

1. FIRST SESSION:
Spanish bilingual schools

2. SECOND SESSION:
Foreign language assistants

3. THIRD SESSION:
Organization of Spanish bilingual
schools

4. FOURTH SESSION:
Dealing with SEN students

SUBJECT
PLANNING

ASSESSMENT CRITERIA

TEST: 40 %

PROJECT: 50 %

PARTICIPATION: 10%

TEST: 40 %

Written test with questions about the four lessons.

To be completed once the lessons have finished.

PROJECT: 50 %

Create a PowerPoint presentation about **ONE** of the following topics (20-50 slides):

1. How would you introduce to all the teachers in a school what a Bilingual Programme is and how to organise it (create the PPT that you would use with them).
2. How would you help new English teachers who haven't been teaching in Bilingual Programme schools? (create the PPT that you would use with them).
3. Create some resources for students who are struggling with the Bilingual Programme (create the PPT that you would use with those students).

Deadline: Wednesday 14th February

Upload it to the platform

PARTICIPATION: 10%

Forum or online sessions

Answer the questions from the teacher.

Participate in an active way.

Reflect and write your thoughts down.



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Special Education: Students with Various Abilities and Needs



DEALING WITH SEN STUDENTS

**STUDENTS
WITH VARIOUS
ABILITIES AND
NEEDS**



Introductions

- TELL ME:
 - EXPERIENCES THAT YOU HAVE WITH SPECIAL EDUCATION AND/OR STUDENTS WITH VARIOUS ABILITIES AND NEEDS
 - ONE THING PEOPLE DON'T KNOW ABOUT YOU
 - ONE TECHNOLOGY GADGET YOU CANNOT LIVE WITHOUT

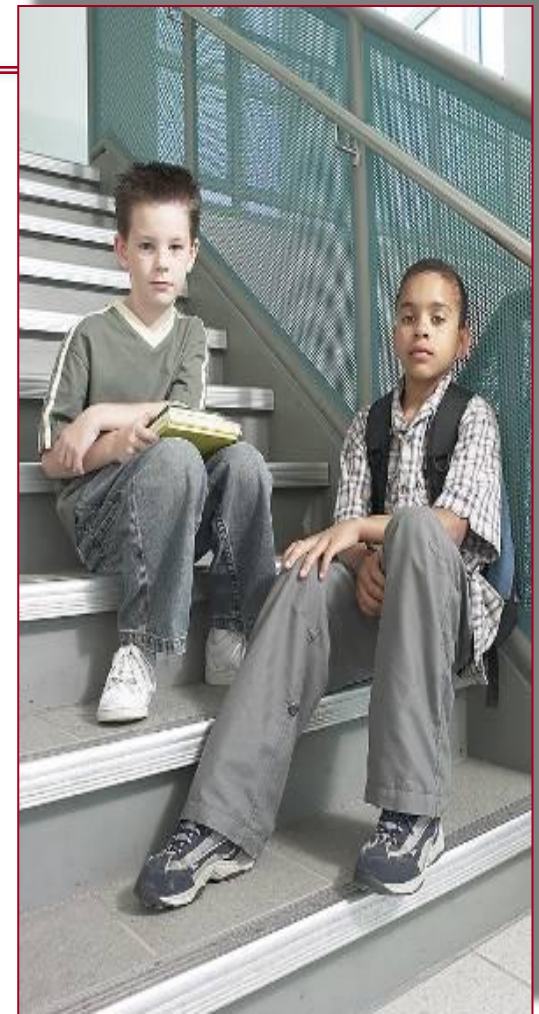
THINGS TO KNOW:

10...

... Steps in the special
education process

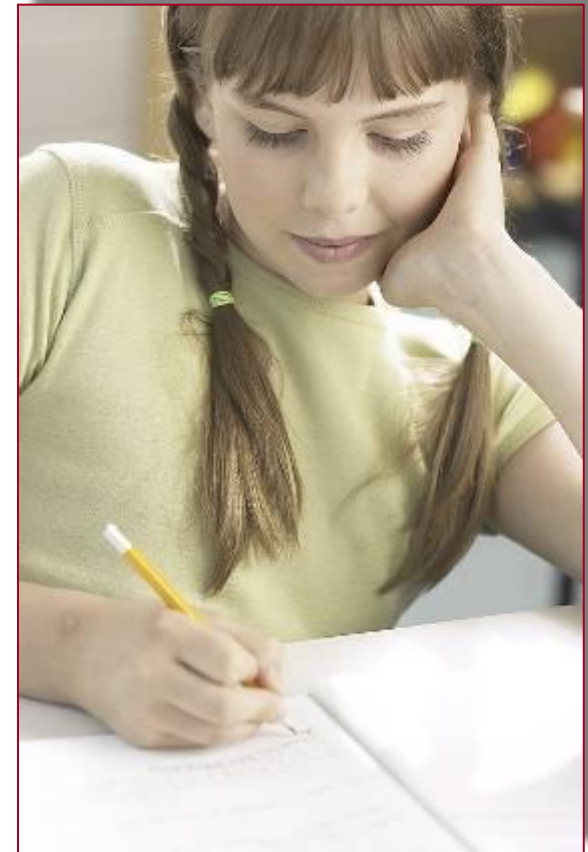
Steps: The Basics of Special Education Process

Step 1. Child is identified as possibly needing special education and related services



Steps: The Basics of Special Education Process

Step 2. Child is
evaluated



Steps:

The Basics of Special Education Process



Step 3. Eligibility is decided

Parents are part of the group that decides eligibility

Steps:

The Basics of Special Education Process



Step 3. Eligibility is decided

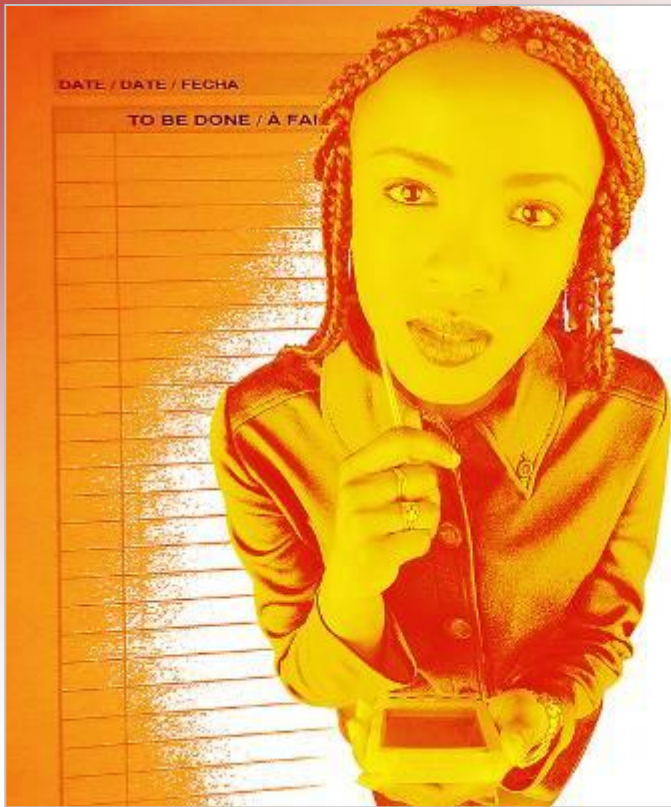
Yes

Step 4. Child is found eligible for services

Steps:

The Basics of Special Education Process

Step 5.
Individualized
Education
Program meeting
is scheduled



Steps: The Basics of Special Education Process

Step 6. Individualized Education Program meeting is held, and the Individualized Education Evaluation takes place by the school counselor.



Steps: The Basics of Special Education Process



Step 7. Services
are provided

Steps: The Basics of Special Education Process



Step 8. Progress is measured and reported to parents

Steps: The Basics of Special Education Process

Step 9. Individualized Education Evaluation is reviewed



Step 10. Child is reevaluated



Students Who Receive Special Education Services

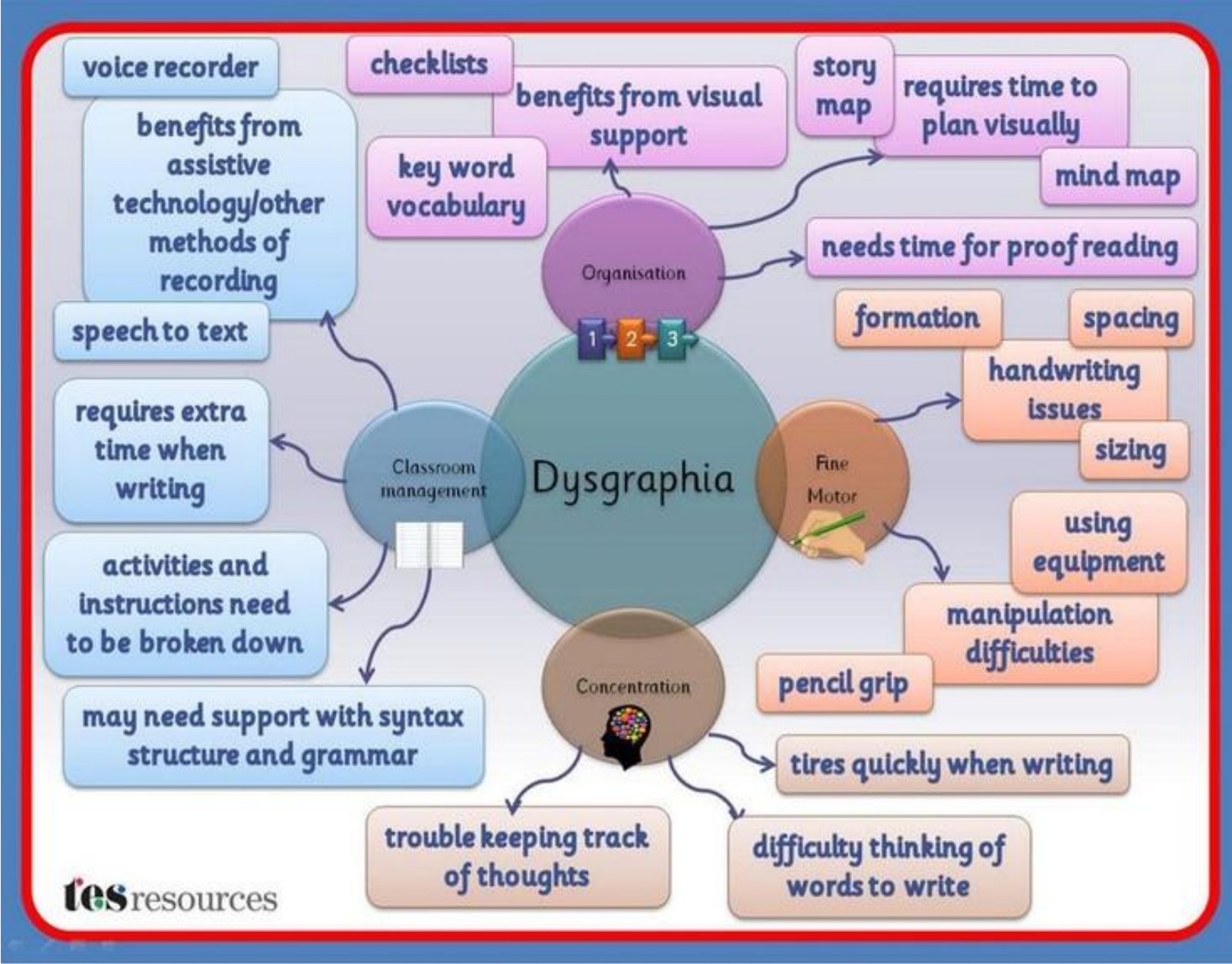
- ✓ autism
- ✓ deaf-blindness
- ✓ deafness
- ✓ emotional disturbance
- ✓ hearing impairment
- ✓ Intellectual disability (mental retardation)
- ✓ multiple disabilities
- ✓ orthopedic impairment
- ✓ other health impairment
- ✓ specific learning disability
- ✓ speech or language impairment
- ✓ traumatic brain injury
- ✓ visual impairment (including blindness)
- ✓ developmental delays

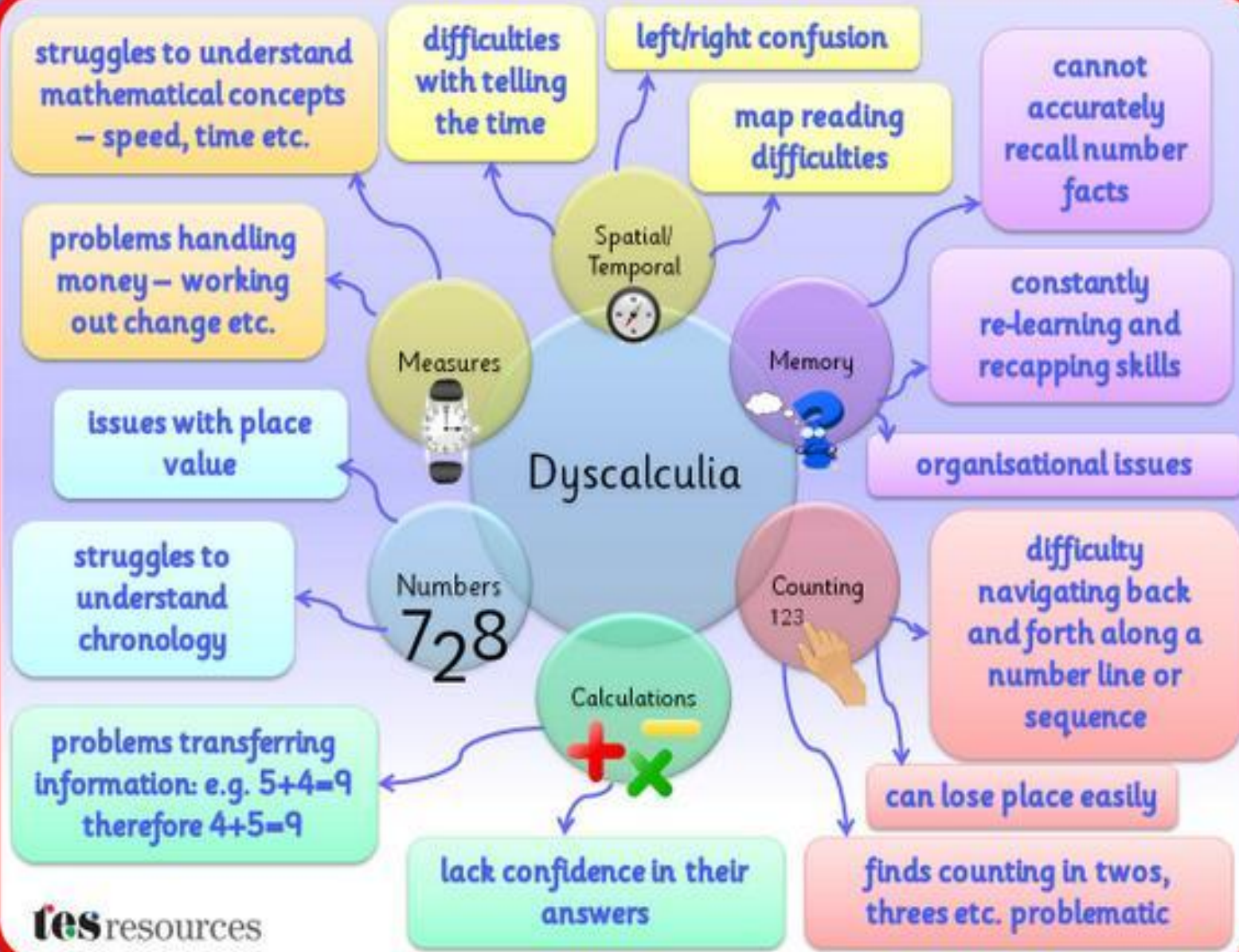
Students with Learning Disabilities

- **DYSLEXIA** – TROUBLE UNDERSTANDING WRITTEN WORDS
- **DYSGRAPHIA** – PROBLEM FORMING LETTERS
- **DYSCALCULIA** – DIFFICULTY WITH BASIC MATH CONCEPTS AND SOLVING PROBLEMS



		1	
	3		?
			4
	4	2	





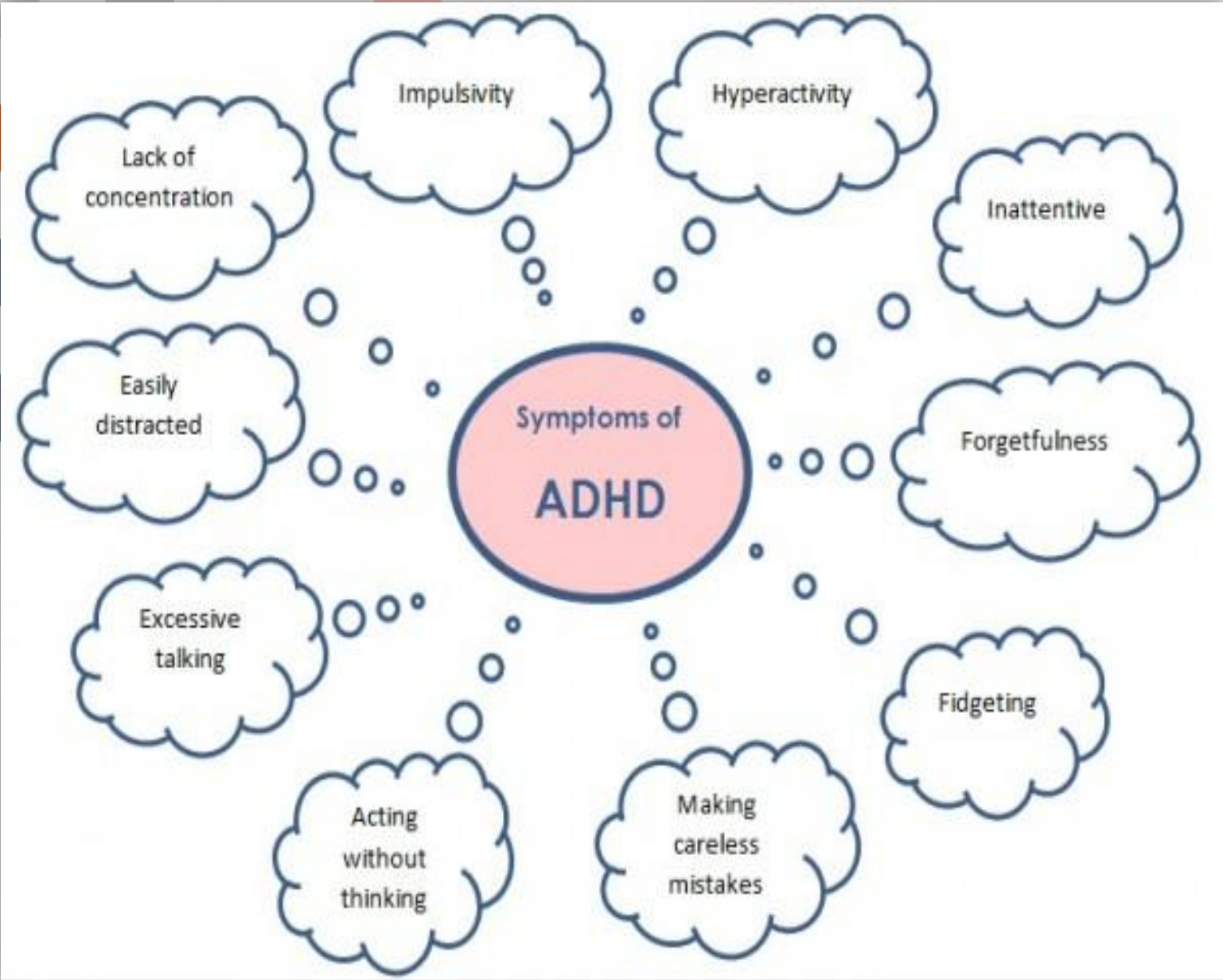
Dyslexia



Students with Attention Deficit Hyperactivity Disorder (ADHD)

- ADD: PREDOMINANTLY INATTENTIVE TYPE
- ADHD – H: PREDOMINANTLY HYPERACTIVE–IMPULSIVE TYPE
- ADHD – COMBINED TYPE





Symptoms of
ADHD

Lack of
concentration

Impulsivity

Hyperactivity

Inattentive

Easily
distracted

Forgetfulness

Excessive
talking

Fidgeting

Acting
without
thinking

Making
careless
mistakes

Students with Emotional and Behavioural Disorders

Externalizing behaviours

- Attention and activity
- Opposition Defiant Disorder
- Conduct disorder
 - Overt aggression
 - Covert antisocial
- Problem behaviours
 - Delinquency
 - Substance abuse
 - Early sexual activity

Internalizing behaviours

- Anxiety and related
 - Obsessive Compulsive Disorder
 - Post-Traumatic Stress Disorder
 - Stereotyped movement disorders
 - Selective mutism
- Depression
- Bipolar disorder
- Schizophrenia

Students with High-Functioning Autism (Asperger Syndrome)

- NO COGNITIVE DELAYS BUT INCONSISTENT LEARNING PROFILE (E.G., HYPERLEXIA)
- NO IMPAIRMENTS IN LANGUAGE BUT MAY HAVE PROBLEMS IN SOCIAL COMMUNICATION
- NARROW AREA OF INTEREST (E.G., STATISTICS, COLLECTING, TOPIC, LIVING, INDIVIDUAL)
- MOTOR PROBLEMS (FINE MOTOR; BALANCE; COORDINATION)
- SENSORY FASCINATION

Asperger's Syndrome - symptoms

- Has Trouble recognizing social cues (such as body language, facial expressions)
- Underdeveloped social skills (difficulty starting or maintaining conversation, often makes conversation one-sided, fail to display empathy)
- Aversion to routine changes
- Has trouble comprehending figurative language
- Difficulty recognizing changes in tone, volume, and pitch of speech. May talk unusually loudly
- Has a narrow fascination with one specific interest (names of camera types, dinosaurs, etc.)
- Delayed development of motor skills
- Highly sensitive, may be overstimulated by lights, strong tastes/textures, and loud noises

Simulations (5 min. each)

- Simulation #1: Autism (VIDEOS)
- Simulation #2: Reading difficulties
- Simulation #3: ADHD
- Simulation #4: Visual impairments
- Simulation #5: Math

Simulations (5 min. each)

- SIMULATION #1: AUTISM (VIDEOS)
- [HTTPS://WWW.AUTISMSPEAKS.ORG/NEWS/NEWS-ITEM/5-VIDEO-SIMULATIONS-HELP-YOU-EXPERIENCE-SENSORY-OVERLOAD](https://www.autismspeaks.org/news/news-item/5-video-simulations-help-you-experience-sensory-overload)

SIMULATIONS (5 MIN. EACH)

- SIMULATION #2: READING DIFFICULTIES
- [HTTP://WEBAIM.ORG/SIMULATIONS/DYSLEXIA](http://webaim.org/simulations/dyslexia)

• Simulation #2: Reading

- Simulation # 2: Decoding for an Individual with Learning Disabilities

When you see

Pronounce as

q

d or t

z

m

p

b

b

p

ys

er

a, as in bat

e, as in pet

e, as in pet

a, as in bat

We pegin our qrib eq a faziliar bla^{ce}, a poqy like yo urs enq zine.

Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign.

Enq wiqh in each o ne of qhese zany calls, each one qheq hes QNA,

Qhe QNA coqe is a^{xec}qly qhe saze, a zess-bro quceq r^{as}uze.

So qh^e coqe in each call is iqanqical, a razarkaple puq veliq claiz.

Qhis zeans qheq qhe calls are near ly alike, puq noq axecqly qhe saze.

Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're v^{iqal} is cysqainly

blain. Now qhink apouq qhe way you wou^{lq} qhink if qhose calls w^{yse} qhe calls

in your p^{rain}.

SIMULATIONS (5 MIN. EACH)

- SIMULATION #3: ADHD
- [HTTP://WEBAIM.ORG/SIMULATIONS/DIS
TRACTABILITY](http://webaim.org/simulations/distractionability)
- [HTTPS://WWW.YOUTUBE.COM/WATCH?
V=XFO1TZ95YPK](https://www.youtube.com/watch?v=XFO1TZ95YPK)
- [HTTPS://WWW.YOUTUBE.COM/WATCH?
V=SVWXB6GCPQO](https://www.youtube.com/watch?v=SVWXB6GCPQO)

SIMULATIONS (5 MIN. EACH)

- SIMULATION #4: VISUAL IMPAIRMENTS
- [HTTP://WEBAIM.ORG/SIMULATIONS/LOWVISION](http://webaim.org/simulations/lowvision)

SIMULATIONS (5 MIN.
EACH)

- SIMULATION #5: MATH
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=MNFQAS_VFWG](https://www.youtube.com/watch?v=MNFQAS_VFWG)

DEALING WITH SEN STUDENTS



**LANGUAGE-
COGNITION
CONNECTION**

HOW DO CHILDREN LEARN ENGLISH AS A SECOND LANGUAGE?

1. Stages of second language learning

2. How long until they are proficient?

3. Factors that influence learning

Home language use

Stage 1: It refers to children using their L1 in the English environment, even though nobody else speaks it.

Non verbal period

Stage 2: It refers to children accumulating receptive knowledge of the L2 but producing very few or no words in the L2.

Formulaic language use

Stage 3: It refers to children when they first begin to produce some of the L2. Their sentences are short and imitative with little original content.

Productive language use

Stage 4: It refers to children when they can vary what words they use to fill in all of the slots in a sentence. They get fluency. They can use their L2 productively.

2. How long until they are proficient?

1. Phonological development

They normally take 2 years to achieve native-like pronunciation of their L2, but sometimes they take longer.

2. Morphosyntactic development

It takes from 3-5 years for children to get a 90% correct use, to attain oral English proficiency similar to native speakers.

3. Vocabulary development

They shouldn't be expected to acquire vocabulary knowledge on par with native speakers within the early elementary school years.

3. Factors that influence learning

1. Child internal factors

2. Child external factors

AGE OF ACQUISITION:
children who begin with their L2 >5 years of age had larger vocabularies than the ones who start <5 years of age.

LANGUAGE APTITUDE:
working memory and analytic abilities

STRUCTURE OF THE L1: they can transfer skills if they are similar

PERSONALITY AND SOCIAL INTERACTION:
outgoing students are more successful learners than shy ones.

MOTIVATION: attitudes, emotional factors, believe about the new language and its culture

Child internal factors

**Length of
time
learning
the L2**

**Amount of
practice**

**Quality of
the L2**

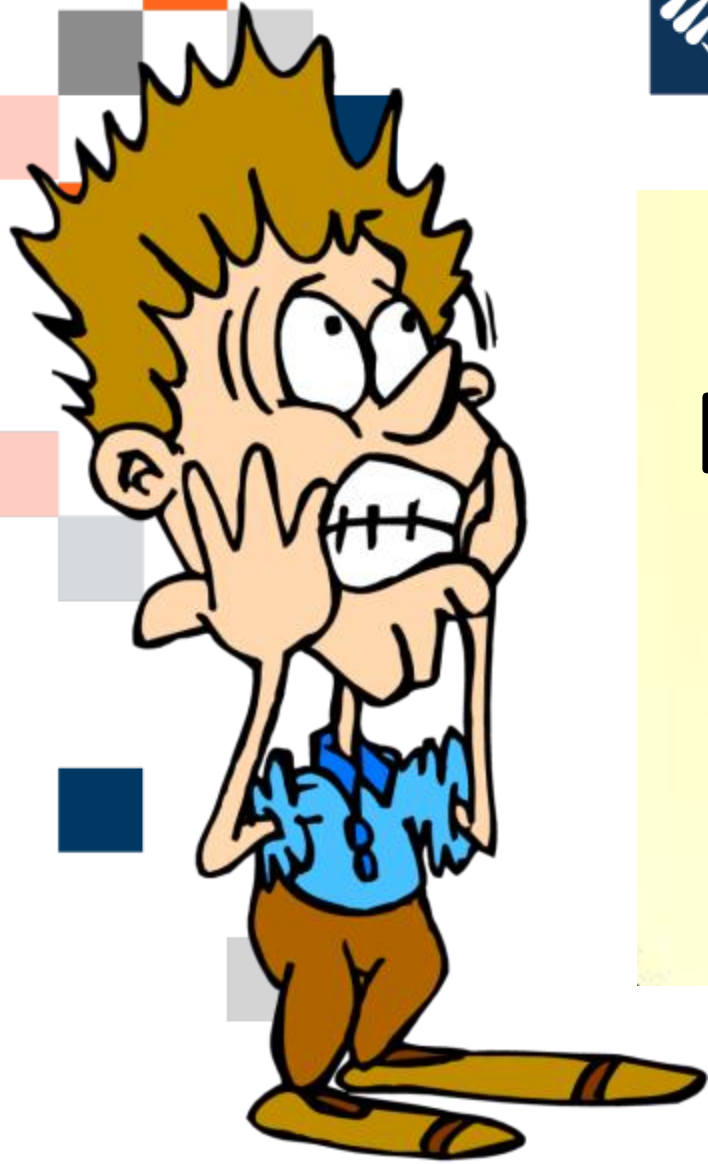
**Contact
with native
speakers,
media,
reading
resources...**

**Socioeconomic
status
(because they
speak more to
their children)**

Child external factors



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**DOES
BILINGUALISM PUT
AT RISK THE
STUDENTS
COGNITION?**



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Bilingualism is often seen as problematic and it is thought to challenge developing children ...

“If they learn the vocabulary in English, they are not going to learn it in Spanish...”

Two primary developmental links between language and cognition are:

- Do children have cognitive limitations that make dual language learning burdensome?



- Does dual language learning influence cognitive development?



IS IT TRUE THAT THE LEARNING OF A L2 PUTS THE L1 AT RISK?

We are going to
demonstrate that this
claim is not supported
by research evidence.



Children possess the biological ability to acquire two languages without jeopardising their development.

Oller (1997)

Bilingual children produce all these at about the same age as monolingual children:

- **First words (12-13 months on average)**
- **First two-word combinations (1-2 years)**
- **Distribution of lexical categories (nouns, verbs, prepositions, articles...)**
- **Acquisition of the first 50 words**



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Children with Down Syndrome

Children with DS can be successful in acquiring two languages.

Kay-Raining Bird (2005)

Bilingual children exhibited a number of cognitive advantages in comparison to their monolingual peers:

Greater number of independent cognitive strategies

Greater flexibility in the use of these strategies to solve problems.

Peal and Lambert (1962)

Bilingual superiority in:

Phonology and acquisition of reading and writing.

National Reading Panel (2000)

Selective attention: misleading information is inhibited in favour of relevant information.

Bialystok (2001)

Bilingual superiority in:

The onset of dementia is delayed by 4 years in the case of bilinguals in comparison to monolingual patients with the same clinical diagnosis.

Bialystok, Craik, Klein & Viswanathan (2004)

Early exposure to two languages confers an advantage that presumably is maintained later in life if acquisition of 2 languages continues and leads to high levels of proficiency.


Kovacs and Mehler (2009)

Las personas que dominan dos lenguas tienen ventajas cognitivas en las actividades que exigen concentración.

Ortiz Alonso, 2010

El bilingüismo se asocia con una mayor rapidez en la percepción del lenguaje y una mejora en la plasticidad cerebral.

Kuipers y Thierry, 2010



El aprendizaje de otras lenguas favorece diferentes conexiones cerebrales y aumenta la conectividad de las mismas en áreas diferentes a las propiamente lingüísticas como puede ser la activación del hemisferio derecho y de áreas occipitales del mismo.



Leonard y col, 2010



El bilingüismo se asocia con la mejora en estructuras pre frontales del hemisferio derecho responsables del control de las funciones cognitivas.



Videsott, 2010



Children should be fully supported in their acquisition of two languages from early in the development.



The decision to raise a child bilingually should be made only if an enriched and consistent bilingual experience can be provided.

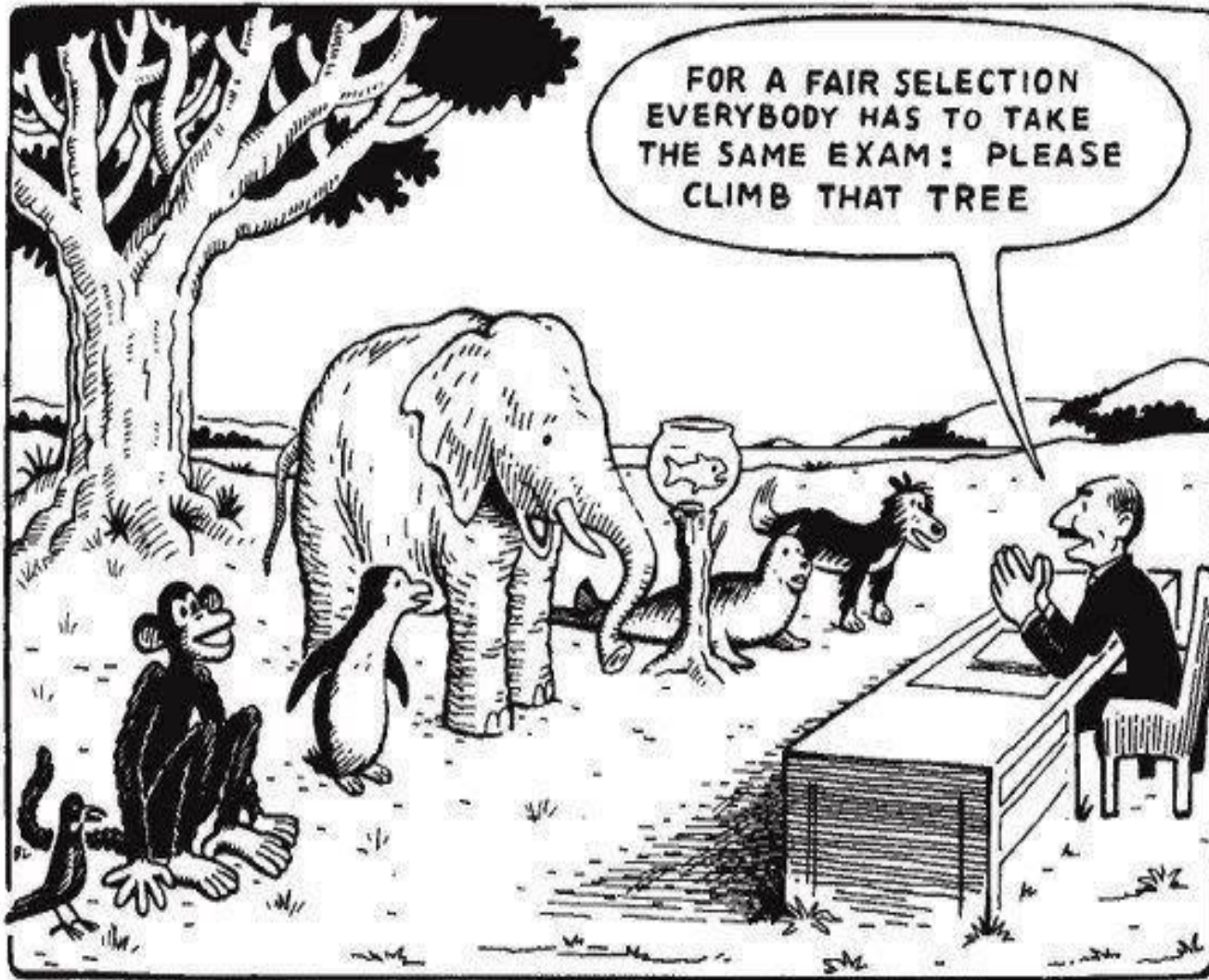
DEALING WITH SEN STUDENTS

The Differentiated Classroom



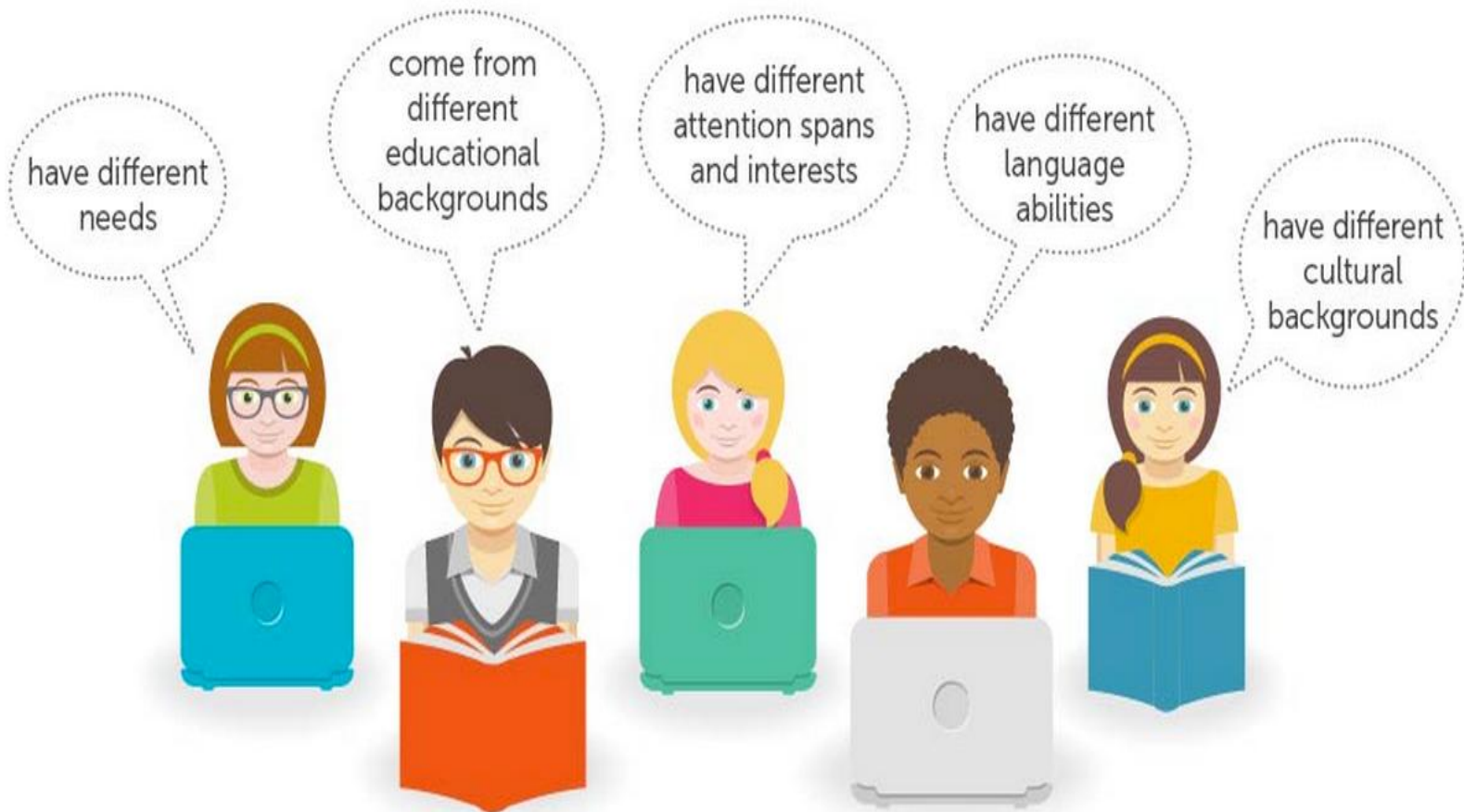
DIFFERENTIATED INSTRUCTION

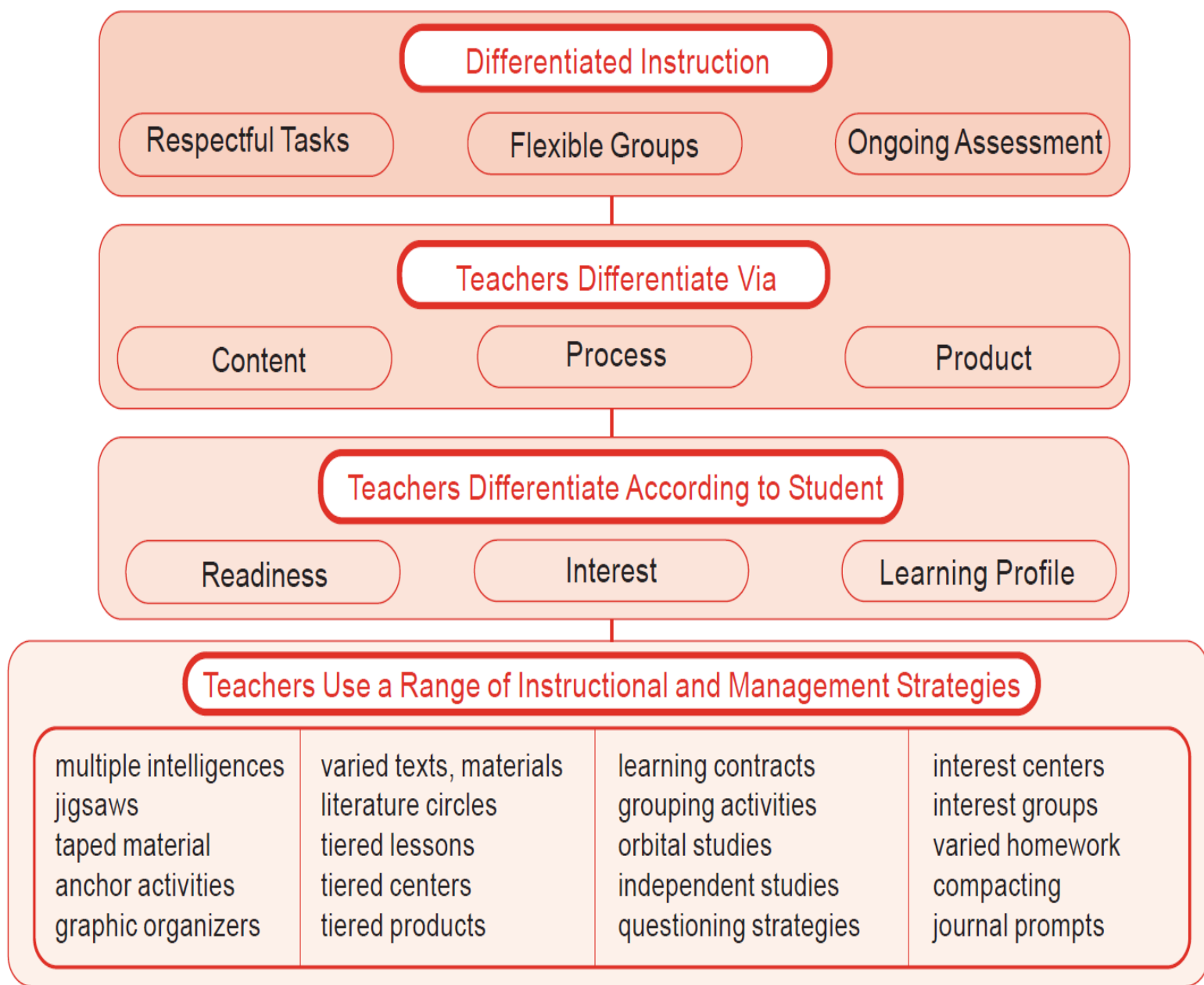
WHY?



WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



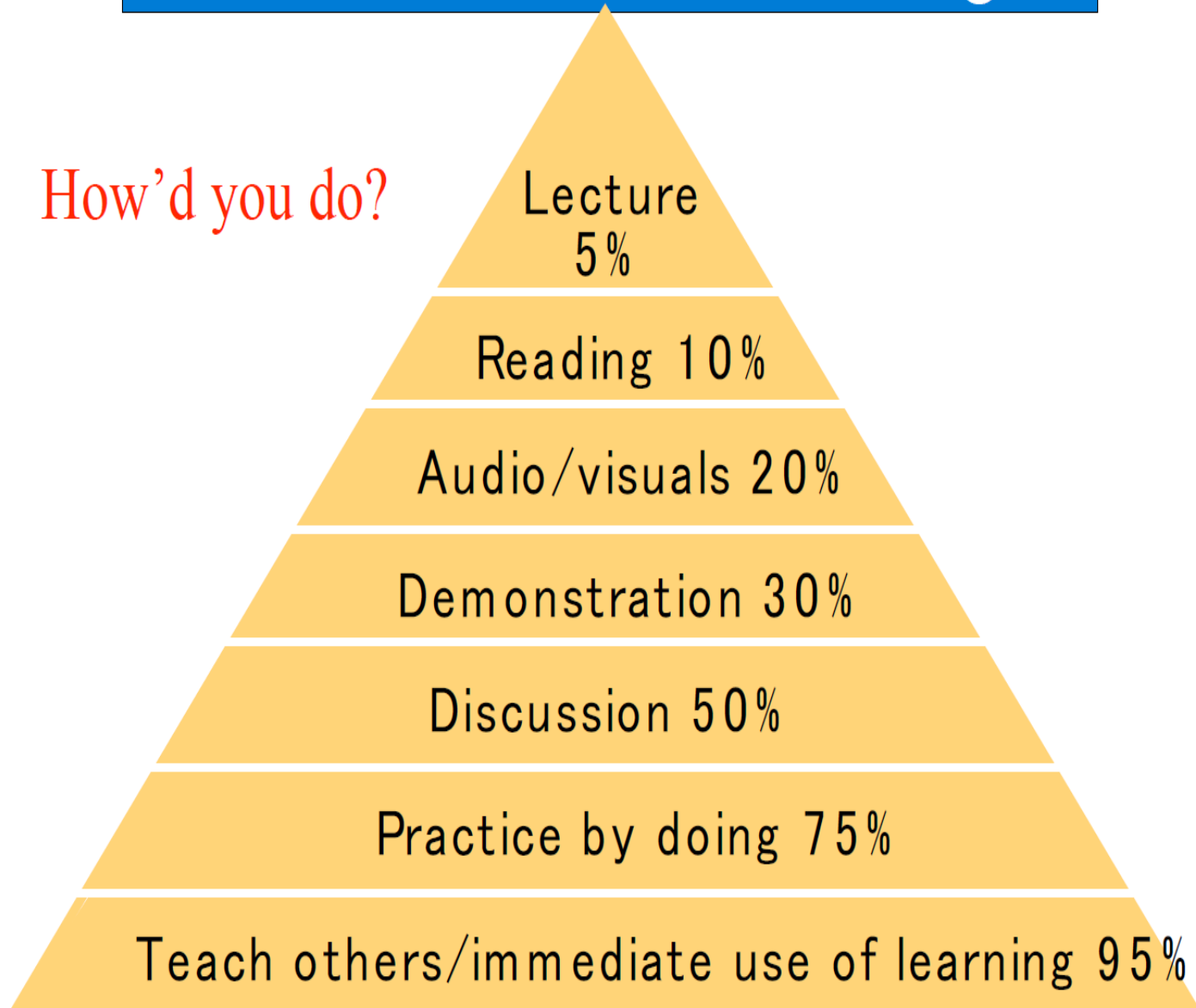


Source:

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD, 1999.

Effective Instructional Strategies

How'd you do?



PRINCIPLES OF A DIFFERENTIATED CLASSROOM

1. All students participate in respectful work.
2. Teacher and students work together to ensure continual engagement & challenge for each learner.
3. The teacher coordinates use of time, space, and activities.
4. Flexible grouping, which includes whole class learning, pairs, student-selected groups, teacher selected groups, and random groups.
5. Time use is flexible in response to student needs.
6. A variety of management strategies, such as learning centers, interest centers, learning buddies, etc. is used to help target instruction to student needs.
7. Clearly established individual and group criteria provide guidance toward success.
8. Students are assessed in a variety of ways to demonstrate their own thought and growth.

DEALING WITH SEN STUDENTS



**REFLECTIONS
AND “AHA”
MOMENTS**





www.ufv.es

