

Including Students with Special Education Needs in French as a Second Language Programs

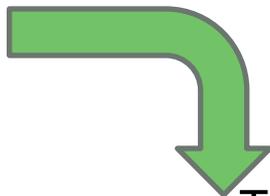


Insert video here



Une perspective historique

- In the past, certain beliefs around how children learn, and language learning in particular, influenced policies and decisions making that affected French as a Second Language programs
 - These programs were best suited to certain types of children only - gifted, attentive, already strong in literacy
 - That languages were learned sequentially, one at time
 - There was a “talent” for learning language, more common among girls
 - One learned a language in its written form first before learning to speak



Une perspective historique

When a child
encountered difficulty
the first solution was
often demission or
exemption from the
program

- “Why add to her struggles?”
- The student is already facing learning challenges, why add to them?
- (FI and EF) are optional programs anyway
- The “real” learning happens in English

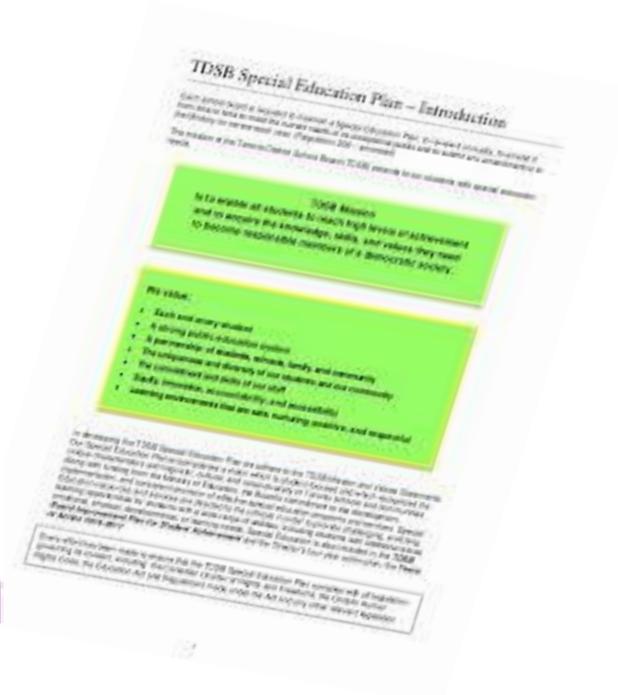
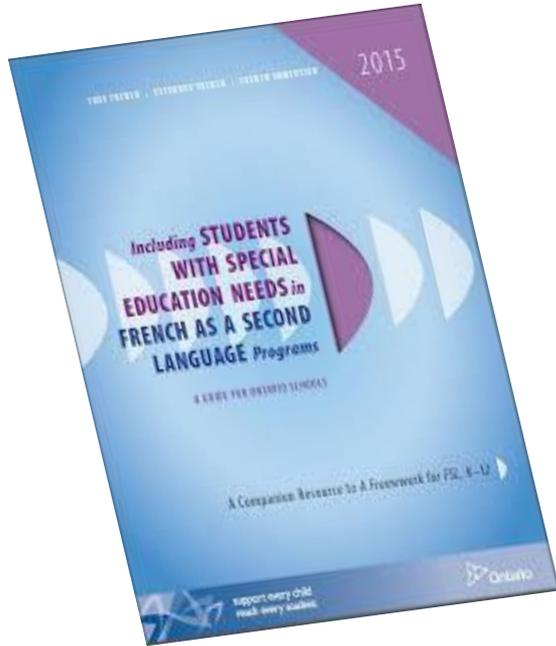
Ce qu'on sait maintenant

- A lot more is known now about bilingualism and language learning
 - Additive Bilingualism
 - The transfer of literacy skills
 - The positive effects of bilingualism on learning and the brain in general
 - The process by which a second (or third) language is learned

Ce qu'on sait maintenant

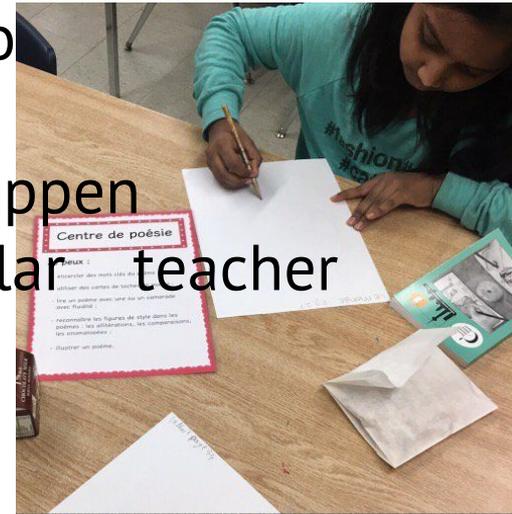
- A lot more is known now about learning in general
 - 'brain plasticity'
 - The variety of ways to learn and to demonstrate one's knowledge and understanding
 - Growth Mindset
 - A child encountering a learning difficulty benefits from BOTH extra support AND an enriched experience

Some Key Documents



Guiding Principles

- All students can be successful in FSL programs
- Board and Ministry policies governing inclusion apply to students in FSL programs equally
- Students in FSL programs can have access to special education supports
- The most effective learning interventions happen in the regular classroom offered by the regular teacher



Guiding Principles

- FSL programs provide an opportunity for further explicit work with literacy strategies and skills
- FSL programs provide a more level playing field for some students
- If more targeted or intensive interventions prove necessary, they can be provided in the target language



A More Current Perspective

- All students are capable of learning a second language
- There is no special talent or “magic” involved in learning a second language - a well designed and intentional program will do it
- Learning a second language comes down to exposure to and experience with the language much more than an innate ability
- Many of the same strategies, accommodations and interventions that are effective in other learning areas are effective in learning a second language

CORE FRENCH • EXTENDED FRENCH • FRENCH IMMERSION

2015

Including **STUDENTS
WITH SPECIAL
EDUCATION NEEDS** *in*
**FRENCH AS A SECOND
LANGUAGE Programs**

A GUIDE FOR ONTARIO SCHOOLS

A Companion Resource to *A Framework for FSL, K–12* ▶

support every child
reach every student



Contents

- Introduction
- A Review of Research and Provincial Data
- Policies that Inform Decision Making
- Creating Inclusive Environments Together
- Conclusion
 - Appendix A: Research-based Strategies to Support Students with Special Education Needs
 - Appendix B: Bridging the Gap from Policy to Practice
- References

A Review of Research and Provincial Data

Main messages:

- students with special education needs can thrive in FSL
- students with special education needs may benefit from FSL (ie more explicit work on reading strategies)
- there is nothing in policy or legislation that supports exclusion from FSL programs
- exclusion from FSL programs an issue in secondary

In this section:

A review of some literature

- improved outcomes for students in literacy who have been in FI
- demission from program does not improve outcomes
- social benefits
- efficacy of interventions delivered in French to FI students
- data re: enrollment

What Does it Mean for TDSB?



- review of research can provide basis for discussion in professional learning
- compelling arguments for inclusion
- data can be used to shift thinking of other staff influencing student/parent decisions around FSL (ie guidance counsellors, MARTs, administrators)
- data to guide the work of the Program Department

Policies That Inform Decision Making



Main messages:

- Not all exceptional students face difficulties in learning a second language
- there is no ministry policy outlining exceptions to the inclusion of students in FSL programs
- instruction must be based on the belief that all students can be successful and that learning French is important and valuable
- accommodations and modifications can be part of a student's program in FSL

In this section:

- statements drawn from various policy documents
- links to *Creating Pathways to Success* - important document guiding work of secondary teachers and guidance counsellors
- case studies

What Does it Mean for TDSB?



- references to other policy documents can anchor our discussion
- there are those who remember PPM 58
- draws the FSL teacher into the conversations around developing IEP's
- FSL courses are considered as part of career/life planning with explicit connections to *Creating Pathways to Success*

Creating Inclusive Environments Together

Main messages:

- current practices have their roots in beliefs and mindsets - these need to move to see change in practice

In this section:

- either/or vs both/and thinking
 - “I can *either* choose FI as an enrichment program *or* I can choose support for my learning needs in the English program” **VS** “FI/EF can provide *both* enrichment *and* opportunities for support” fixed vs growth mindset
 - “I’m not good at languages” **VS** “I am not fluent in French yet”
- strategies and examples of inclusive practice in schools
- system level strategies to promote inclusiveness



What Does it Mean for TDSB?

- Our work continues on changing hearts and minds 😊
- “Strategies and Examples of Inclusive Practices” will enhance professional learning at the school level
- The three “system” strategies provide a self-assessment tool for the Program department as we set goals, plan for professional learning and improve processes for families



Appendices & References

- Classroom based strategies
- Self-assessment tool for the system level
- References



PR 597 - 4.20 Special Education

- (a) Students who are identified with exceptionalities may be admitted to Immersion and Extended programs and should be supported with appropriate accommodations and modifications as outlined on their IEP.
- (b) Where students experience challenges, the In-School Support Team/School Support Team will discuss the strategies, accommodations and modifications used to date. School administrators, together with the family and teacher(s) will review the student's progress

How does the process work?

“First line interventions are begun by the classroom teacher with consultative assistance available to every school.”

Special Education Report, TDSB, p 27

- L’enseignant documente les difficultés
- L’enseignant en parle au ISST
- L’enseignant met en place les adaptations dans la classe
- L’enseignant réfère l’élève au ISST de nouveau afin de déterminer si le SST sera la prochaine étape
- L’enseignant présente le cas de l’élève au SST

Le processus et les définitions

“Regular Class”

- This is the IPRC placement decision for those students with special education needs for whom more than 50% of instructional time is delivered by a regular class teacher in a regular classroom. For elementary students, this special education placement is provided at the home school as part of the Community Based Resource Model (CBRM). For secondary students, it is provided through the Resource Program and/or Learning Strategies (GLE) courses.



Regular Class placement includes the following support options:

- **Regular Class with Indirect Support** The student is placed in a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services.
- **Regular Class with Resource Assistance** The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.
- **Regular Class with Withdrawal Assistance** The student is placed in a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.

Encore des définitions

“Special Education Class”

- This is the IPRC placement decision for those students with special education needs for whom 50% or more of instructional time is delivered by a special education teacher in a special education classroom where the pupil-teacher ratio conforms to Regulation 298 (R.R.O.1990, Section 31). For this level of support, elementary students may be placed in the Home School Program. The program location for more intensive, full time support may be located in other than the home school.

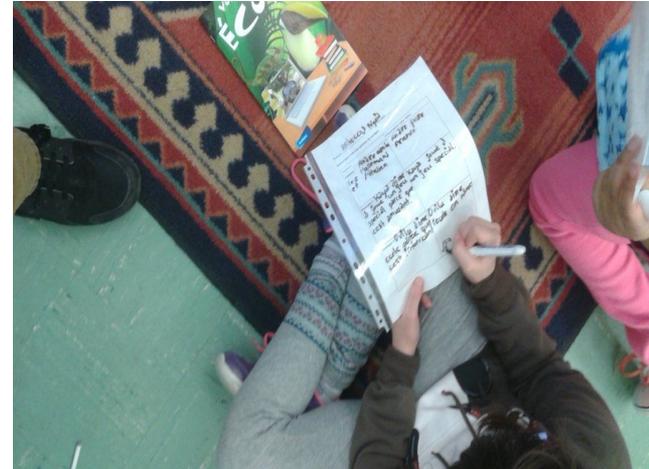
There are two Special Education Class placement options

- ***Special Education Class with Partial Integration*** The student is placed in a special education class and is integrated with a regular class for at least one instructional period daily.
- ***Special Education Class Full Time*** The student is placed in a special education Intensive Support Program (ISP) for the entire school day.

The “Resource” Program

Goals

- Offer targeted intervention based on the student’s particular needs
- Close gaps in the student’s learning
- Demission from the withdrawal program and a return to full integration with the regular class



What often happens

- Work on oral language - speaking, listening and interaction
- Work on phonological awareness
- Small group shared reading work
- Guided Reading/Interactive Writing

