

# **World Language Learning for All Delaware Students**



**Ensuring Universal Accessibility to  
High-Levels of Language Acquisition**

Delaware Department of Education  
August 2013





## World Language Learning for All Delaware Students

In Delaware, learning a world language is about acquiring a skill set that will provide each student with advantages in the job market. It is foremost an economic investment to ensure that our students are the most competitive when it comes to competing for jobs locally, nationally or around the world.

“In today’s educational landscape, it is imperative for Delaware students to have the skills necessary to compete in a global economy. Learning a second language will offer our children an advantage in this increasingly competitive world.”—Jack Markell, Governor of the State of Delaware

“World languages are fundamental resources. If you speak well, read well, write well, the more opportunities you have in your life economically.”—Dr. Tara Fortune, Center for Advanced Language Acquisition, University of Minnesota

Therefore, all Delaware students must be afforded access to acquiring the highest levels of language possible. As the State refocuses world language learning on **proficiency** (*what students can do with language in unrehearsed, novel situations*), students will develop these high levels of language skills needed to be truly competitive in a global economy.



## The World Language Graduation Requirement

In 2006, the Delaware High School Graduation Requirements Subcommittee to the State Board of Education was formed to investigate ways to increase the specificity and rigor of course requirements for graduation and align the requirements more closely with university entrance requirement. The committee recommended minimum requirements for a number of content areas including world language proficiency. Recognizing the critical nature of language learning in the new millennium and the importance of developing linguistically and culturally competent citizens in Delaware, the State Board of Education ultimately approved the Subcommittee’s two-credit requirement in world languages for all students graduating in 2013. In 2007, the State Board delayed the world language graduation requirement until 2015 to afford districts more time to develop capacity.

In November 2010, the State Board of Education clarified the language around the world language graduation requirement. First, it provided a definition of a world language: “any language other than English that is used by peoples around the world for communicating information and ideas and transmitting its culture(s), including American Sign Language (ASL), Latin and Ancient Greek.” Secondly, students are provided with options in fulfilling the two-credit requirement by either:

- Earning a minimum of two (2) world language credits in the same language; or
- Demonstrating novice-high or higher proficiency on a nationally recognized assessment of language proficiency, except English, in the skill areas of speaking, reading and writing that uses the levels of proficiency as identified by the American Council on the Teaching of Foreign Languages or as approved by use by the Delaware Department of Education.

Acceptable assessments in ASL, Latin or Ancient Greek may look different and be based upon appropriate standards and proficiency-measures for those languages.

The World Language Graduation Requirement is intended for all Delaware students. Research on how children learn languages overwhelmingly shows that the vast majority of students can learn additional languages provided they receive the appropriate instructional support and encouragement. Language learning is an innate human capacity and as such, cognitive ability is not a prerequisite for determining if a student can effectively learn additional languages. Most students can develop functional proficiency in interpersonal communication equal to their first language abilities unless they manifest speech production difficulties in the first language (Jensen, 2005). Research indicates that all students can benefit significantly from learning another language and culture when (1) instruction is based on second language acquisition theories, (2) accommodations are carefully planned for and executed and (3) appropriate strategies and materials are used (Kleinert et al, 2007).



## **Student Diversity in Delaware World Language Classrooms**

Students in today's world language classrooms reflect the diversity of students in the general student population—students who are extremely gifted and talented with languages to those who may have Individualized Education Plans (IEPs). Students with IEPs may have disabilities that require accommodations. If a student's disability entitles him or her to receive special education services, the study of world languages should be included in the student's IEP, which is determined through assessment of the student and consultation among special education teachers, classroom teachers (including the world language teacher), administrators and parents.

While each student's accommodations will be unique, some universal strategies for working with students, including those who have IEPs, include the following:

- Developing a communicative rather than a grammar-oriented classroom that is consistent with the proficiency-focus advocated by the Delaware Recommended Curriculum for World Languages;
- Establishing predictable and consistent daily routines in the target language;
- Presenting materials in chunks, with frequent review and repetition;
- Using pre-listening and pre-reading activities to activate or build background knowledge and providing comprehension checks during and after activities;
- Using a variety of multi-sensory (e.g., kinesthetic, tactile) approaches to teaching (including audio, digital formats to enhance accessibility);
- Providing opportunities for all students to interact with one another to promote understanding, respect and a low-stress, supportive learning environment;
- Providing guidance with relevant, corrective feedback on student work;
- Offering flexible opportunities for demonstrating skill development and acquisition (before, during and following instruction);
- Maintaining realistic proficiency-level expectations and measuring student progress in terms of students' abilities; and
- Offering extended time to complete assignments and assessments in accordance with identified needs.

Students with physical disabilities may also require 504 accommodations that are unique to them. Some typical accommodations in the language classroom include:

- Students with limited physical movement may need to give responses orally or in written form rather than using gestures or full-body movements;
- Students with hearing impairments may require additional visual supports such as scripts for listening activities; and
- Students with visual impairments may need to give responses orally rather than in written form. They may require Braille texts or text-recognition technology and extra time to process texts. Teachers should contact the Teacher for the Visually Impaired (TVI) who is monitoring the student’s IEP progress. The school’s Digital Rights Manager (DRM) may be an additional resource to assist teachers in obtaining texts in alternate formats.

The following sections provide additional and specific information on how educators can ensure that world language learning is accessible to all students.



## Overview of Students with Special Needs

World language teachers should become familiar with ways in which particular disabilities and conditions may affect some students in the classroom. Teachers should also understand that no specific intervention or support will be effective with every student in every situation. World language learning activities that are proficiency-oriented and universally designed are more likely to provide meaningful and successful experiences for all world language learners.

### Students with Attention Deficit/Hyperactivity Disorder (ADHD)

Students with this disability are often classified as OHI (Other Health Impaired) on their IEPs. Students who have significant problems in concentration and attention, without the over-activity are often described as having ADD rather than ADHD. The problem for students with ADD or ADHD is not that they do not pay attention; rather they pay attention to everything. They have difficulty focusing and tuning out irrelevant information. They miss what is important and lose their place. Some people mistakenly think that with effort and dedication, these kids can focus. That is incorrect. Their blips or zone-outs are involuntary. They disrupt fluid thinking or learning. The information that is missed is the root of many educational, social, and emotional problems. Due to inattention, these students often underachieve, especially exhibiting difficulties in reading comprehension. Their academic ability can be described as low, average or even extremely high.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>• Awkwardness</li> <li>• Restlessness</li> <li>• Impulsiveness</li> <li>• Difficulty with concentration and memory skills</li> <li>• Difficulty maintaining friendships and relationships</li> <li>• Lack of organization</li> <li>• Lack of or over focus at times</li> <li>• High intuition and imagination</li> <li>• Benefit from structure and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding by having the child repeat back instructions</li> <li>• Use organizers and checklists</li> <li>• Give assignments in writing with timelines</li> <li>• Have a set classroom schedule</li> <li>• Seat at the front of the class away from windows and doors and near peer role models</li> <li>• Use flexible means of demonstrating proficiency</li> <li>• Suggest use of a tape recorder or</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for physical movement during interpersonal communication tasks</li> <li>• Allow students to stand to work</li> <li>• Set short, achievable targets and provide reinforcement (praise, rewards, incentives) for task completion</li> <li>• Maintain eye contact with the student when giving verbal instructions</li> <li>• Break task instructions down into</li> </ul>

<ul style="list-style-type: none"> <li>• Talented (e.g. artistically, musically)</li> <li>• Eagerness to move from task to task</li> </ul>	<ul style="list-style-type: none"> <li>• computer</li> <li>• Give extended time, but offer frequent breaks</li> <li>• Reduce course load and assignments</li> <li>• Allow physical movement – stand to work</li> </ul>	<ul style="list-style-type: none"> <li>• smaller segments</li> <li>• Surround students with peers who are good role models</li> <li>• Encourage peer tutoring and cooperative, collaborative learning</li> <li>• Require daily assignment journals in which students write down all assignments</li> </ul>
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### Students with Autism

Autism usually shows up within the first three years of life even though some children may appear to be developing normally for the first year or two. Autism can occur at all levels of general ability although about a quarter of people with autism have mild learning difficulties and about half have severe learning problems. These children often have difficulty taking turns. You may observe repetitive behaviors such as rocking, spinning or making noises. Some students on the Autism Spectrum Disorder are diagnosed as having Asperger’s Syndrome, characterized by significant difficulties in social interaction, alongside restricted and repetitive patterns of behavior and interests. It differs from other autism spectrum disorders by its relative preservation of linguistic and cognitive development.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>• Delays in non-verbal behavior/ abnormal facial expression, body language</li> <li>• Difficulty establishing peer relationships</li> <li>• Inflexibility, rigidity to a set routine</li> <li>• Preoccupation with one area of interest or object</li> <li>• Adherence to repetition</li> <li>• Misinterpretations of literal/implicit meanings</li> <li>• Desire to learn</li> <li>• Interests in technology</li> <li>• Developing special interests in depth</li> <li>• Comfort in rules and structure</li> <li>• Identification of parts in detail</li> <li>• Good memorization skills</li> <li>• Strong Vocabulary</li> <li>• No general delay in language, cognitive development or adaptive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid abstract ideas when possible. When abstract concepts must be used, also use visual cues, such as gestures, or written words</li> <li>• Until you know the capabilities of the individual, you should avoid: <i>Idioms</i> (save your breath, jump the gun, second thoughts, etc.) <i>Double meanings</i> (most jokes have double meanings) <i>Sarcasm</i> ("Great!" after he has just spilled a bottle of ketchup on the table.)</li> <li>• Break down tasks into smaller steps or present the task in several different ways (e.g., visually, verbally, physically).</li> <li>• Avoid verbal overload. Be clear. Use shorter sentences if you perceive that the student does not fully understand you.</li> <li>• Prepare the student for all environmental and/or routine changes (e.g. assembly, substitute teacher, rescheduling)</li> <li>• Use written or visual schedule to prepare for change.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell students specifically what you want them to do, rather than what you do not want them to do (e.g. Put your book in your book bag, rather than don't put your book in your desk.)</li> <li>• Use visual cues such as pictures.</li> <li>• If you are going to be away from the class for a day or more, begin preparing the students by telling them that you will be gone and remind them of this up to the date</li> </ul>

## Students with Cognitive Intellectual Disabilities

Students with cognitive intellectual disabilities include those who are classified as having a Mild Intellectual Disability, Moderate Intellectual Disability, or Severe Intellectual Disability.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>• Slower than average in learning new information and skills</li> <li>• Learn to talk later, or may have deficits in speech or language</li> <li>• Find it hard to remember &amp; retain information</li> <li>• May not understand social rules</li> <li>• Have difficulty seeing the consequences of their actions &amp; show frustration</li> <li>• Have deficits in logical thinking &amp; self-monitoring</li> <li>• Show a variety of abilities and strengths</li> <li>• Unaware of limitations</li> <li>• Friendly and outgoing</li> <li>• Adapt well to routines and regular schedules</li> <li>• Able to participate in many activities (academic, social and extra-curricular) with support or accommodations</li> <li>• Prefer peer support to adult intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Be as concrete as possible and model tasks</li> <li>• Break longer, new tasks into small steps, model the steps; ask the student to follow the steps, one at a time with guided practice</li> <li>• Give the student immediate feedback</li> <li>• Provide extra time and multiple opportunities to learn new skills</li> <li>• Reduce distractions</li> <li>• Provide hands on instruction whenever possible</li> <li>• May require modifications to level of text read, assignments and assessments</li> <li>• Provide multiple ways of delivering content</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional scaffolding when needed</li> <li>• Provide additional wait time for the student to respond</li> <li>• Have students learn from each other. Have them watch as their peers are provided with instruction</li> <li>• Avoid round-robin style of calling on students. Call on students at random so they are attending as others answer and not just when they anticipate their turn</li> <li>• Give additional visual and physical cues to help them acquire new vocabulary. These students are often more visual than auditory learners</li> <li>• Use real-life materials, well designed simulations, and provide opportunities for students to practice skills in actual settings</li> <li>• Allow students to have written prompts when presenting orally</li> <li>• Review all directions on tests and quizzes individually</li> <li>• Model instructions on tasks</li> </ul>

## Students with Communication, Speech and Language Impairments

Students with expressive disabilities find it difficult to express their thoughts and feelings through speaking and writing.

Students with auditory processing disorders find it hard to process what has been said to them or make sense of what they hear around them. They often have trouble distinguishing between syllables, words and sentences. Thus, they may have significant reading problems. Following directions will be quite challenging for them as well as staying organized or remembering tasks assigned to them.

Students with receptive disorders have problems understanding certain aspects of speech. They often cannot make sense of words. In general, they struggle to figure out the main idea of a story, confuse prepositions or even have difficulty with spatial and temporal relations.

Students with articulation disabilities have difficulty producing sounds and words correctly. Pronouncing new words correctly in a new language will be a great challenge.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>• Difficulties producing speech sounds</li> <li>• Interruption in the flow or rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student time to express thoughts without interruption</li> <li>• Summarize the student's message</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with the speech language pathologist for specific ideas</li> <li>• Provide written cues for</li> </ul>

<ul style="list-style-type: none"> <li>of speech, such as stuttering</li> <li>Difficulties with pitch or volume</li> <li>Improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary and inability to follow directions</li> <li>Good receptive language</li> <li>Average cognitive ability</li> <li>Perseverance to be heard or to express opinions and desires</li> </ul>	<ul style="list-style-type: none"> <li>to check for accuracy of understanding</li> <li>Discuss alternatives to oral presentations</li> <li>Ask student to repeat statement when unclear of message intended</li> </ul>	<ul style="list-style-type: none"> <li>completing tasks</li> <li>Provide an alternative setting to lower anxiety</li> <li>Provide a voice recorder such as digital (for example: Audacity) so that student may repeat oral responses several times and hear own responses</li> <li>Provide positive verbal feedback and encouragement when student is attempting to speak</li> <li>In groups, allow student to have the shortest speaking role and/or limit their length overall</li> </ul>
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### Students with Emotional Disturbance

Often children with behavioral disturbances have academic difficulties as well. This combination may cause frustration and lead to undesirable behavior in the classroom. The behavior of these children is likely to vary from day to day. One day they might be quiet and withdrawn and refuse to engage in conversation. Other days, they are friendly and quite sociable. They may seem unable to control their outbursts. They can be very sensitive and because their self-esteem is low at times, unable to take a joke. They are more likely to see humor as criticism. At times, they have a persecution complex as they feel like they are blamed for everything that goes wrong in the classroom. They sometimes think others are talking about them and laughing at them when this is not the case. They may show little regard for the feelings of others and have difficulty accepting responsibility for their actions.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>Appears indifferent or disengaged</li> <li>Aggression/ Self-Injurious behavior</li> <li>Withdrawal</li> <li>Excessive fear or anxiety</li> <li>Immaturity</li> <li>Task avoidance</li> <li>Inability to tolerate stress</li> <li>Difficulty completing assignments</li> <li>Difficulty concentrating</li> <li>Disruptive behaviors related to triggers</li> <li>Wide variation in ability levels</li> <li>Good academic skills</li> <li>No difficulties for periods of time</li> <li>Creativity</li> <li>Imaginative writing</li> </ul>	<ul style="list-style-type: none"> <li>Specific attention to mastering social skills</li> <li>Increased self-esteem and self-awareness</li> <li>Extended time for assignments</li> <li>Ignore minor infractions if possible</li> <li>Flexibility with assignments</li> <li>Assistance with time management and study skills</li> <li>Encourage use of stress management techniques</li> </ul>	<p><i>These are the kids for whom we often need to think “outside the box.” They often have functional behavioral assessments and individual behavioral support plans with lots of opportunities to earn reinforcement. Implement them.</i></p> <ul style="list-style-type: none"> <li>Provide lots of positive reinforcement</li> <li>Build opportunities for student choices</li> <li>Be aware of the nonverbal signs that a child is getting angry or upset (red face, tensed muscles, clenched fists). If you see a problem developing, try to diffuse the situation early, before the child totally “loses it.” Create a system to allow the student to deliver something to a colleague. This will give the student time to calm down</li> <li>Acknowledge strong emotions, helping the child control himself and save face. For example, “It must be hard to get such a low grade after you tried so hard on that test.”</li> <li>Resist taking a child’s inappropriate</li> </ul>

		<p>behavior personally. Deal with the child in a calm, matter-of-fact way</p> <ul style="list-style-type: none"> <li>• Try to discover the interests of the child and build a relationship with him/her by talking about those interests</li> <li>• Avoid using sarcasm and never ridicule a child</li> <li>• Consider using some stress managers: Stop and think, Deep breathing, count to 10, remove self to a quiet area, write about your feelings, stress balls or clay, listen to quiet music, physical activity</li> <li>• Use preferential seating (example: in front, near a friend who provides comfort, not distraction)</li> <li>• Provide alternative activities that will allow the student to choose one that makes him/her feel more comfortable and lower anxiety</li> <li>• If a task becomes overwhelming provide a more creative, comparable option</li> <li>• Speak to student in a private setting when infractions occur</li> </ul>
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### Students with Hearing Impairments

There is a wide range of types and degrees of hearing impairments. Many students may have some residual hearing. The degree to which each child is affected varies greatly.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>• Difficulty articulating</li> <li>• Inability to distinguish between sounds</li> <li>• Phonetic sounds may be missing in range of hearing loss</li> <li>• Inability to recall information presented orally</li> <li>• Trouble following oral instructions</li> <li>• Ease in completing written assignments</li> <li>• Academic success</li> <li>• Creativity and imaginative work</li> <li>• Desire to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Written supplements to oral instruction</li> <li>• Use of visual aids such as captioning</li> <li>• Face the child when speaking</li> <li>• Allow extended time for oral testing with interpreter</li> <li>• Reduce excess noise in classroom</li> <li>• Use an amplification system</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the child to speak up when they don't understand or didn't hear something by using a color coded card system. Student flips over the card to "red" when they do not understand or hear something</li> <li>• Record lessons so that student can repeat lesson at his/her leisure</li> <li>• Repeat oral testing as many times as necessary for student</li> <li>• Allow private space for oral testing</li> <li>• Use slower speech, increasing pauses and speaking in phrases</li> <li>• Paraphrase often</li> <li>• Consider proximity to student</li> <li>• Use captioned videos</li> <li>• Repeat or rephrase what other students say</li> </ul>

## Students with Learning Disabilities (LD)

Students with Learning Disabilities make up the largest group of students in special education programs.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>Difficulties with study skills                             <ul style="list-style-type: none"> <li>(organization, time management, following directions)</li> </ul> </li> <li>Difficulties with reading/writing                             <ul style="list-style-type: none"> <li>(lower reading rate, challenges with comprehension, frequent spelling and grammatical errors, problems with organization and development of ideas)</li> </ul> </li> <li>Difficulties with math                             <ul style="list-style-type: none"> <li>computation skills may be at risk, number reversals, difficulty copying problems, require small steps to complete word problems</li> </ul> </li> <li>Difficulties with oral language                             <ul style="list-style-type: none"> <li>attention to long lectures, remembering a series of events in sequence</li> </ul> </li> <li>Difficulties with social skills                             <ul style="list-style-type: none"> <li>spatial orientation, impulsive, low frustration level, low self-esteem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Capitalize on student's strengths</li> <li>Provide high structure and clear expectations</li> <li>Use short sentences and simple vocabulary, be prepared to rephrase if necessary</li> <li>Allow flexibility in classroom procedure (use of word spell check, tape recorder, oral responses, etc.)</li> <li>Allow for extended response time</li> <li>If students have accessing and/or using grade-level textbooks and other core instructional materials in standard print formats, suggest IEP team look at documenting need and completing certification process for a "print disability"</li> <li>Have the school Digital Rights Manager order/provide materials in needed medium (large print, tape recorded, special equipment) through Delaware's Accessible Instructional Materials Center</li> </ul>	<ul style="list-style-type: none"> <li>Become familiar with what each child's specific areas of strength and weakness are.</li> <li>Know what accommodations have been identified to help the student (see page 2 of the student's IEP).</li> <li>If the student has assistive technology, make sure you have been trained to use it.</li> <li>Have another student reiterate the directions for an assignment</li> <li>Allow more time for reading and writing tasks</li> <li>Display a daily agenda with time completion for each activity and homework assignment</li> <li>Display standards, GLEs or Essential Questions in common language (short sentences and simple vocabulary)</li> </ul>

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## Students with Orthopedic Impairments

If students with orthopedic impairments have difficulty communicating, they may express their frustration through inappropriate behavior. Some children may also have poor memories. They may have short concentration spans and have difficulty in retaining new vocabulary. Children with orthopedic impairments may fatigue easily and have less stamina in the afternoon.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>Pain, spasticity, or lack of coordination</li> <li>Need for crutches, canes, braces, or wheelchair</li> <li>Limited use of body but may have partial use of arms and hands</li> <li>Decreased physical stamina and endurance</li> <li>Decreased hand-eye coordination</li> <li>May affect receptive and expressive speech</li> <li>Average cognitive ability</li> <li>Patience when others do not</li> </ul>	<ul style="list-style-type: none"> <li>Allow student time to express self without interruption</li> <li>When speaking to a student in a wheelchair, stand or sit to allow direct eye contact</li> <li>Allow extra time to complete tasks and during transitions</li> <li>Use of specialized computer equipment/software such as voice activated, word prediction or keyboard modifications</li> <li>Plan for accessible transportation on field trips</li> </ul>	<ul style="list-style-type: none"> <li>Make sure the student is seated where they can see the board, overhead, etc.</li> <li>Become familiar with all equipment and technology</li> <li>Devise a plan for trained assistance to provide physical assistance for toileting and transfers</li> <li>Allow student to enter and exit classroom flexibly</li> <li>Some students having physical impairments with average</li> </ul>

<ul style="list-style-type: none"> <li>understand speech</li> <li>Persistence to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Give frequent breaks due to fatigue</li> <li>If students have difficulty handling a textbook, suggest IEP team look at documenting need and completing certification process for a “print disability”</li> <li>Have the school Digital Rights Manager order/provide materials in needed medium (large print, tape recorded, special equipment) through Delaware’s Accessible Instructional Materials Center</li> </ul>	<p>cognitive abilities suffer from anxiety and social isolation. Be sensitive to their feelings and look out for signs of depression</p> <ul style="list-style-type: none"> <li>Try to make the student feel involved in classroom activities</li> <li>Do not complain about providing physical assistance to the student in front of him or her</li> </ul>
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### Students with Traumatic Brain Injury (TBI)

This classification results from an acquired injury to the brain. It does not apply to brain injuries that were present at birth or due to birth trauma.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>Have word retrieval difficulties</li> <li>Have difficulties organizing and concentrating</li> <li>Need help with generalization and integrating skills</li> <li>Memory and judgment often delayed</li> <li>Repeat themselves</li> <li>Have no visible impairments</li> <li>Tire easily</li> <li>Have many strengths to build upon</li> </ul>	<ul style="list-style-type: none"> <li>Provide repetition and consistency</li> <li>Demonstrate new tasks and provide examples to illustrate concepts</li> <li>Avoid figurative language</li> <li>Reinforce lengthening periods of attention to task</li> <li>Teach compensatory strategies for increasing memory</li> <li>Probe skills acquisition and provide opportunities for repeated practice</li> <li>Be prepared for rest breaks due to fatigue</li> <li>Keep a warm, welcoming environment with few distractions</li> <li>If students have accessing and/or using grade-level textbooks and other core instructional materials in standard print formats, suggest IEP team look at documenting need and completing certification process for a “print disability”</li> <li>Have the school Digital Rights Manager order/provide materials in needed medium (large print, tape recorded, special equipment) through Delaware’s Accessible Instructional Materials Center</li> </ul>	<p><i>Obviously strategies and instruction are dependent upon the level of impairment.</i></p> <ul style="list-style-type: none"> <li>Use station activities; set up several different activities in the classroom and students rotate through given short periods of time at each.</li> <li>Repeat instructions when necessary in English</li> <li>Allow student private space to take assessments</li> <li>If writing is difficult, provide a scribe or type on computer</li> <li>Give sentence starters</li> <li>Allow a variety of ways to respond (example: orally, pictorially, audio recording)</li> </ul>

## Students with Visual Impairments

There is a wide range of types and degrees of visual impairments. Many students may have some residual vision. The degree to which each child is affected varies greatly.

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>• Mobility needs (sighted guide, railings, white cane)</li> <li>• Inconsistency in residual vision due to lighting, glare, exhaustion</li> <li>• Need for verbal introductions, departures, and explanations of gestures and body language</li> <li>• Heightened awareness of other senses</li> <li>• Some use of residual vision that can be enhanced by technological resources</li> <li>• Good auditory memory (recall and following directions)</li> </ul>	<ul style="list-style-type: none"> <li>• Keep passageways clear, advise student of any changes in furniture arrangement</li> <li>• Consult with Division of Visually Impairment to see if student is eligible for services from a teacher of the visually impaired</li> <li>• Provide work in high contrast format that is easily transcribed (vary font size, use recommended contrast colors for individual student when possible)</li> <li>• Have IEP team document student as having a “print disability” and complete certification process</li> <li>• Have the Digital Rights Manager order/provide materials in needed medium (large print, tape recorded, special equipment) through Delaware’s Accessible Instructional Materials Center</li> <li>• Provide adequate lighting, preferential seating</li> <li>• Use note taking devices (peers, computer, Assistive Technology, Braille pocket computer)</li> <li>• Announce self/others speaking, entering and exiting room</li> </ul>	<p><i>A young child with visual impairments may not experience the exploration of his/her environment to the same degree as same-age typical peers, therefore limiting many opportunities to interact and learn.</i></p> <ul style="list-style-type: none"> <li>• Abstract concepts may be difficult</li> <li>• Providing a safe, secure environment in which the student can explore and form meaningful relationships with people and objects is crucial to their understanding of the world and their place in it</li> <li>• Enhancing listening skills, communication, orientation and mobility, and daily living skills is imperative as an early intervention</li> <li>• Glare, shadows, and reflections can affect vision</li> <li>• Use of blinds on windows may improve vision</li> <li>• Try to improve the listening environment by having a quiet classroom whenever possible.</li> <li>• If instructions are given orally provide a written, large print option for student</li> <li>• Use black-and-white printed handouts; no colored paper</li> <li>• Stand away from window glare when talking to students</li> <li>• Use tactile methods to introduce new vocabulary or grammar concept</li> </ul>

## Students who are Highly Able Learners (Gifted)

Common Characteristics	General Instructional Strategies	Advice from World Language Teachers
<ul style="list-style-type: none"> <li>• Interest in “difference;” openness and empathy to many cultures</li> <li>• Curiosity about how language works and interest in form for its own sake; recognition of grammatical patterns</li> <li>• Intuitive feel and 'flair' for the language</li> <li>• Use of technical vocabulary to discuss language</li> <li>• Use of linguistic and non-linguistic clues to infer meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient. These students ask (and answer) lots of questions</li> <li>• Provide a variety of learning modalities... will venture “off task” if not challenged</li> <li>• Discourage other students from using them as human dictionaries</li> <li>• Provide opportunities for students to construct their own learning</li> <li>• Tolerate many mistakes in the target language as they take language risks</li> <li>• Model mutual respect for all</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to answer questions regarding complex grammar or historical origins of vocabulary</li> <li>• Use interdisciplinary units</li> <li>• Check in with each student periodically to ensure student is not off task</li> <li>• Use thoughtful pairing of students to complex tasks (homogenous pairing based on ability level)</li> <li>• In groups, allow highly able learners to be the group leaders and designate tasks to others.</li> </ul>

<ul style="list-style-type: none"> <li>• Ability to reproduce the sounds of the language</li> <li>• Flexible thinking/good memory</li> <li>• Ability to apply principles from known languages to the learning of new ones</li> <li>• Effective communication strategies: uses paraphrase; circumlocutes; identifies with hearer</li> <li>• Curiosity about meanings and the 'why' factor</li> <li>• Attention to detail...keen to produce accurate language</li> <li>• Ability to assimilate 'chunks' of language meaningfully</li> <li>• Liking to do things with language; putting things together in creative and imaginative ways</li> <li>• Independence, concentration, perseverance, risk taking;</li> <li>• Awareness and use of a range of strategies to learn</li> </ul>	<p>learners as they point out your mistakes</p> <ul style="list-style-type: none"> <li>• Provide opportunities for higher order thinking such as use of idiomatic language</li> <li>• Identify leadership abilities for cooperative work</li> </ul>	<p>Higher able learners should monitor and edit</p> <ul style="list-style-type: none"> <li>• Create options (example: <i>cubing technique</i> in order for students to differentiate choices)</li> <li>• Encourage debate to maximize expressive language abilities (example: Edward Debono: 6 Thinking Hats Strategy)</li> <li>• Ask students to critique and/or summary of a reading sample</li> <li>• Ask students to create a work of art and explain the inspiration</li> <li>• Ask students to re-create an artist work and explain the artist's point of view or summary of the artist's genre and life</li> <li>• Have students create a play or skit (written and oral)</li> <li>• Use <i>Project Based Learning</i>: research a specific topic, variety of presentations based on student interest, compare/contrast to the United States</li> <li>• Provide more difficult or abstract target-language resources</li> <li>• Partner these students with like-intellect peers</li> <li>• Allow for choice within assignments</li> <li>• Provide additional opportunities to communicate with target-language speaking peers</li> </ul>
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## World Language Communicative Modes and Struggling Learners

Many World Language students who do not qualify for special education services or who do not have IEPs still often exhibit difficulty when learning to communicate in a new language. The following are some general considerations for meeting specific learning needs, with samples in each of the three modes of communication:

Interpersonal and Presentational Speaking	Interpretive Reading	Presentational Writing
<ul style="list-style-type: none"> <li>• Provide sentence starters</li> <li>• Use graphic organizers to organize ideas and relationships.</li> <li>• Use visuals</li> <li>• Allow extra response time for processing.</li> <li>• Use cues and prompts to help the student know when to speak</li> <li>• Use partners as much as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Use pre-reading and post-reading activities to pre-teach essential vocabulary or reinforce main ideas</li> <li>• Use before, during, and after reading strategies e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary</li> </ul>	<ul style="list-style-type: none"> <li>• Shorten writing assignments</li> <li>• Require lists instead of sentences</li> <li>• Dictate ideas to peers</li> <li>• Provide note takers, graphic organizers, organizational and speech to text software</li> <li>• Allow students to use an audio recorder to dictate writing</li> <li>• Allow visual representation of ideas</li> </ul>

<ul style="list-style-type: none"> <li>• Phrase questions with choices embedded in them (<i>Natural Approach to Questioning Strategies</i>)</li> <li>• Use choral reading or speaking</li> <li>• Use rhythm or music</li> <li>• Allow a multitude of practice opportunities for speaking</li> <li>• Provide feedback with rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Provide advance organizers when showing videos</li> <li>• Use peer tutoring</li> <li>• Provide audio-recorded materials (text or study guides)</li> <li>• Teach self-questioning</li> <li>• Paraphrase key points and/or have students paraphrase key points</li> <li>• Summarize key points and/or have students summarize key points</li> <li>• Label main ideas</li> <li>• Label 5Ws—Who? What? When? Where? Why?</li> <li>• Allow highlighting of texts, passages, key words, or concepts</li> <li>• Use visual imagery</li> <li>• Explain idioms that appear in reading passages</li> <li>• Allow silent pre-reading</li> <li>• Encourage partner reading</li> <li>• Use computer programs or educational games</li> <li>• Allow students to quietly read aloud (<i>subvocalization</i>)</li> <li>• Model use of varied graphic organizers</li> <li>• Use preparatory set, (i.e., talk through what a reading passage is about using new vocabulary and concepts)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a fill-in-blank form for note taking</li> <li>• Allow students to use a computer for outlining, word processing, spelling, and grammar check</li> <li>• Provide a structure for the writing</li> <li>• Allow collaborative writing</li> <li>• Provide a model for writing</li> <li>• Allow use of different writing utensils and paper</li> <li>• Use a flow chart for writing ideas before the student writes</li> <li>• Brainstorm a word bank of possible words that would be needed prior to the writing activity</li> <li>• Narrow the choice of topics</li> <li>• Grade on the basis of content; do not penalize for errors in mechanics and grammar</li> <li>• Allow choices of manuscript, cursive, keyboarding</li> <li>• Allow different positions of writing paper and/or surfaces</li> </ul>
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## Individualized Education Plan (IEP)—What is it? What is important for a World Language teacher to know?

An **Individualized Education Program**, commonly referred to as an **IEP**, is mandated by the Individuals with Disabilities Education Act (IDEA).

An IEP is designed to meet the “free appropriate public education” needs of a child, who has a disability and is eligible for special education as defined by federal regulations. The IEP is a written document that describes a child’s educational needs and details the special education and related services the district will provide to address those needs. It is individualized, based upon what supports the child might need to participate in the general curriculum. By looking at data considerations, unique educational needs are identified, a statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for the school personnel to enable the child to: advance appropriately toward attaining educational goals; be involved in and make progress in the general education curriculum; and to be educated and participate with other children with and without disabilities.. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers understand the student's disability and how the disability affects the learning process.

The IEP should describe how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively. Key considerations in developing an IEP include assessing students in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, developing goals and benchmarks that correspond to the needs of the student, and ultimately choosing a placement in the least restrictive environment possible for the student.

World Language teachers should be extremely familiar with their students' IEPs in order to understand the students' strengths, areas of weakness and prescribed supports, services, instructional accommodations and/or modifications. This information will help the teacher better prepare learning experiences that maximize students' development of language proficiency.

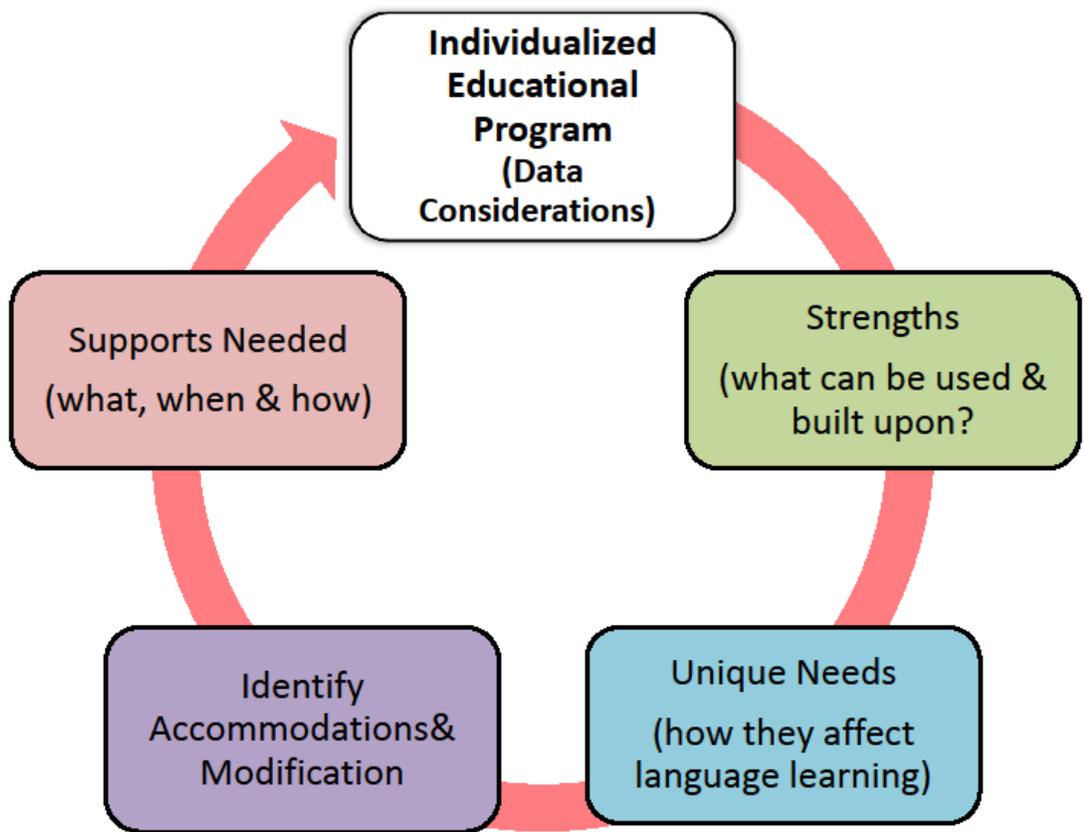


## **Passport to Advancing World Language Proficiency for All Students**

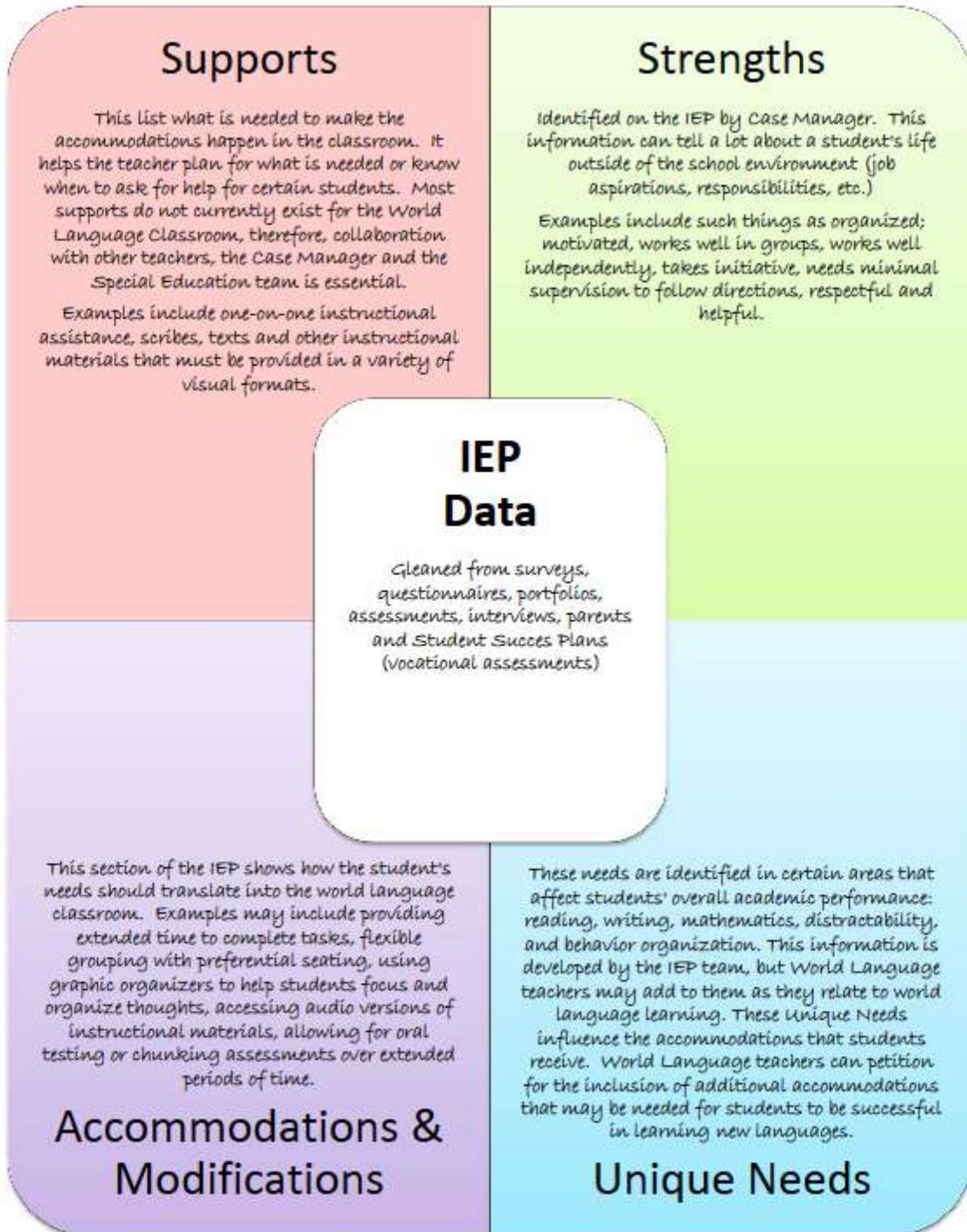
At the beginning of the school year, Special Education Case Managers should provide all World Language teachers with copies of the IEPs for all of their students who are to receive prescribed supports, services, accommodations and/or modifications.

With the IEP in hand, the World Language teacher should examine it carefully to determine how he or she will be best able to help this student demonstrate high levels of language proficiency according to his abilities. Teachers should first read the IEP to identify the student's strengths and his or her areas of weakness. The teacher should then identify the supports that have been allocated for the student to ensure that his or her listed accommodations or modifications can be met in the World Language classroom.

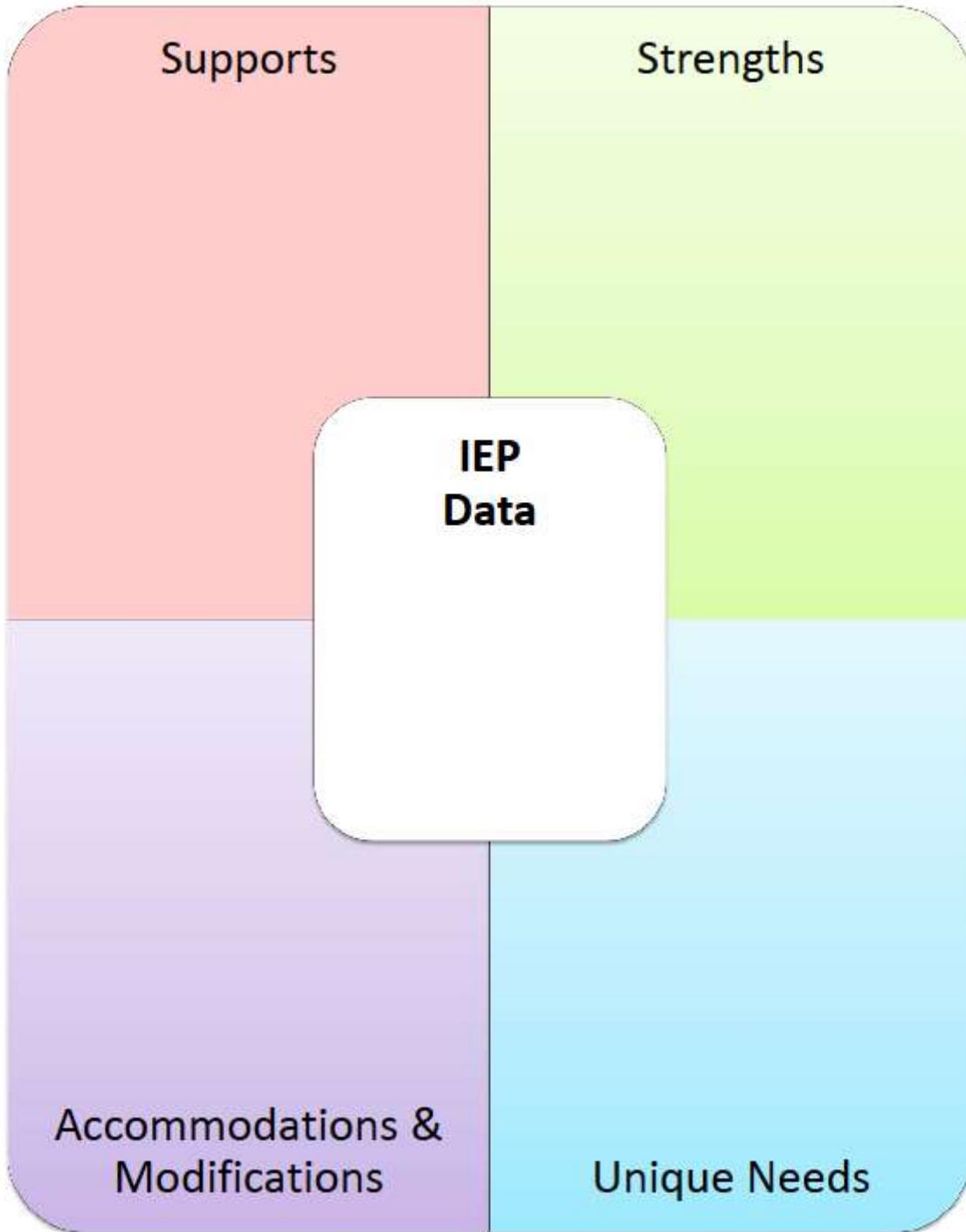
The following graphic shows how these steps are articulated to help best prepare for the needs of any student with an IEP:



The following organizer has been used by World Language teachers as they reviewed their students' IEPs. This example shows the type of information that a World Language teacher might include in each area.



It is a recommended practice that a sheet like the one above be created for each student with an IEP in the World Language classroom. A blank organizer is included for just such use.





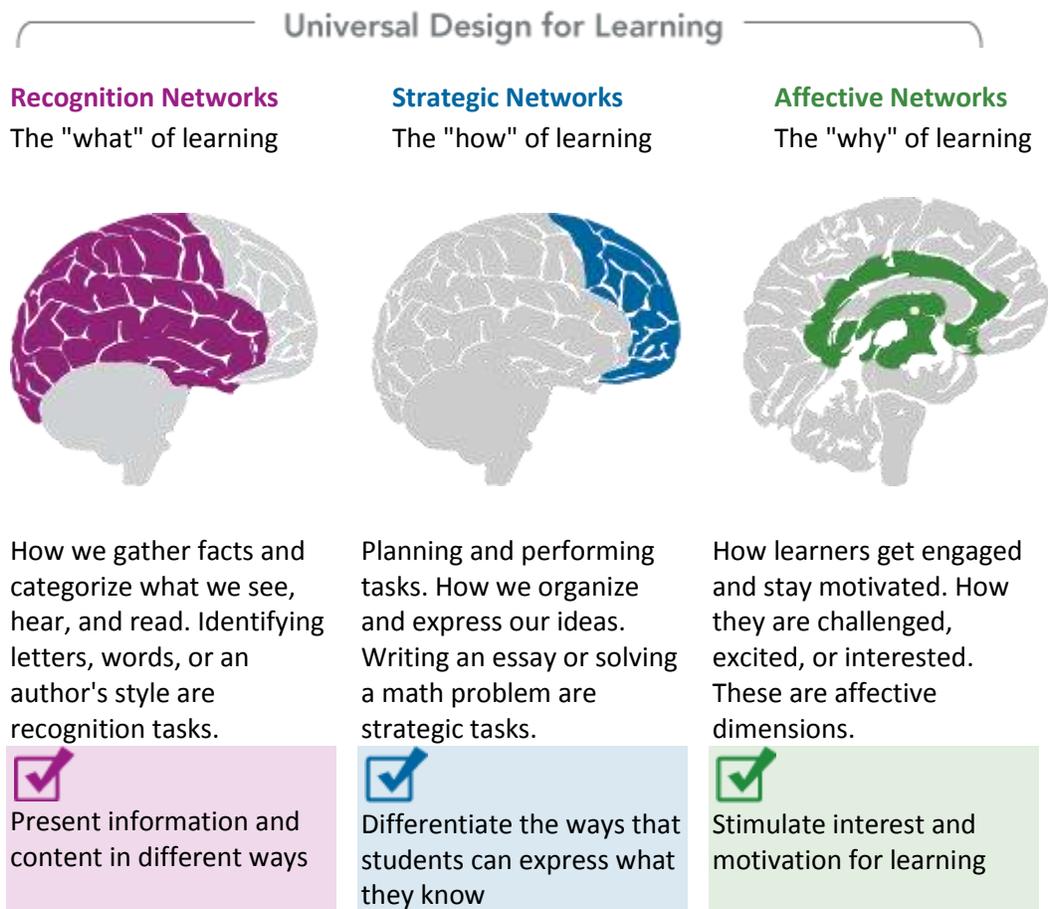
## Universal Design for World Language Learning

The best way for World Language teachers to prepare for the diversity of student learning needs in their classrooms is to be proactive in the design of curriculum, instruction and assessment. Thinking about the best ways to present information and assess for learning that will be accessible to the vast majority of students will limited the need to make additional accommodations or modifications to learning plans.

**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—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.<sup>1</sup>

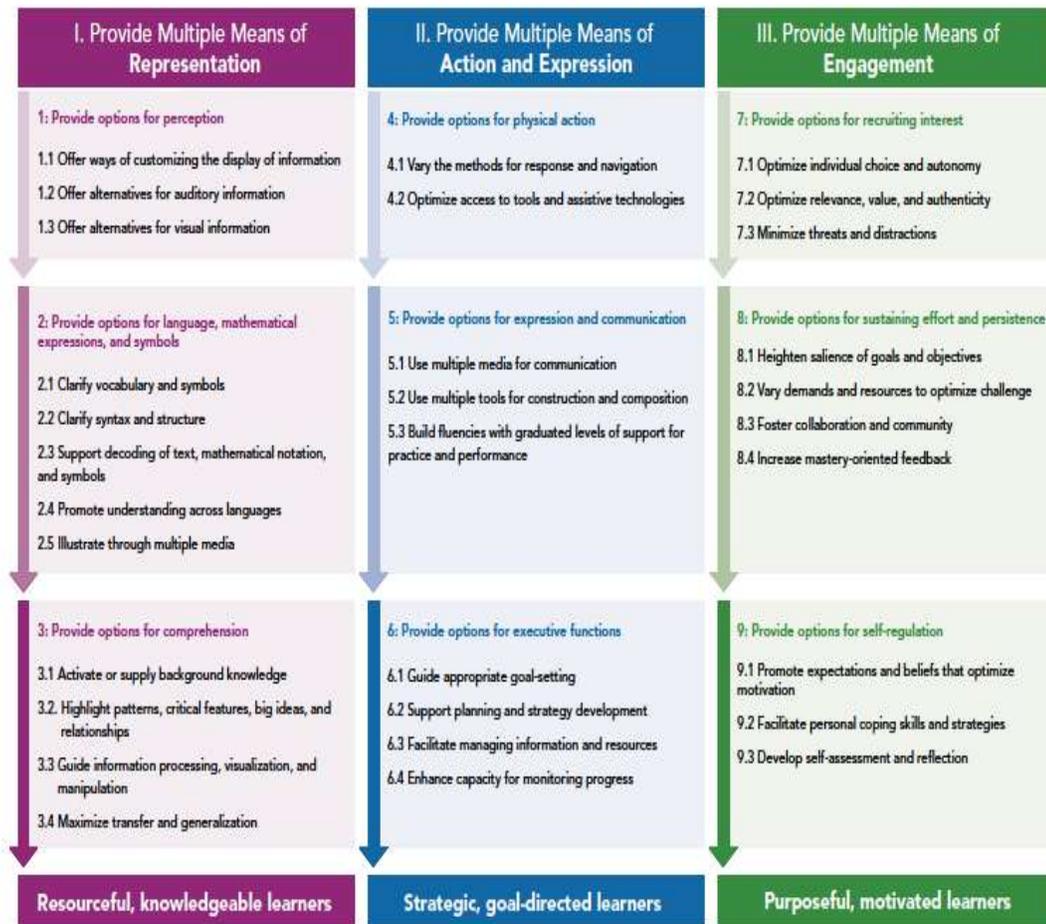
### Why is UDL necessary?

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:



<sup>1</sup> <http://www.cast.org/udl/index.html>

# Universal Design for Learning Guidelines



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 APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA: Author.



## Universal World Language Instructional Strategies

Below, you will find teacher-friendly examples and resources that illustrate each of the UDL checkpoints. Exploring these examples and resources not only helps to clarify what is meant by each of the checkpoints but also gives teachers ideas of ways to implement UDL in their classrooms.

These lists are meant to be a sampling of the different examples and resources that are available.<sup>2</sup>

<p><b>Principle I.</b> <b>Provide Multiple Means of Representation</b></p>	<p><i>Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.</i></p>	
<p><b>Guidelines</b></p>	<p><b>Descriptions</b></p>	<p><b>Advice from World Language Teachers</b></p>
<p><b>Guideline 1: Provide options for perception</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Checkpoint 1.1: Offer ways of customizing the display of information</a></li> <li>• <a href="#">Checkpoint 1.2: Offer alternatives for auditory information</a></li> <li>• <a href="#">Checkpoint 1.3: Offer alternatives for visual information</a></li> </ul>	<p>Learning is impossible if information is imperceptible to the learner, and difficult when information is presented in formats that require extraordinary effort or assistance. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all learners by: 1) providing the same information through different <a href="#">modalities</a> (e.g., through vision, hearing, or touch); 2) providing information in a format that will allow for adjustability by the user (e.g., text that can be enlarged, sounds that can be amplified). Such multiple representations not only ensure that information is accessible to learners with particular sensory and perceptual disabilities, but also easier to access and comprehend for many others.</p>	<p>1.2 Using online activities that say the target language by another speaker so students are able to recognize various accents. Provide transcripts or subtitles of videos in target language.</p> <p>1.3 Using <i>Prezi</i> (an online format that is visually stimulating). Introduce vocabulary with PowerPoint using lots of visual or <i>Animoto</i> (an online resource). Provide sets of manipulatives for students to use.</p>
<p><b>Guideline 2: Provide options for language, mathematical expressions, and symbols</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Checkpoint 2.1: Clarify vocabulary and symbols</a></li> <li>• <a href="#">Checkpoint 2.2: Clarify syntax and structure</a></li> <li>• <a href="#">Checkpoint 2.3: Support decoding of text, mathematical notation, and symbols</a></li> <li>• <a href="#">Checkpoint 2.4: Promote</a></li> </ul>	<p>Learners vary in their facility with different forms of representation – both linguistic and non-linguistic. Vocabulary that may sharpen and clarify concepts for one learner may be opaque and foreign to another. An equals sign (=) might help some learners understand that the two sides of the equation need to be balanced, but might cause confusion to a student who does not understand what it means. A graph that</p>	<p>2.1 Use a photographic image in addition to a clip art image to present vocabulary. Create text that has written word and a symbol next to it to reinforce the word.</p> <p>2.2 Color code (ex. highlighting a verb in green because it means action)</p> <p>2.3 Use student pairs in which one student dictates a story and the other one writes it in target language.</p>

<sup>2</sup> <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>

<ul style="list-style-type: none"> <li><a href="#">understanding across languages</a></li> <li><a href="#">Checkpoint 2.5: Illustrate through multiple media</a></li> </ul>	<p>illustrates the relationship between two variables may be informative to one learner and inaccessible or puzzling to another. A picture or image that carries meaning for some learners may carry very different meanings for learners from differing cultural or familial backgrounds. As a result, inequalities arise when information is presented to all learners through a single form of representation. An important instructional strategy is to ensure that alternative representations are provided not only for accessibility, but for clarity and comprehensibility across all learners.</p>	<p>2.4 Speak the target language continuously, provide bilingual directions, transitions in the native language.</p> <p>2.5 Make use of various graphic organizers, TPR, language ladder, personal word wall (students may make an individual word wall on a manila folder with pictures), Gouin series, functional print (ex. <i>Can I go to the bathroom?</i>) and environmental print (realia).</p>
<p><b>Guideline 3: Provide options for comprehension</b></p> <ul style="list-style-type: none"> <li><a href="#">Checkpoint 3.1: Activate or supply background knowledge</a> [11]</li> <li><a href="#">Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships</a> [12]</li> <li><a href="#">Checkpoint 3.3: Guide information processing, visualization, and manipulation</a> [13]</li> <li><a href="#">Checkpoint 3.4: Maximize transfer and generalization</a> [14]</li> </ul>	<p>The purpose of education is not to make information accessible, but rather to teach learners how to transform accessible information into useable knowledge. Decades of <a href="#">cognitive</a> science research have demonstrated that the capability to transform accessible information into useable knowledge is not a passive process but an active one. Constructing useable knowledge, knowledge that is accessible for future decision-making, depends not upon merely perceiving information, but upon active “information processing skills” like selective attending, integrating new information with prior knowledge, strategic categorization, and active memorization. Individuals differ greatly in their skills in information processing and in their access to prior knowledge through which they can assimilate new information. Proper design and presentation of information – the responsibility of any curriculum or instructional methodology - can provide the <a href="#">scaffolds</a> necessary to ensure that all learners have access to knowledge.</p>	<p>3.3 Use Foldables (ex. flipbook) to help students organize information in a tactile way.</p>
<p><b>Principle II. Provide Multiple Means of Action and Expression</b></p>	<p><i>Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.</i></p>	
<p><b>Guidelines</b></p>	<p><b>Descriptions</b></p>	<p><b>Advice from World Language Teachers</b></p>
<p><b>Guideline 4: Provide options for physical action</b></p> <ul style="list-style-type: none"> <li><a href="#">Checkpoint 4.1: Vary the methods</a></li> </ul>	<p>A textbook or workbook in a print format provides limited means of navigation or physical interaction (e.g., turning pages, handwriting in spaces)</p>	<p>4.1 Use Total Physical Response (TPR) daily to introduce and review</p>

<ul style="list-style-type: none"> <li><a href="#">for response and navigation</a></li> <li><a href="#">Checkpoint 4.2: Optimize access to tools and assistive technologies</a></li> </ul>	<p>provided). Many interactive pieces of educational software similarly provide only limited means of navigation or interaction (e.g., using a joystick or keyboard). Navigation and interaction in those limited ways will raise barriers for some learners – those with physical disabilities, blindness, dysgraphia, or who need various kinds of executive functioning supports. It is important to provide materials with which all learners can interact. Properly designed curricular materials provide a seamless interface with common assistive technologies through which individuals with movement impairments can navigate and express what they know – to allow navigation or interaction with a single switch, through voice activated switches, expanded keyboards and others.</p>	<p>vocabulary and grammar. Use interpersonal activities such as <i>Find someone who</i>, inside outside circles, role play or speed dating. Record instructional episodes and create Podcasts for students to use at a later time or if they are absent. Use index cards that are color-coded to help students categorize vocabulary or understand grammatical functions.</p>
<p><b>Guideline 5: Provide options for expression and communication</b></p> <ul style="list-style-type: none"> <li><a href="#">Checkpoint 5.1: Use multiple media for communication</a></li> <li><a href="#">Checkpoint 5.2: Use multiple tools for construction and composition</a></li> <li><a href="#">Checkpoint 5.3: Build fluencies with graduated levels of support for practice and performance</a></li> </ul>	<p>There is no medium of expression that is equally suited for all learners or for all kinds of communication. On the contrary, there are media, which seem poorly suited for some kinds of expression, and for some kinds of learning. While a learner with dyslexia may excel at story-telling in conversation, he may falter when telling that same story in writing. It is important to provide alternative modalities for expression, both to the level the playing field among learners and to allow the learner to appropriately (or easily) express knowledge, ideas and concepts in the learning environment.</p>	<p>5.3 Use <i>Natural Approach questioning techniques</i> to scaffold students' ability to use language from the word to the sentence level. In the</p> <p><i>Natural Approach to Oral Language Development, the teacher seeks to help student create new language by providing experiences and associations with vocabulary in a meaningful context, thus making the language both more meaningful and more memorable. There are three steps involved in this approach: Step 1 involves extended listening experiences for students similar to Krashen and Terrell's Pre-Production Stage of Oral Development. During this step, teachers ask such questions as "Who has the pencil? Point to the pencil." Drawing on TPR, use of vivid pictures to illustrate concepts and activate involvement of the students through physical contact with the pictures of objects being discussed. In Stage 2, student are drawn into oral participation by means of yes-no questions, choice making and open-ended statements. The Natural Approach outlines a useful sequence of teacher questions to help move students from an interpretive listening mode to a productive speaking mode:</i></p> <p><i>Step 1: Students respond with a name or object by pointing to the object: Who has the pencil? Point to the pencil.</i></p> <p><i>Step 2: Yes-No Questions: Does Helena have the pencil?</i></p> <p><i>Step 3: Either-Or Question, using nouns, verbs, adjectives and adverbs: Does Helena have the pencil or the pen? Is the pencil on or under the desk?</i></p> <p><i>Step 4: What, When, Where, Who Questions: What does Helena have?</i></p>

		<p><i>What color is Helen’s pencil? Where is the pencil?</i></p> <p><i>Step 5: Students answer the entire sentence or action: What did Helena do with the pencil? Tell us about Helena’s pencil.</i></p>
<p><b>Guideline 6: Provide options for executive functions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Checkpoint 6.1: Guide appropriate goal-setting</a></li> <li>• <a href="#">Checkpoint 6.2: Support planning and strategy development</a></li> <li>• <a href="#">Checkpoint 6.3: Facilitate managing information and resources</a></li> <li>• <a href="#">Checkpoint 6.4: Enhance capacity for monitoring progress</a></li> </ul>	<p>At the highest level of the human capacity to act skillfully are the so-called “executive functions.” Associated with networks that include the prefrontal cortex, these capabilities allow humans to overcome impulsive, short-term reactions to their environment and instead to set long-term goals, plan effective strategies for reaching those goals, monitor their progress, and modify strategies as needed. In short, they allow learners to take advantage of their environment. Of critical importance to educators is the fact that executive functions have very limited capacity due to working memory. This is true because executive capacity is sharply reduced when: 1) executive functioning capacity must be devoted to managing “lower level” skills and responses which are not automatic or fluent thus the capacity for “higher level” functions is taken; and 2) executive capacity itself is reduced due to some sort of higher level disability or to lack of fluency with executive strategies. The UDL framework typically involves efforts to expand executive capacity in two ways: 1) by scaffolding lower level skills so that they require less executive processing; and 2) by scaffolding higher level executive skills and strategies so that they are more effective and developed. Previous guidelines have addressed lower level scaffolding, this guideline addresses ways to provide scaffolding for executive functions themselves.</p>	<p>6.1 Provide students with Can-do statements instead of normal objectives. These provide students with the ability to self-assess, set goals and monitor their own learning. Can-do statements can be found in the LinguaFolio® (<a href="http://www.ncssfl.org">www.ncssfl.org</a>).</p> <p><i>The LinguaFolio® is a portfolio assessment instrument intended to help individual students set their language learning goals and to track their progress toward achieving them. Suitable for use as either a physical or an electronic portfolio, it includes three components: Passport—a place for student to document their formal assessment and their self-assessments; Biography—where students record information about their language background and their activities with other cultures, which includes checklists of Can-Do statements based on ACTFL Proficiency Guidelines; and Dossier—where samples of a student’s work can be archived over time.</i></p> <p>6.2 Use peer-to-peer mentoring, personal word walls, reflection, periodic feedback conversations to help them set personal goals.</p> <p>6.4 Use the proficiency-based checklists found in the LinguaFolio®.</p>
<p><b>Principle III. Provide Multiple Means of Engagement</b></p>	<p><i>Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.</i></p>	
<b>Guidelines</b>	<b>Descriptions</b>	<b>Advice from World Language Teachers</b>
<p><b>Guideline 7: Provide options for recruiting interest</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Checkpoint 7.1: Optimize individual choice and autonomy</a></li> </ul>	<p>Information that is not attended to, that does not engage learners’ cognition, is in fact inaccessible. It is inaccessible both in the moment and in the future, because relevant information goes</p>	<p>7.1 Use a variety of tiered strategies</p> <p>7.2 Use real world tasks in which the students would actually use the language at the moment. Create opportunities for students to use e-</p>

<ul style="list-style-type: none"> <li>• <a href="#">Checkpoint 7.2: Optimize relevance, value, and authenticity</a></li> <li>• <a href="#">Checkpoint 7.3: Minimize threats and distractions</a></li> </ul>	<p>unnoticed and unprocessed. As a result, teachers devote considerable effort to recruiting learner attention and engagement. But learners differ significantly in what attracts their attention and engages their interest. Even the same learner will differ over time and circumstance; their “interests” change as they develop and gain new knowledge and skills, as their biological environments change, and as they develop into self-determined adolescents and adults. It is, therefore, important to have alternative ways to recruit learner interest, ways that reflect the important inter- and intra-individual differences amongst learners.</p>	<p>pals or Skype to promote class-to-class and peer-to-peer interactions. These opportunities can promote community projects and service learning,</p> <p>7.3 Lower the affective filter in the classroom to promoting risk taking. Be aware of the students’ silent period and allow for a variety of physical responses. Use <i>Natural Approach</i> questioning strategies to help students produce language according to their ability level.</p>
<p><b>Guideline 8: Provide options for sustaining effort and persistence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Checkpoint 8.1: Heighten salience of goals and objectives</a></li> <li>• <a href="#">Checkpoint 8.2: Vary demands and resources to optimize challenge</a></li> <li>• <a href="#">Checkpoint 8.3: Foster collaboration and community</a></li> <li>• <a href="#">Checkpoint 8.4: Increase mastery-oriented feedback</a></li> </ul>	<p>Many kinds of learning, particularly the learning of skills and strategies, require sustained attention and effort. When motivated to do so, many learners can regulate their attention and affect in order to sustain the effort and concentration that such learning will require. However, learners differ considerably in their ability to self-regulate in this way. Their differences reflect disparities in their initial motivation, their capacity and skills for self-regulation, their susceptibility to contextual interference, and so forth. A key instructional goal is to build the individual skills in self-regulation and self-determination that will equalize such learning opportunities (see Guideline 9). In the meantime, the external environment must provide options that can equalize accessibility by supporting learners who differ in initial motivation, self-regulation skills, etc.</p>	<p>8.3 Design real-world projects that require the use of Skype or other Web 2.0 tools to engage students with their peers in a target-language speaking country.</p> <p>8.4 Utilize the DOE proficiency-based World Language rubrics for presentational writing, speaking and interpersonal speaking to provide meaningful and timely feedback to students.</p>
<p><b>Guideline 9: Provide options for self-regulation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Checkpoint 9.1: Promote expectations and beliefs that optimize motivation</a></li> <li>• <a href="#">Checkpoint 9.2: Facilitate personal coping skills and strategies</a></li> <li>• <a href="#">Checkpoint 9.3: Develop self-assessment and reflection</a></li> </ul>	<p>While it is important to design the <i>extrinsic environment</i> so that it can support motivation and engagement (see guidelines 7 and 8), it is also important to develop learners’ <i>intrinsic</i> abilities to regulate their own emotions and motivations. The ability to self-regulate – to strategically modulate one’s emotional reactions or states in order to be more effective at coping and engaging with the environment – is a critical aspect of human development. While many individuals develop self-regulatory skills on their own, either by trial and error or by observing successful adults, many others have significant difficulties in developing these skills. Unfortunately some classrooms do not address these skills explicitly, leaving them as part of the “implicit” curriculum</p>	<p>9.3 Use the LinguaFolio® as a tool to help students document their growth in world language proficiency and to help them assess areas in which growth is still needed.</p>

	<p>that is often inaccessible or invisible to many. Those teachers and settings that address self-regulation explicitly will be most successful in applying the UDL principles through modeling and prompting in a variety of methods. As in other kinds of learning, individual differences are more likely than uniformity. A successful approach requires providing sufficient alternatives to support learners with very different aptitudes and prior experience to effectively manage their own engagement and affect.</p>	
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## Resources for Teachers

- ▣ CAST – Center for Applied Special Technology
  - <http://www.cast.org/policy/nimas/index.htm>
- ▣ The National Center for Universal Design for Learning
  - <http://www.udlcenter.org/>
- ▣ National Center on Accessible Instructional Materials
  - <http://aim.cast.org/>
- ▣ Differentiated Curriculum, Instruction and Assessment
  - <http://differentiatedinstruction.net/index.html>
- ▣ Delaware Regulations, Title 14, Special Populations, 922-929
  - <http://regulations.delaware.gov/AdminCode/title14/900/index.shtml#TopOfPage>
- ▣ US DOE, Office of Special Education Programs, Building the Legacy IDEA 2004
  - <http://idea.ed.gov/explore/home>



## Appendix

All World Language Learners may exhibit weak habits and organizational skills when it comes to learning a new language. Some may fall behind and become disruptive in class if they feel that they are not comprehending the language of the classroom or cannot produce the language asked of them. The following classroom management suggestions and strategies are helpful in promoting success for all types of learners.

### **Classroom Management**

Structure the learning environment. Learners with special needs particularly need help in organizing themselves and materials. One way to meet these needs is to require all students to have the following items:

- A three-ring binder to keep notes, assignments and assessments, personal goals, etc.
- Calendars and journals or learning logs
- 3x5 index cards to be used for learning vocabulary or difficult material
- Curriculum tools as needed in class
- All necessary writing instruments

Write daily Essential Questions, objectives, lesson itinerary, homework, and test announcements in the same place every day. If space allows, you might also have a weekly plan on the board. Also post the homework on teacher website if possible.

Use a variety of methods for grouping, other than solely by ability.

Help students develop daily, weekly, monthly, quarterly, or yearly goals to help them focus on purpose of the activity. Provide opportunities for students to monitor their goals, and check with them periodically.

Be consistent in procedural routines and disciplinary matters. Keep in mind alternative learning styles and individual differences. Established routines can help alleviate academic anxiety in learners with special needs.

Encourage responsibility by allowing the class or groups of students to establish rules and procedures.

Change seating arrangements several times during the year so that learners with special needs are not always at the back or sides of the room. Advise students in advance of a change to alleviate stress. Make sure to follow any accommodations listed on a student's IEP or 504 plan before moving them to a particular place in the classroom.

Delegate responsibilities to learners with special needs, such as taking attendance, keeping a record of oral participation, or handing out materials.

Give appropriate and equal wait time to all students to ensure their participation in the class. Keep this in mind when conducting discussions or doing oral activities.

## **General Classroom Strategies**

Create a classroom climate in which students feel comfortable and involved.

Help students develop the art of inference by making them aware of clues for intelligent guessing to understand language they are not familiar with.

Personalize instruction in order to motivate students to express themselves readily.

Ask students to monitor each other's language use and thus take an active part not only in learning but also in teaching.

Seek out opportunities for students to use the language outside the classroom.

Present all material in a meaningful context and manner.

Ask successful language learners to serve as informants regarding strategies, techniques, and study skills to less successful students.

## **Grading Strategies**

### *Classroom Participation*

To encourage spontaneous oral communication, avoid overcorrection, a practice that tends to inhibit students' attempts to speak the language.

Include age-appropriate situations and questions in **daily** speaking practices.

Consider including the following ways for students to earn credit:

- For frequency and accuracy of responses
- For warm-up activities, worksheets done in class, partner practices, role-playing activities, and cooperative learning activities
- For attempted responses given in the target language, regardless of correctness

### *Interpersonal and Presentational Speaking Assessments*

When grading oral production, consider grading one particular language point instead of correcting each error.

Use the Delaware Department of Education's Proficiency-based rubrics for Presentational and Interpersonal Speaking. Use the Fairfax County Public School's Rubric Conversion Scale to convert a rubric score to a 100 point score to use for grading purposes. The rubric conversion scale can be found at <http://www.fcps.edu/is/worldlanguages/pals/documents/ConversionChart.pdf>.

Have students practice using the rubrics by giving them opportunities to conduct peer evaluations.

### *Self-Evaluation*

Have students evaluate their own progress, participation, and use of the target language in the class by using rubrics or by using the Can-Do statements found in the LinguaFolio®. If the teacher does not agree with the student's self-evaluation, he or she may confer with the student to determine a final point value.

Have students use the LinguaFolio® or other portfolio to document their progress in language learning.

### *Homework Credit*

Consider ways of using homework to positively impact their grades in class, not harm them.

### **Parents**

In order to maintain a good relationship with parents, the teacher needs to develop a rapport so that both the teacher and the parents can help the student achieve. Prior to a meeting, create a written agenda and adhere to it during the meeting. If a problem is present, attempt to come to a solution that benefits everyone.

#### *Things to Remember when Communicating with Parents*

Parents and guardians have an understanding and greater knowledge of their child.

Most parents know some methods that work for their child, so seek their advice. This is not to say that a new method cannot be introduced, but first listen to their ideas and then add your thoughts.

Let parents and guardians know the best way to contact the teacher.

If the teacher has a web site, inform parents about how to access this resource.

Inform parents of any major changes.

At back-to-school night, have parents fill out a card with contact information, and use this information to check in with them periodically.

Tell parents that they can use e-mail to ask questions about the class and to see how their student is performing overall.

If you do not feel comfortable with an undocumented accommodation that is being requested by the parent or guardian, refer the parent to the Special Education Case Manager.

Do not assume that all special needs are the same. Even students who have the same need will not have the same problems or strengths in the classroom.

When talking about a student, address the issue, not the student's personality, and provide solutions.

### **Documentation**

It is a good idea to take the time to establish an efficient documentation system for all students.

Create a portfolio for each student. Place work from various assessments and activities in the folder. In this way parents can see how their student is progressing.

Keep a file system with each student's name. On one side of the folder attach a piece of paper on which you record any contact that is made with a parent. List the date, time, method of contact, and a short synopsis of the conversation. In this way you can easily remember the details when needed. Also, when an administrator asks for documentation, you have it.

Maintain a parent contact log. A spiral-bound notebook works well for this.

Keep a student ID sheet. On the front, keep identifying information about the student.

On the back, record dates, times, actions, and contacts concerning the student (talking to counselors or parents, disciplinary action, etc.). The organizer provided on page 16 of this document would serve the World Language teacher well in documenting this type of information.

Maintain a folder labeled “Students” in your e-mail inbox. Anytime you receive an email message regarding a student, move it to the folder.

The lists of student names given out at the beginning of the year can be used in several ways. Use one for taking attendance the first week, use others for writing down distinguishing characteristics, and use another for notes about the student, including telephone numbers.



## Acknowledgments

The following members and former members of the World Language Teacher Leader Network contributed to the contents of this document:

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**Linnea Bradshaw**  
Appoquinimink SD

**Sylvia Cintora**  
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Caesar Rodney SD

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Delaware Military Academy

**Celeste Landon**  
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**Andea LaCombe**  
Colonial SD

**Vonetta Pierce**  
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For additional information on World Language teaching and learning, stay up-to-date at the Delaware Department of Education's World Language Curriculum website: [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/world\\_languages.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/world_languages.shtml)