

We Teach Languages

EPISODE GUIDE

EPISODE 124: TEACHING LANGUAGES TO STUDENTS
WITH DISABILITIES

WITH CHEYENNE STATEN & DR. JULIE GLOSSON

Use this worksheet to take notes before, during, and after you listen
and reflect on the ideas presented in the episode.

Before Listening

What do you already know about intellectual disability in the language classroom?

Name **two** strategies that you use for adapting or modifying activities for students with intellectual disability. (We hope you'll post this on Twitter or Facebook and tag @weteachlang!)

Episode Contents

Take notes as you listen to Episode 124!

Interviewer: Stacey Margarita Johnson

Guests: Cheyenne Staten & Dr. Julie Glosson

Check out the Show Notes for all the links, resources, guest bios, and contact info:
<https://weteachlang.com/2019/11/15/124-with-cheyenne-staten-julie-glosson/>

After Listening

How would you **summarize** this episode in 10 words?

What **questions** do you have for Cheyenne and Dr. Glosson?

What are some **points of connection** between what you heard in this episode and your own work?

What **action steps** will you take based on what you heard in this episode?

A few additional resources



Here is a broader look at making one's teaching accessible to all learners through UDL (Universal Design for Learning): <http://www.cast.org/our-work/about-udl.html#.Xg4ZuhdKjUp>



Check out this comprehensive resource from Virginia's Department of Education on supporting world language learning for students with disabilities:
http://www.doe.virginia.gov/instruction/foreign_language/resources/world-language-swd.pdf



Be sure to go back to Episodes 111 & 112: Teaching Listening with Gianfranco Conti to think about how you can modify your approach to teaching listening to a neurologically diverse community of learners.

Be sure to check out the notes on this episode in Issue #77 of the Midweek News & Updates:
<https://weteachlang.com/wp-content/uploads/2019/11/77-WTL-Midweek-News.pdf>