DESIGNING INCLUSIVE FOREIGN LANGUAGE CLASSROOMS:

ANTICIPATING THE NEEDS OF STUDENTS WITH DISABILITIES

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OUTLINE

Trends and Connections: Disability and Foreign Language

- National Data
- Existing Curricular Responses
- Barriers to Learning in Typical Classrooms

2. Project LINC: Learning in Inclusive Classrooms

- Faculty Development
- Online Resources

FOREIGN LANGUAGE
INSTRUCTION AND
DISABILITIES

Trends and Connections

INCIDENCE OF COLLEGE STUDENTS WITH DISABILITIES

| <u>Year</u> | All Disabilities | <u>LD</u> |
|-------------|------------------|-----------|
| 1978 | 2.3% | no data |
| 1984 | 4% | 1.2% |
| 1998 | 9.8% | 3.5% |
| 2004 | 11.3% | 7% |

U.S. Department of Education National Center for Education Statistics, Profile of Undergraduates in U.S. Postsecondary Education Institutions: 2003–04, table 6.1.

2009 11%

National Postsecondary Student Aid Study (2010)

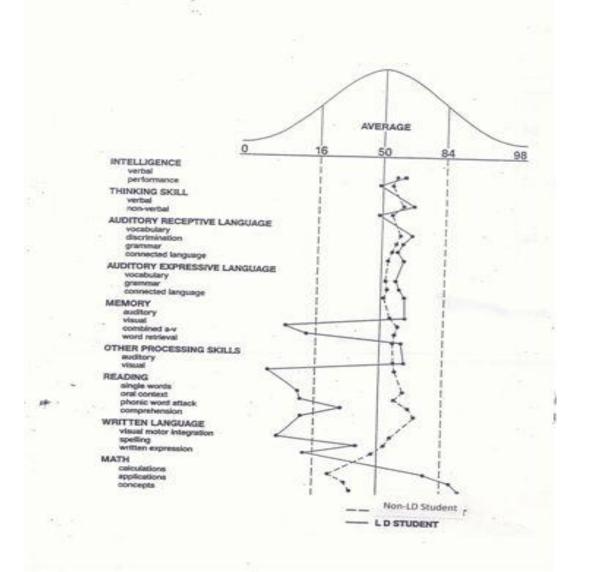
RESEARCH ON DISABILITY AND FOREIGN LANGUAGE LEARNING

Areas of LD and ADHD correlating with FLL difficulty

- Phonological processing
- Syntax
- Auditory processing
- Working memory
- Executive function (planning, organizing, maintaining focus)

See Sparks & Ganschow, 2000 for a summary of research; Leons, Hebert, & Gobbo 2009 for classroom observations

LD AND NON-LD STUDENT PROFILES



WRITING SAMPLE

| Diagnostic Informa | rtion |
|---|--|
| 1. Please state your di | agnosed disability(ies) and the date of onset and Wrighting 1990 |
| 2. Please describe how studying situations: | La Maria la Cidla la l |
| | understand sometimes and I have |
| | nation of the Medical Professional(s) treating the impairment(s) stated above: |

YOUR OBSERVATIONS

 What signs of a possible LD might you see in a foreign language class?

....and what have others done in response?

CURRICULAR MODIFICATIONS IN THE LITERATURE

- Remedial instruction based on K-12 special education strategies teaching reading to students with LD
- Landmark College
- University of Colorado , Boulder
 - Highly structured
 - Direct instruction in basic language skills
 - Modified pace; Re-teaching phonics
 - Multisensory

BUT WHAT ABOUT TYPICAL LANGUAGE CLASSROOMS?

We used the following sources:

- Review of the literature
- Leadership and Development Team
- Student focus groups
- Individual student interviews

BARRIERS TO LEARNING IN TYPICAL LANGUAGE CLASSROOMS

- Instruction in the target language
- Group work
- "High stakes" oral assessment
- Inflated expectations for fluency
- Overall anxiety and lack of confidence
- Other ideas?

PROJECT LINC: LEARNING IN INCLUSIVE CLASSROOMS

PROJECT LINC

 A 3-year grant funded by the US Department of Education

http://www2.ed.gov/programs/disabilities/index.html

 PURPOSE: To develop a portable training curriculum to support new, part-time, and temporary foreign language instructors in inclusive classroom techniques.

IMPROVING EXISTING STRUCTURES

Building on traditional accommodations to identify language learning supports and options

- Moving beyond extended test time
- Maximizing curricular options for access

Improve communication channels

- Early Warning Form
- Tracking Chart

WHAT'S NEW ABOUT LINC?

A Universal Approach to Providing Inclusive Instruction

- Examining individual practices
- Considering barriers in instructional design
- Designing inclusive classrooms proactively

EMERGING OUTCOMES

- LINC website for foreign language instructors
 - General disability information
 - Resources on foreign language learning and disabilities
 - Modular training materials for individual or group work

www.longwood.edu/projectlinc

MODULE TOPICS

- Foreign Language Pedagogy
 - Getting started
 - Use of the target language
 - Group work
 - Assessment
 - Error correction

 Links and information on general inclusive practices

DATA UPDATE: FL WAIVERS

2002-2006

| Academic Year | Number of Waiver Requests |
|---------------|---------------------------|
| 2002-2003 | 4 |
| 2003-2004 | 5 |
| 2004-2005 | 9 |
| 2005-2006 | 15 |

2006-2011

| 2006-2007 | 9 |
|-----------|---|
| 2007-2008 | 9 |
| 2008-2009 | 2 |
| 2009-2010 | 8 |
| 2010-2011 | 2 |

DATA UPDATE: FINAL GRADES

Fall o6-Fall o8

| | FINAL GRADE | FINAL GRADE | FINAL GRADE | FINAL GRADE |
|---------------|----------------|----------------|----------------|----------------|
| | A-C | D | F | W |
| Disability | 63% | 12% | 7% | 18% |
| No Disability | 76% | 12% | 7% | 5% |

Spring 09-Fall 10

| | FINAL GRADE | FINAL GRADE | FINAL GRADE | FINAL GRADE |
|---------------|----------------|----------------|----------------|----------------|
| | A-C | D | F | W |
| Disability | 74% | 14% | 5% | 7% |
| No Disability | 76% | 12% | 7% | 5% |

THANKS FOR COMPLETING OUR PROJECT EVALUATION FORM

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