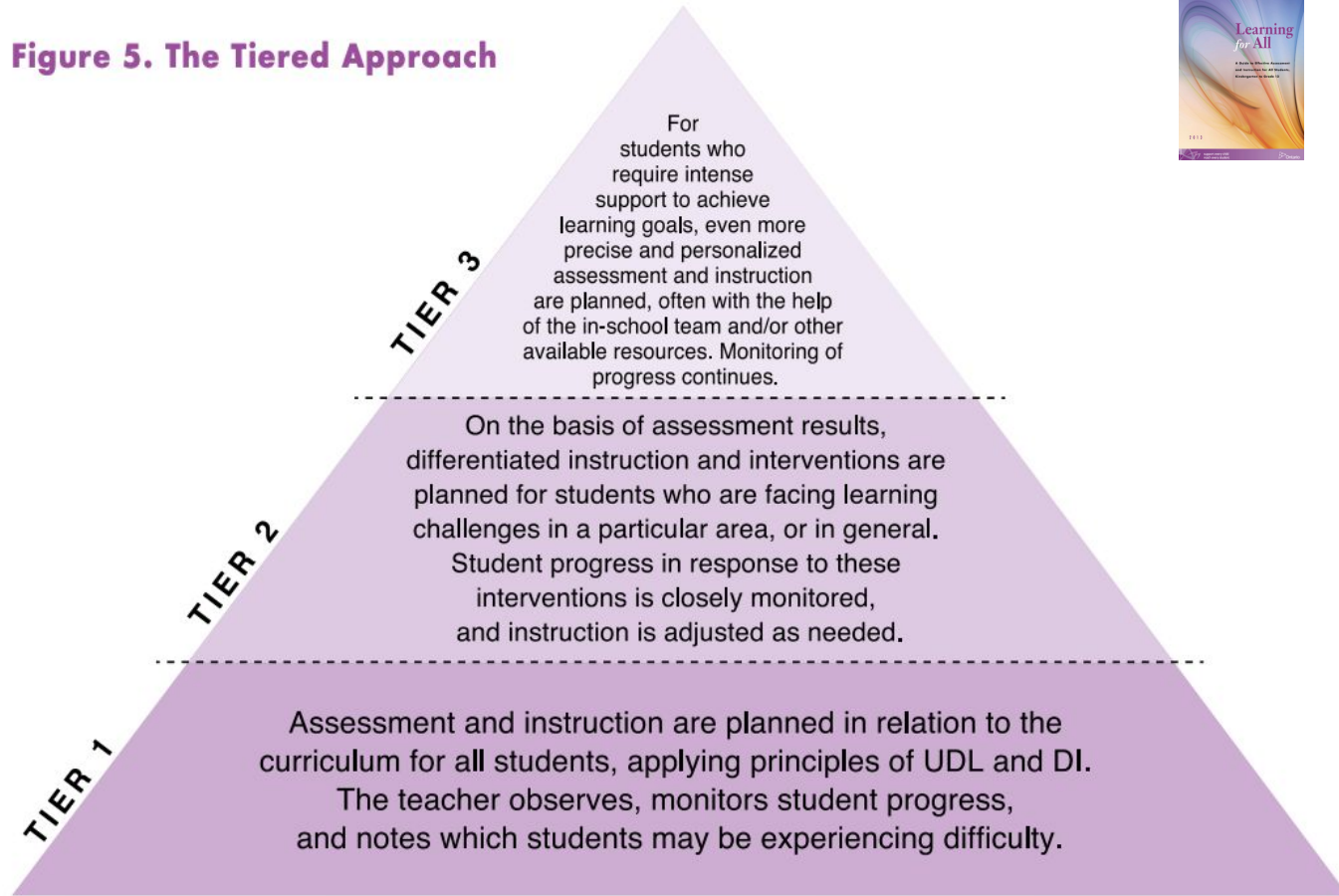


Figure 5. La démarche par étapes



La conception universelle de l'apprentissage



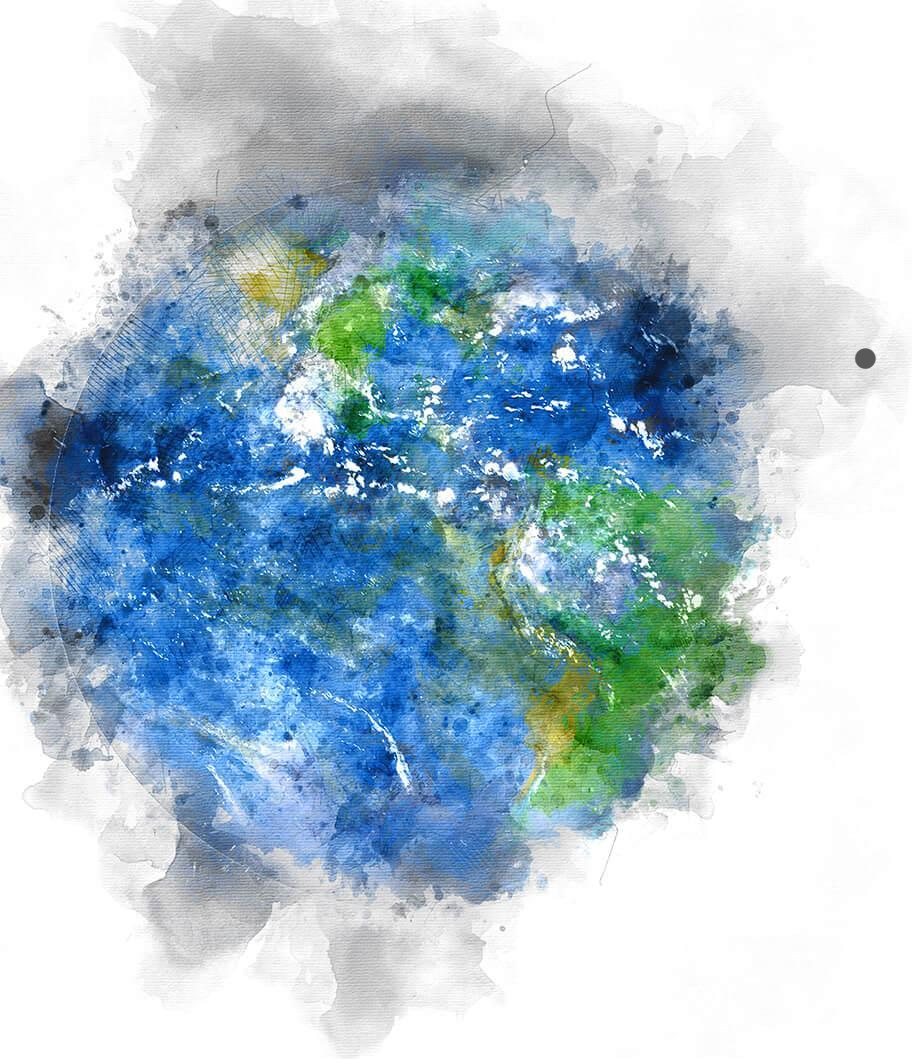
- *“La conception universelle de l'apprentissage est inspirée de la planification en architecture pour l'accessibilité des personnes ayant un handicap physique”*

(Turnbull, Turnbull, Shank, Smith et Leal, 2002)

- *La flexibilité et l'inclusion*
- *Un espace bien conçu*
- *La simplicité*
- *La sécurité*

Pourquoi est-ce important en Ontario?

- *Cette conception nous encourage à:*
 - *développer un profil de classe*
 - *utiliser des nouvelles stratégies pour planifier, enseigner et évaluer*
 - *se rendre compte qu'on peut aider plusieurs de nos élèves avec une seule stratégie mais dans des façons différentes*



KIFFER L'ÉCOLE

**LA PÉDAGOGIE
DIFFÉRENCIÉE**



RÉVOLUTIONNER SA CLASSE !



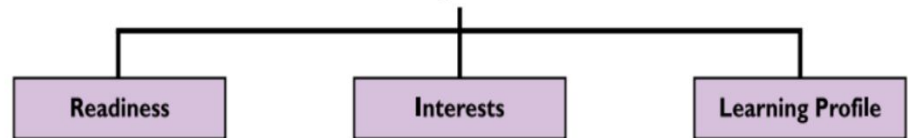
Differentiation of Instruction

is a teacher's response to learner's needs

Teachers can differentiate through



according to student's





When we know the learner's strengths and needs (readiness, interests and learner preferences), we can respond by differentiating:

What students learn about and where they begin learning (e.g., topic, entry point)	CONTENT
The ways we help students learn—through instruction and assessment (e.g., researching a topic at a learning centre, participating in a jigsaw, identifying similarities and differences)	PROCESS
The ways students demonstrate their learning—through assessment and evaluation (e.g., creating a product from a choice board, oral or written presentation)	PRODUCT
Conditions for learning (e.g., quiet or busy, alone or with others)	LEARNING ENVIRONMENT

Différencier le contenus (content)

Les contenus

Connaissances et habiletés que l'élève doit maîtriser pour satisfaire aux attentes du curriculum.

- offrir des textes selon le niveau de lecture des élèves;
- offrir du matériel supplémentaire;
- fournir des référentiels et des outils organisationnels;
- exploiter l'interdisciplinarité des notions et des concepts;
- encourager l'utilisation des TIC;
- offrir des occasions de travailler en équipe;
- enseigner ou consolider des concepts de base à la suite de l'évaluation diagnostique.

Différencier le processus (process)

Les processus

Façons dont l'élève s'approprié les informations et les habiletés pour mieux les comprendre.

- considérer les champs d'intérêt et les styles d'apprentissage dans la planification des activités;
- favoriser l'enseignement explicite pour les apprentissages clés;
- offrir un niveau de soutien approprié (par l'adulte ou par les pairs);
- mettre en place des activités de réinvestissement dans des centres d'apprentissage;
- maintenir un rythme d'apprentissage qui permet de garder l'attention des élèves;
- poser des questions qui aident à développer les habiletés supérieures de la pensée;
- faire appel à la métacognition (retour sur les apprentissages, p. ex., stratégies efficaces utilisées);
- favoriser les échanges d'idées et d'opinions.

Différencier le production (product)

Les productions

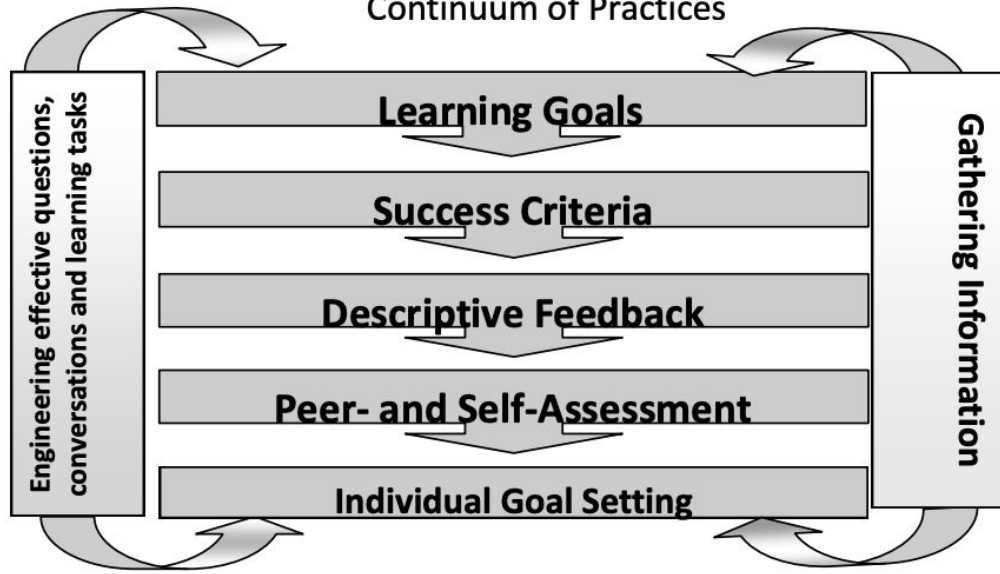
Résultat qui comporte une part de choix quant aux exigences et aux attentes, permettant à l'élève de montrer ce qu'elle ou il a appris.

- cibler des objectifs précis à atteindre (p. ex., rédiger un récit dont le sujet est libre);
- permettre des productions variées à divers niveaux de complexité;
- offrir la possibilité de montrer sa compréhension sous différentes formes (p. ex., présentation orale, débat, exposé);
- offrir la possibilité de montrer ses apprentissages au moyen de supports variés (p. ex., présentation multimédia, croquis au tableau).



DI means...	DI does not mean...
<ul style="list-style-type: none">• Flexible, short-term groupings that allow students to work with a variety of peers with the same or different strengths and interests	<ul style="list-style-type: none">• Labelling students or grouping by ability
<ul style="list-style-type: none">• Engaging and interesting tasks (that address the same skills) for all learning preferences, interests and levels of readiness	<ul style="list-style-type: none">• Confining some students to low level, repetitive or rote tasks while others engage in higher-order thinking
<ul style="list-style-type: none">• A reasonable number of well-constructed choices that address identified needs/ strengths of students	<ul style="list-style-type: none">• Unlimited freedom for a student to choose whatever they would like to do on any day
<ul style="list-style-type: none">• Students working on the same curriculum expectations in various ways with common criteria for success	<ul style="list-style-type: none">• Different students working on different expectations with varying success criteria (e.g., different rubrics)
<ul style="list-style-type: none">• Students learning about themselves to help them make effective and informed choices	<ul style="list-style-type: none">• Teachers assuming the responsibility for making all decisions regarding student choice
<ul style="list-style-type: none">• Routines, procedures, and classroom agreements are in place	<ul style="list-style-type: none">• A chaotic or unstructured classroom environment

**Assessment for Learning and as Learning:
Continuum of Practices**



How do I keep track of it all?

Subject _____ Unit _____ Lesson _____	
Curriculum Focus	
Purpose	
Materials	
	Key Points Key Questions
Before (__min)	
During (__min)	
After (__min)	

Rating Scale for Oral French				
Look Fors	Excellent Always	Good Frequently	Satisfactory Sometimes	Needs Improvement Never!
Answers simple questions about themselves or family (S)				
Can greet someone appropriately (S)				
Can ask simple questions (S)				
Can understand classroom routines (L)				
Can follow simple directions (L)				

Class: _____		Task/Question: _____	
Date: _____			
Expectations/Look-for A: _____			
Expectations/Look-for B: _____			
Clarifying/Provoking Questions			
N: Not yet met; M: Met/Meeting; E: Extended/Exceeding			
Norm:	Norm:	Norm:	Norm:
A: N M E	A: N M E	A: N M E	A: N M E
B: N M E	B: N M E	B: N M E	B: N M E
Norm:	Norm:	Norm:	Norm:
A: N M E	A: N M E	A: N M E	A: N M E
B: N M E	B: N M E	B: N M E	B: N M E
Norm:	Norm:	Norm:	Norm:
A: N M E	A: N M E	A: N M E	A: N M E
B: N M E	B: N M E	B: N M E	B: N M E
Norm:	Norm:	Norm:	Norm:
A: N M E	A: N M E	A: N M E	A: N M E
B: N M E	B: N M E	B: N M E	B: N M E

Accommodations

- *Any change to the way information is presented and the ways in which students convey their understanding/skill to the teacher.*
- *Accommodations do not alter the provincial learning expectations for the grade level*
- *Any student can have accommodations*



A watercolor illustration of a wind farm. The scene is set at sunset or sunrise, with a vibrant sky in shades of orange, yellow, and blue. Several wind turbines are visible, with the most prominent one in the foreground on the left. The ground is depicted with green and yellow washes, suggesting grass and fields. The overall style is soft and artistic.

Three Types of Accommodations

Adjustments to:

- 1. Instructional (teaching strategies)*
- 2. Environmental (physical environment)*
- 3. Assessment (assessment activities and methods)*



Modifications

- changes made to the **grade level curricular expectations including the achievement chart** to address the current performance for a subject/course to meet the needs of the student
- they include:
 - expectations from a different grade level
 - significant changes to the number and/or complexity of the expectations at grade level (achievement chart)

The Achievement Chart

THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 1–8

Catégorie	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
The student:				
Knowledge of content (e.g., vocabulary on expressive, linguistic structures and core concepts, ideas, opinions, facts; aspects of culture)	demonstrates	demonstrates	demonstrates	demonstrates thorough knowledge of content
Understanding of (e.g., concepts, ideas, language structure, strategies; forms and characteristics of texts)				demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
The student:				
Use of planning skills (e.g., establishing a focus; setting goals; outlining; generating ideas; formulating questions; gathering and organizing information; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., predicting; inferring; analyzing; evaluating; visualizing; interpreting; summarizing; integrating; classifying; revising and refining)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., using inquiry and problem-solving strategies; manipulating information and ideas; forming and justifying conclusions)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

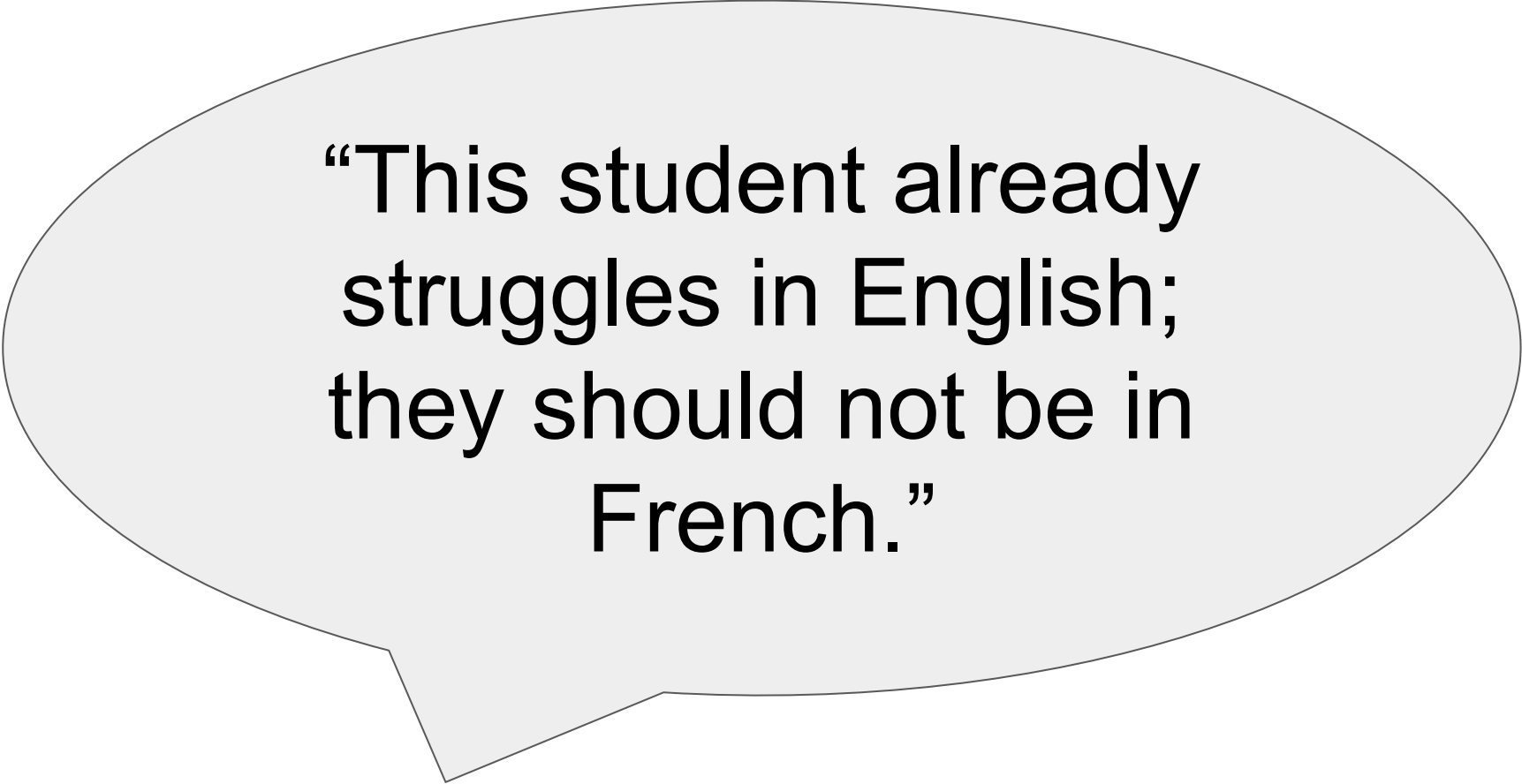
Knowledge and Understanding

Thinking

Catégorie	Level 1	Level 2	Level 3	Level 4
Communication (continued)				
The student:				
Communication for different audiences (e.g., self, peers, teachers, community) and purposes (e.g., to interact, to raise awareness, to inform, to entertain, to persuade, to express feelings and ideas, to collaborate, to solve problems) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms (e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts)	terminology of the discipline with limited effectiveness	terminology of the discipline with some effectiveness	terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
The student:				
Application of knowledge and skills (e.g., strategies, concepts, processes) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., strategies, concepts, processes) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

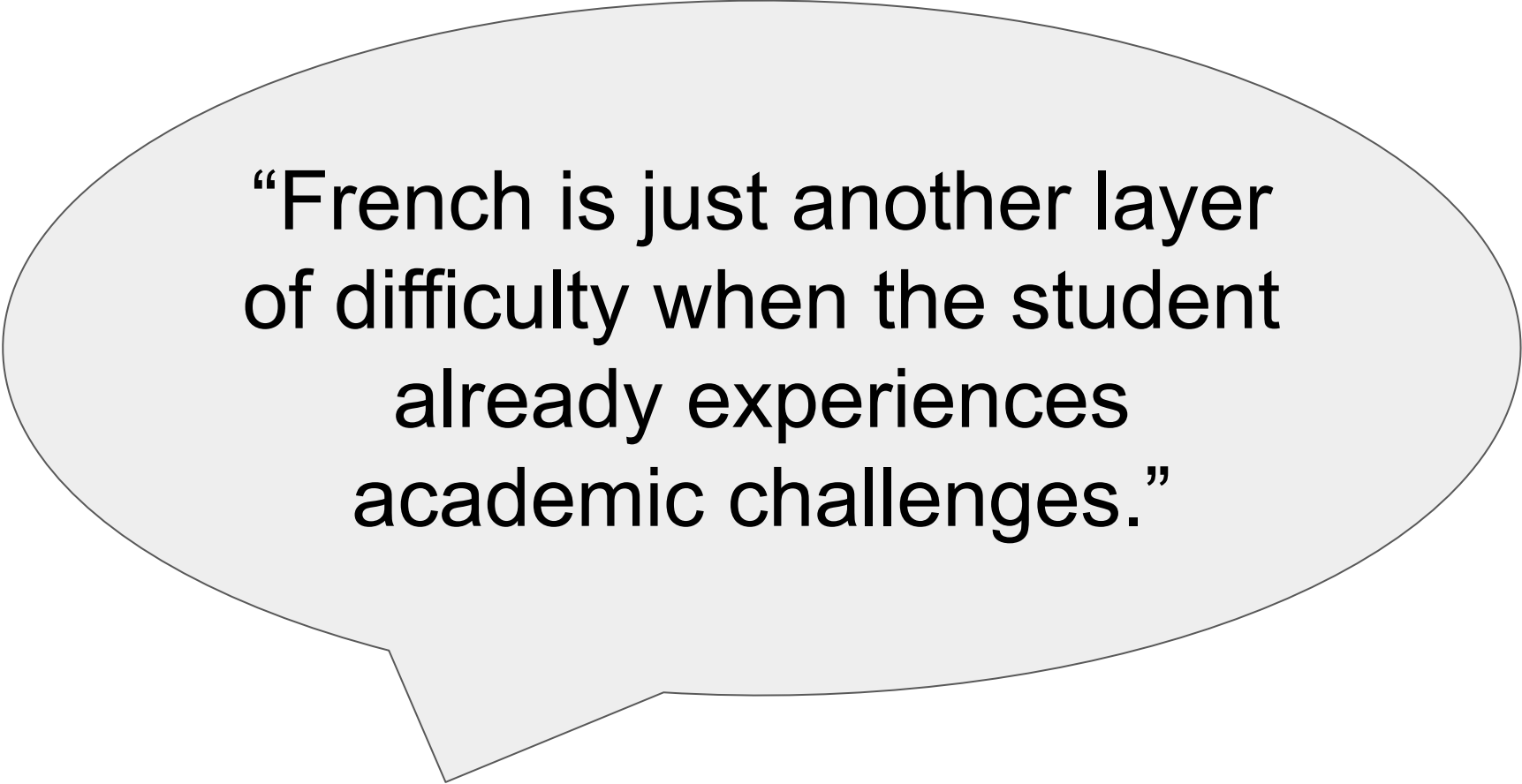
Communication

Application



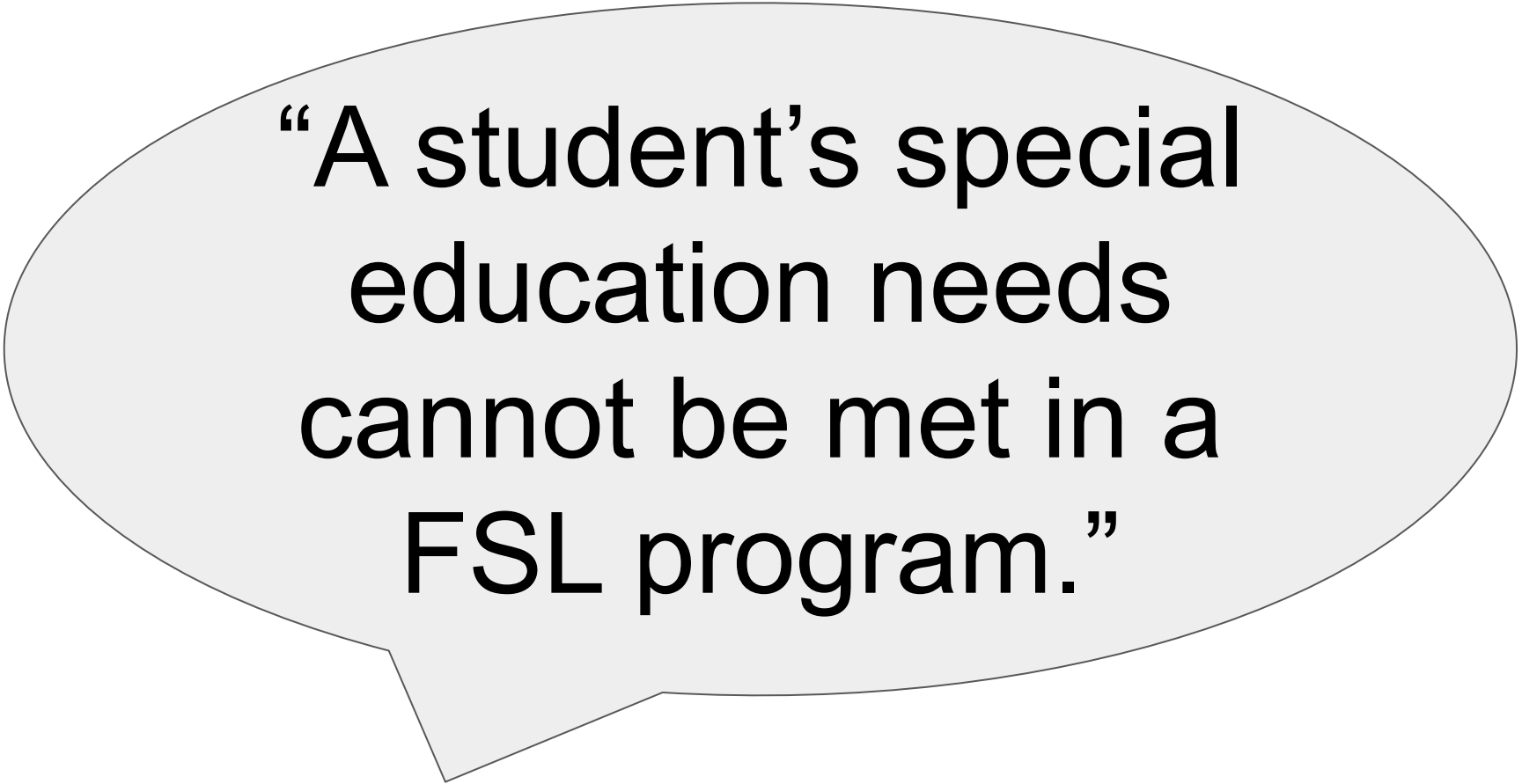
**“This student already
struggles in English;
they should not be in
French.”**

- All students can learn, and they learn at their own pace
- Fluency in more than one language can have a positive correlation on future outcomes both personally and professionally
- Studies show that studying multiple languages increases one's executive functioning skills
- Generally students who are proficient in multiple languages can improve skills in all languages
- Students who are proficient in multiple languages have a greater variety of strategies for language development than monolingual students



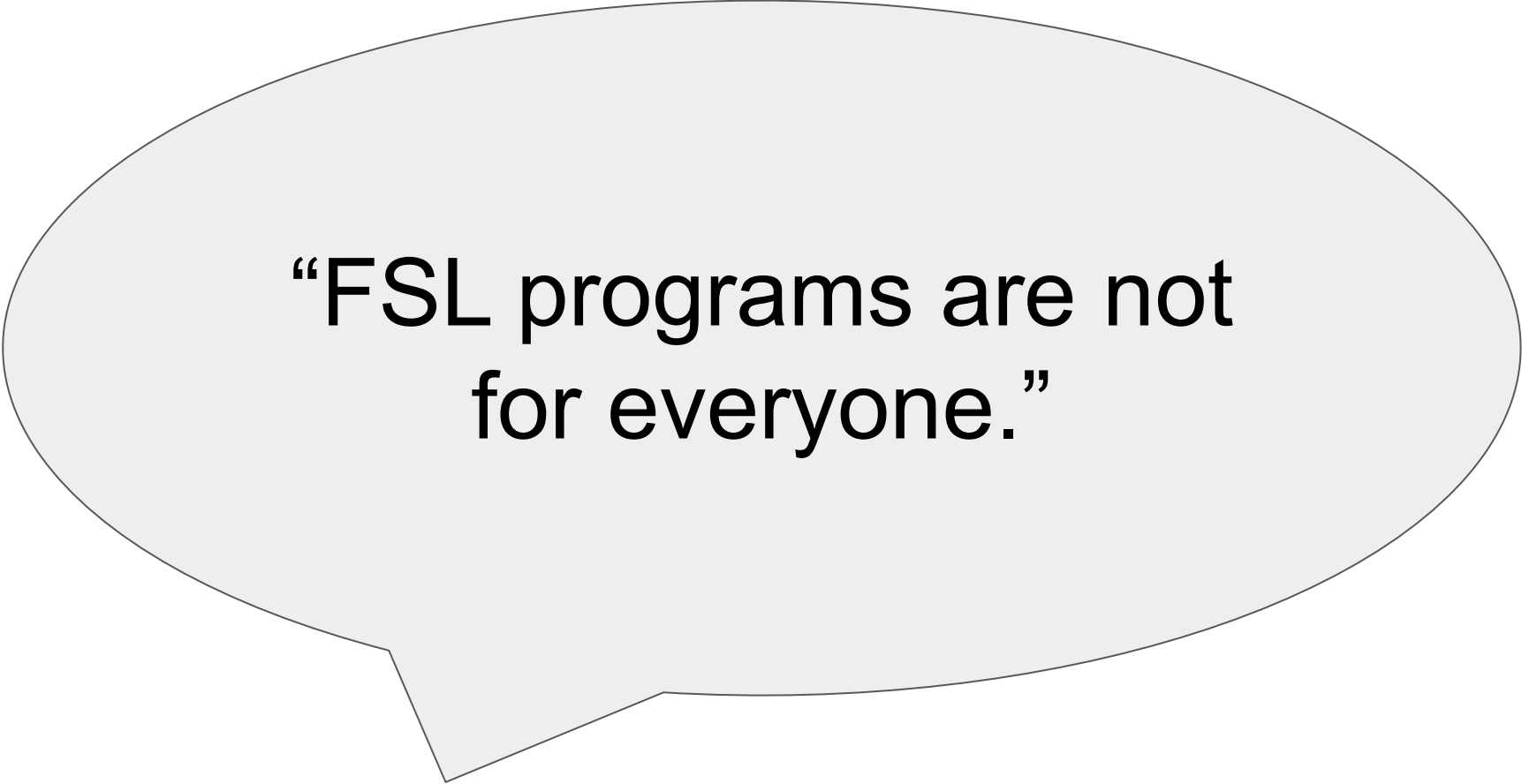
**“French is just another layer
of difficulty when the student
already experiences
academic challenges.”**

- All subjects can possibly cause difficulties and all can be supported
- Like all other programs the FSL programs were intentionally designed to support students with a wide range of learning needs
- One student's needs are not cause alone to exclude them from learning French
- French can be another layer of success and consolidation




**“A student’s special
education needs
cannot be met in a
FSL program.”**

- We can support them the same way we support them in other subjects
- Every child has different needs that need to be accommodated; French is no different.



**“FSL programs are not
for everyone.”**

- Students can be accommodated as needed. If modifications are required, follow the Problem Solving Pathway.
- There is very little evidence to support this myth
- All students can develop proficiency in FSL programs

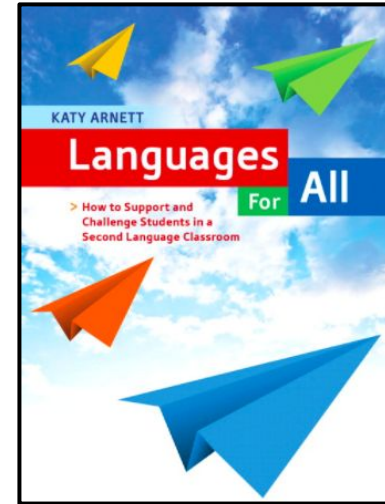


**“How can SERTs who don’t
speak French support
students in FSL
programs?”**

- The strategies to support specialized learning needs in FSL are consistent with those of English instruction
- SERTs can help French teachers with strategies and accommodations specific to that student
- Collaboration between SERTs and FSL teachers is instrumental to the success of any support model
- Many support strategies (e.g., teacher proximity, visual anchors, prompting, etc) are not language dependent

Chameleon Activities

Dice Game



Arnett, K. and Bourgojn, R. *Access for Success: Making Inclusion Work for Language Learners*
[Companion guide](#)

Tweaks to help a student who...

<i>...has low output</i>	<i>...has difficulty with attention, memory or both</i>	<i>...has challenges processing and producing language</i>	<i>...is gifted</i>
<ul style="list-style-type: none">● Incorporate a “free choice” as one of the options- the students can come up with the question or prompt.● Allow one re-roll	<ul style="list-style-type: none">● Provide the questions on the index cards for reference	<ul style="list-style-type: none">● Simplify the prompts or questions● Provide a sentence starter	<ul style="list-style-type: none">● Provide more complex prompts or questions● Allow the student to make suggestions for a couple of prompts or questions



How does the learner feel?

Try it out:

1-Adversity thick aims see miss fund.

2-Of her tie mew maybe calm tie red.

3-Frost rations all soak amen feline.

4-Ow men heat ryes worn eat ted tutti oak thesis end tenses?

5-Al mushed hid chew hunt her sand trite hoe weigh?

(Arnett, 2013)



So what can I do to support?

- Avoid speaking with your back turned to the student
- Use appropriate and familiar language when giving explicit directions for an entry point to a task.
- Use visuals to cue or represent certain concepts that were presented in your instruction.
- Use non-verbal gestures so the student can ask for support.
- Provide wait time of at least 9 seconds to process the prompt or question being asked of the student.
- Resist the urge to provide immediate clarification.
- Explicitly teach which sounds correspond to which letters
- Link activities to a students personal interest

Try It Out!
Strategies that facilitate this thinking

- 1. Think-Pair-Share**
- 2. Talk to your elbow partner**



Attention challenges:

Kendall, 4th grade



- #1. Staying on Task
- #2. Working Memory Challenges
- #3. The Blank Stare
- #4. Daydreaming
- #5. Constantly Losing Things
- #6. Not Following Directions



Why does this student respond to my question in a delayed manner?

Possible Explanation #1: ADHD

-A student diagnosed with predominantly inattentive type(ADHD-I) is someone who may shut down when faced with multiple stimuli.

-A student diagnosed with predominantly hyperactive/impulsive type(ADHD-HI) will try to respond to all the stimuli at once and ultimately not be able to properly accomplish any of the tasks.

-Combined type(ADHD-C)



So what can I do to support?

- Consider flexible seating arrangements or work station.*
- Encourage student to listen to calming music or headphones during independent work.*
- Visible agenda of the day, lesson and clear goals when possible.*
- Checklists*
- Choice board*
- Wait time*
- Set clear and attainable expectations for classroom norms that are frequently revisited.*
- Extra writing tools and class materials for students who may be struggling to remember their own.*



“Regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats.” ~Barbara Gross Davis, Tools for Teaching, 2009

L’enseignement en petits groupes
Small group instruction



Talk Moves

ADD ON

"I would like to add on to what _____ said."

REASONING

"I agree because _____."

"I disagree because _____."

"This is true because _____."

REPEATING

"I heard you say _____."

"Can you repeat what you said?"

REVOICING

"So, you are saying _____."

"What I think you said was _____."

"Did you mean _____?"

SAY MORE

"Can you say more about that?"

"Can you give us more examples?"

PRESS FOR REASONING

"Why do you think that?"

"What is your evidence?"

Source: King Middle School, Portland, Maine, via Edutopia.

Démarrage de Discussion

POUR AJOUTER

"J'aimerais ajouter à ce que _____ a dit."

LA RAISONNEMENT

"Je suis d'accord parce-que _____."

"Je ne suis pas d'accord parce-que _____."

"C'est vrai parce que _____."

LA REPETITION

"Je t'ai entendu dire _____."

"Peux-tu répéter ce que tu as dit?"

LA CLARIFICATION

"Alors, tu dis _____."

"Je pense que tu as dit _____."

"Est-ce que tu voulais dire _____?"

EN DIRE PLUS

"Peux-tu expliquer davantage sur cela?"

"Peux-tu nous en donner plus d'exemples?"

DEMANDER POUR LA RAISONNEMENT

"Pourquoi penses-tu cela?"

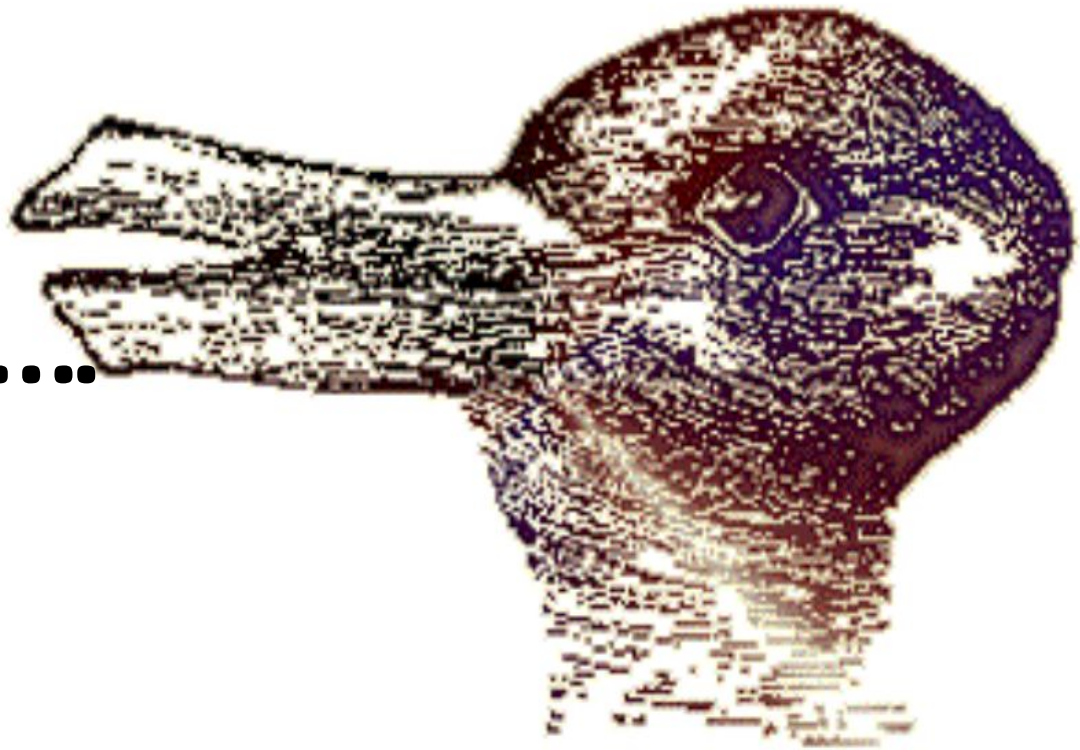
"Quelle est ta preuve?"

Je vois...

Je vois aussi...

C'est un(e)...

Le...est aussi...



Accountable Talk/Prompts

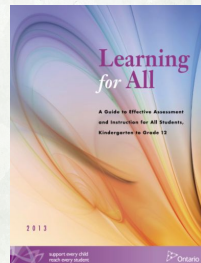
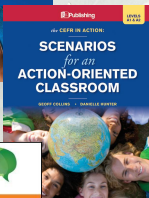
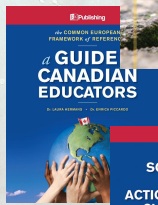
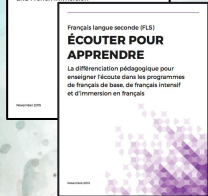
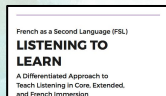
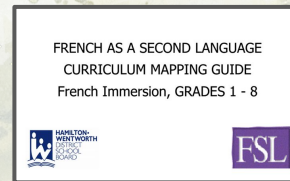
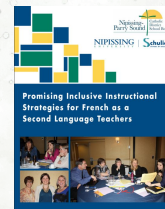
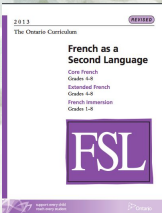
parlons....

1. Où va cette fille?
2. Elle a quel âge?
Comment le sais-tu?
3. Quel mois est-il?
Comment le sais-tu?
4. Qui prend le photo?



Guiding Resources

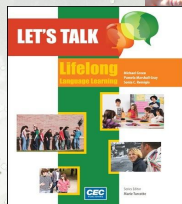
All images are linked



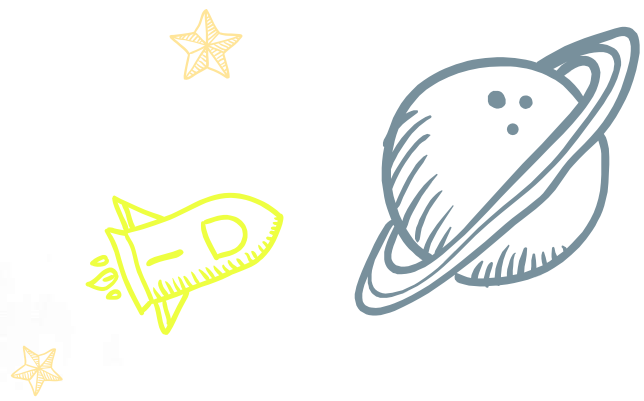
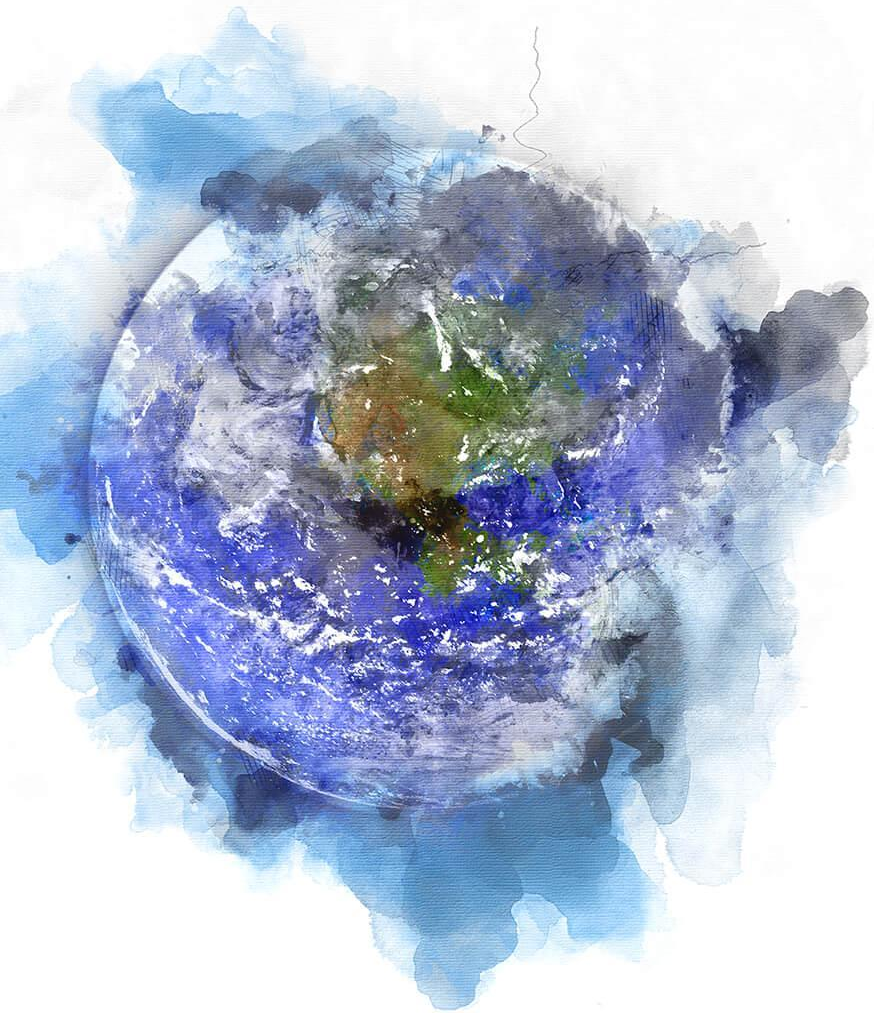
KNOWING AND RESPONDING TO LEARNERS – A DIFFERENTIATED INSTRUCTION EDUCATOR'S GUIDE (2016)



REACH EVERY STUDENT



Language	Processing Skills	Special Needs
Phonological Processing	Phonological Awareness	Phonological Skills
Orthographic Processing	Orthographic Awareness	Orthographic Skills
Semantic Processing	Semantic Awareness	Semantic Skills
Syntactic Processing	Syntactic Awareness	Syntactic Skills
Morphological Processing	Morphological Awareness	Morphological Skills
Pragmatic Processing	Pragmatic Awareness	Pragmatic Skills



Merci