

**“From the IEP/504 to the World Language Classroom” TFLTA November 2019**

Dr. Julie Glosson ([jglosson@uu.edu](mailto:jglosson@uu.edu))

Cheyenne Staten ([cheyenne.staten@gmail.com](mailto:cheyenne.staten@gmail.com))

In analyzing the Tennessee Academic World Language for Level 1 and 2 (the required credits for graduation with a regular ed diploma) of Modern Language, Classical Language and ASL, adequate levels of the following cognitive skills are expected of our students:

- **Fluid Reasoning:** inductive reasoning, deductive reasoning, generalizing rule application
- **Short-term Working Memory:** encoding, maintenance, recall,
- **Long-term Storage and Retrieval:** encoding, storage, retrieval
- **Processing Speed:** rate and fluency of performing tasks, reading, writing, and calculating
- **Reaction and Decision Speed:** rate at which judgments and comparisons can be made
- **Comprehension Knowledge:** general information, language development, lexical knowledge, listening ability, communication ability, grammatical sensitivity
- **Reading and Writing Domain Specific Knowledge:** decoding, comprehension, fluency, spelling, writing skills, grammar skills
- **Visual Processing:** visualization, perceptual abilities, visual memory, estimations, imagery, ability to comprehend visual stimuli
- **Auditory Processing:** phonetic coding, phonemic awareness, speech/sound discrimination, resistance to auditory stimulus distortion, sound memory, sound localization

This table delineates how a deficit in these areas could impact a student’s success in the World Language classroom, recommended supports for that learner, and how to find the research studies supporting their implementation.

Deficit Area	Possible implications on mastery of standards/content	Recommended Accommodation/Modification	Citation/DOI #
Fluid reasoning	Difficulty applying rules to new concepts; grammar instruction; difficulty producing sentences	Anchor charts, self-monitoring checklists; allowing the student to prepare verbal responses in writing first; teaching students how to construct one specific sentence structure at a time; focused corrective feedback on these sentence structure in writing practice followed up with recasts	<a href="https://doi.org/10.1177/10534512040390050301">https://doi.org/10.1177/10534512040390050301</a> <a href="https://doi.org/10.1177/003368820203300101">https://doi.org/10.1177/003368820203300101</a> <a href="https://doi.org/10.2307/3588240">https://doi.org/10.2307/3588240</a> <a href="https://doi.org/10.1016/j.system.2009.09.002">https://doi.org/10.1016/j.system.2009.09.002</a>
Working memory	Difficulty completing a multi-step process in real time; verb conjugation;	allowing student to prepare verbal responses in writing first; rely on rote memory of specific verb conjugations rather than teaching the actual process of conjugation to build on preference for rote	<a href="https://doi.org/10.1086/499671">https://doi.org/10.1086/499671</a>

		memorization over application (Bloom's)	
Processing speed/Reaction and Decision Speed	May take student longer to read, respond, or answer questions on activities and tests	Extended time; OR reduced number of questions (quality over quantity for practice and assessment), allow student to prepare for interview-style assessments	<a href="https://doi.org/10.1177/0022219409355484">https://doi.org/10.1177/0022219409355484</a>
Auditory Processing: Phonetic Coding	Difficulty spelling or understanding what is spoken aloud to them	Relaxed grading for spelling; multi-sensory and direct phonics instruction	<a href="https://doi.org/10.1007/BF02648080">https://doi.org/10.1007/BF02648080</a>
Auditory processing: listening comprehension	Difficulty discriminating between important information/irrelevant information when listening	Guided notes; guided notes w/supervised review; allow note-taking during listening activities	<a href="https://www.jstor.org/stable/42900451">https://www.jstor.org/stable/42900451</a>
Long-term storage and retrieval	Difficulty retaining and recalling vocabulary terms	Reduce vocabulary memorization demands focusing on importance and utility (Tier I and II words), suggest different vocabulary study methods such as paired oral-written repetitions; provide mnemonic devices when appropriate	Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. <i>Bringing words to life: Robust vocabulary instruction</i> . Guilford Press, 2013; <a href="http://dx.doi.org/10.7575/aiac.all.v.9n.2p.146">http://dx.doi.org/10.7575/aiac.all.v.9n.2p.146</a> <a href="https://doi.org/10.1177/105345129803300402">https://doi.org/10.1177/105345129803300402</a>
Visual Processing	May have difficulty processing cartoon representations with identification activities or copying letters, words, and phrases; may have difficulty telling time in target language from analog clock	Use real photos or manipulatives when available for identification activities; label or describe in first language, provide copies of teacher notes as needed, use digital clocks for time telling instruction	<a href="https://doi.org/10.1016/S0010-0277(99)00023-2">https://doi.org/10.1016/S0010-0277(99)00023-2</a>
Comprehension-Knowledge: Language Development	May have difficulty applying grammatical skills in second language that they never mastered in their first language (part of speech, agreement, etc.)	Pre-teach skills in first language with homework or other introductory activity, quick review of how the rule functions in first question, anticipation guide to prime students for new skill	<a href="https://www.jstor.org/stable/329559">https://www.jstor.org/stable/329559</a> Readence, John E., and Robert J. Tierney. <i>Reading strategies and practices: A compendium</i> . Allyn and Bacon, 2000.