

# PEDAGOGY & CLASSROOM MANAGEMENT: SPECIAL POPULATIONS

Bay Region Dual Enrollment Professional Development

Cabrillo College April 12, 2019

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## Special Populations - unique features:

- **Students with Special Needs** - physical disabilities, mental health or behavioral issues, chronic illnesses, and/or “invisible” disabilities - typically 10% of school population
- **English-Language Learners** - home language is not the target language; learning English simultaneously with other content; can be up to 60% of school population
- **Home-schooled** - young, under 18 years old; articulate and typically well-educated in a specific content area

# STUDENTS WITH SPECIAL NEEDS

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## Let's start with an activity

Describe, in writing, the home where you grew up, or spent most of your childhood -

But first, some “rules”:

- Write in complete sentences
- Start each sentence with a noun or pronoun
- Each word in the sentence cannot have more than one syllable

# Activity share out: Talk with a neighbor

How did the activity make you “feel”\*?

**Debilitative Anxiety** is so “intense” that a person is not able to move forward & their task doesn’t get done



**Facilitative Anxiety** “helps” get a person working on a task; students can feel a little “nervousness,” but can use it to complete the task.

*\*The way we feel about a task affects how we do on the task*

Want to read more? <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4705295/>

# Students with Special Needs: What to know

- ❑ It is not uncommon for students with special needs to experience anxiety around school, regardless of their disability.
- ❑ They may or may NOT want others to know about their disability. If they have not visited the Disabled Students Resource Center/Office, they may not know what support they need.
- ❑ Without an Accommodations Form/Sheet from the college, technically the instructor of the class cannot give accommodations to the student. The Accommodations Form clearly identifies appropriate accommodations.

# High School students with Special Needs: What to know

- ❑ Even if a high school student has an IEP or 504 Plan, the student **must** contact the college disabilities office/services to receive appropriate accommodations in a college classroom.
- ❑ IEPs and 504 plans do NOT automatically “follow” the student to the college classroom; the student must work with the college disability office/services to receive accommodations.

# But wait! What is an accommodation?

An accommodation is an adjustment or modification that ensures a person with a disability has equal access to course materials. Examples include extra time on tests, a seating change, notetakers, or alternate formats such as digital text, audio or Braille.



# Students with Special Needs: How to help

- ❑ Let **ALL students** (college students and high school students receiving support services) know that if they require supports, they need to contact the disabilities office to receive support in the college class.
- ❑ There are high school students with disabilities who may not have an IEP or 504 Plan; they may not even be aware that they have a disability – **let ALL students** know there are various ways to receive support, and one of the ways is through the college disabilities office/resources.

# How to help: Start BEFORE the semester begins with Syllabus Language: here's a sample

I encourage students with disabilities, including “invisible” disabilities, such as chronic diseases, learning, and psychological disabilities, to explain their needs and appropriate accommodations to me within the first two weeks of the term (even if you’ve already received accommodations in another class). Please bring a verification of your disability (hard copy – not emailed) from the appropriate campus office and a counselor or specialist’s recommendations for accommodating your needs.

The student is required to abide by all rules, regulations, and policies as outlined by the student handbook of the college. I am here to help you, the student. Your success is important, and it is your responsibility to communicate to me and others clearly so that we have a cooperative learning environment.

# How to help: Start BEFORE the semester begins

## ANOTHER ACTIVITY! - PAIR AND SHARE

- With the person next to you, take **two minutes** to generate ideas of how to support students with special needs **BEFORE** the semester starts
- Be prepared to share with the group! Think about the following:
  - What resources were necessary to create STUDENT supports prior to the semester start?
  - How will this “early start” support ALL students in the classroom?

# ENGLISH-LANGUAGE LEARNERS

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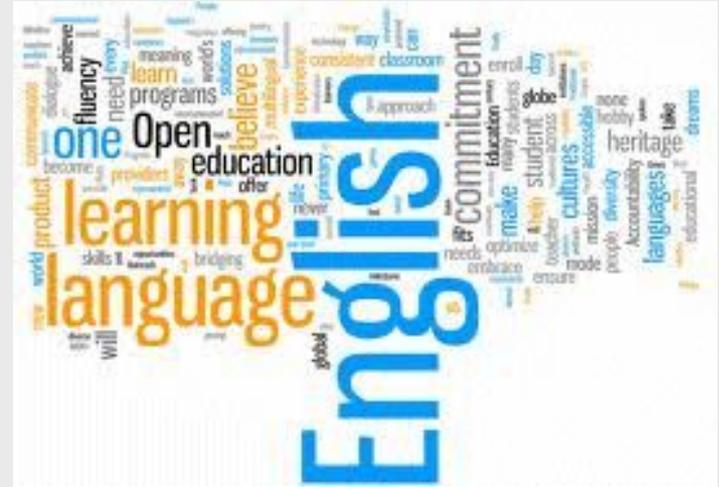
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# Language Learning: FUN Facts

- ✓ It takes approximately seven years to learn a language
- ✓ Children who are read to before entering school will be exposed to approximately one million more words than those children who do not interact with books.
- ✓ There are two “broad” categories of language acquisition: Cognitive Academic Language (CALP) and Basic Interpersonal Communication (BICS).



CALP is academic and more difficult, since there is less contextual support

BICS is social language and “easier” to learn because it is supported by context (Cummins, 1979; 1984)

# Language Learning: Keys to Successful Learning

There are several keys to success in learning a language:

1. Access to target language
2. Motivation to learn
3. Opportunity to access resources of learning
4. Access to speakers of the target language

*What can an instructor do to create opportunities for successful language learning?*

# What to do! How to help!

- **Multimodal Teaching: visual, auditory, kinesthetic**
  - Handouts in various colors; reading handouts out-loud, having students annotate handouts for key ideas
- **Group work:** Match Language Learning students with other student with various levels of language ability
- **Wait time:** Give students time to think, write, answer
- **Vocabulary/Word Banks:** Have students maintain a “log” of vocabulary that is unique to the content

What to do! [There is a resource for this:](#)

DUAL ENROLLMENT

## **Supporting English-language Learners —Strategies for Instructors**

Information sheets associated with this workshop offer more detailed information on working with language learners

# Let's do it - ONE MORE ACTIVITY!

Let's make this kinesthetic and collaborative:

- Take a sticky note (at your table)
- Write one **fact** OR **strategy** that caught your attention on the sticky note - you can abbreviate
- Stand up! Walk the sticky to where it belongs:

## FACT or STRATEGY

- Once the stickies have landed, let's look:
  - What trends are we noticing?
  - How does this influence our teaching?