Inclusion of Students With Special Education Needs in French as a Second Language Programs: A Review of Canadian Policy and Resource Documents

Stefanie Muhling, *Ontario Ministry of Education* &
Callie Mady, *Nipissing University*

Abstract

This article describes a document analysis of policy and resource documents pertaining to inclusion of students with special education needs (SSEN) in Canadian French as a Second Language (FSL) programs. By recognizing gaps and acknowledging advancements, we aim to inform current implementation and future development of inclusive policy. Document analysis of a) special education documents and b) FSL policy and support documents revealed that over 80% of provincial and territorial education ministries currently refer to inclusion of SSEN in FSL. With the intent of remediating identified inconsistencies in actual application, this article concludes with specific recommendations to enhance inclusive practice.

Keywords*: French as a second language (FSL), inclusion, second language education, special needs, students with special education needs*

Introduction

Inclusion[1] of students with special education needs[2] (SSEN) in French as a second language (FSL) programs is an issue gaining increased attention throughout Canada, as educators are encouraged to strive for greater inclusion while at the same time, requiring additional support to do so (Lapkin, MacFarlane, & Vandergrift, 2006). As past and current incidences of exclusion come to the fore, educators, researchers, and policymakers are embarking upon more inclusive approaches to FSL programming. To both support such efforts, and to recognize the multiple sources of information across Canada, this article uses document analysis to reveal the state of inclusion in FSL programs. Specifically, we undertook an examination of FSL and special education policy and resource documents to provide a synthesis of provincial and territorial information. Our purpose is twofold. We seek to improve access to such varied information and to establish recognition for the fact that policy is not only a reflection of the current state of inclusion of FSL, but also an important means by which to improve it (Cooper, Fusarelli, & Randall, 2004).

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[1] In the context of this article, inclusion refers to providing access to and support for students with special education needs in FSL.

[2] For the purpose of this article, students with special education needs are students who are identified as having exceptionalities and may require additional support to benefit fully from their school experiences.

dents With Special Education Needs In French As A Second Language Programs, the tripartite report that served as impetus for this article, examined a) policy and practice regarding SSEN in FSL, b) supports for SSEN in FSL and c) benefits of FSL study for SSEN. The latter two foci have subsequently gained attention in publication and professional discourse (Campbell, 2013; McHardie, 2014; Modern Languages Council, 2014). In this article, we focus on provincial and territorial policies regarding the inclusion of SSEN in FSL programs with the intent of broadening the scope of readership in this realm. By providing insight into current policy and practice, we aim to advance the progress made towards more inclusive FSL programs across Canada.

Rationale

This article is grounded in two interrelated rationales. First, we offer this document analysis as a response to the marked need to improve the current state of inclusion in FSL. Second, given that stakeholders in education cannot be expected to access information from across the country to inform their decision making (Cooper, 2010), providing a synthesis of existing documentation will encourage greater awareness of the issues surrounding the inclusion of SSEN in FSL programs and equip stakeholders with the means to overcome exclusionary practices and more effectively meet the needs of SSEN in FSL. This article fosters a shared recognition of past and present exclusionary practices, thereby taking an important step towards increased nationwide inclusion of SSEN in FSL.

Evidence of Exclusionary Practices

One province in which exclusionary practices have been highlighted is New Brunswick. In Willms' (2008) research, he stated that SSEN were being streamed out of French immersion in New Brunswick; furthermore, he claimed that their removal from the program was having an adverse impact on the delivery of the receiving English program. While Dicks (2008) took issue with both Willms' report and a report commissioned by New Brunswick's Department of Education (Croll & Lee, 2008), he acknowledged that there was streaming in early French immersion, but noted that streaming was not necessarily a result of practices within the French immersion program itself, it could also be related to circumstantial influences (e.g., families from higher socio-economic backgrounds are more likely to enroll their children in immersion).

New Brunswick is not the sole province to demonstrate exclusionary practices. In her work in Ontario, Arnett (2013a) acknowledged exemptions of SSEN from the compulsory study of FSL and underscored the fact that by allowing for exemptions from FSL, schools are not only demeaning the value of FSL programs, but are also inhibiting students from exploring the possibilities that come with learning a second language. Arnett purported that while in some cases there is no other option but to exempt the student (i.e., where educators do not believe in the success of the student), an effort should be made to include all students in FSL because they may experience relative success in learning a second language. Arnett (2013b) further substantiated this call for increased inclusion in FSL, stating that exemptions based on the notion of suitability of learning environment do not exist for any other subject area. It is also noteworthy that student selection was not part of the original immersion learning environment: Bruck, Lambert, and Tucker (1974) described French immersion as a program designed to include a diverse range of students. Arnett recognized the problematic nature of exemptions from FSL programs and explained a number of discrepancies in their conception and implementation. She stated that multiple provincial views on inclusion in FSL could be linked to the existence of disparate policies for the identification and diagnosis of learning disabilities. Thus, she suggested that varying policies on inclusion are based in divergent understandings of learning disabilities rather than in a coherent understanding of second language learning.

Evidence of exclusionary practices is also evident in Turnbull, Hart, and Lapkin's (2003)

comparison of the Ontario provincial Math and English reading and writing test results of Grade 3 and 6 French immersion students to those of their peers in the English program. Although they did not directly examine the performance of SSEN, when explaining why Grade 3 French immersion students only marginally outperformed their English counterparts in Grade 3 and then significantly outperformed them in Grade 6, they suggested that the withdrawal of SSEN may, in part, explain the superior Grade 6 results. That is to say they hypothesized that weaker students withdraw from the program between Grades 3 and 6 allowing for better results from the students who remain in French immersion and potentially weaker results for the English stream. It is important to note, however, that students may transfer out of French immersion programs for reasons other than academic difficulties (e.g., frustration, discomfort speaking French) (see Arnett & Fortune, 2004; Bruck, 1985).

The pan-Canadian imperative to seriously examine issues of inclusion in FSL is evident in events and publications developed by Canadian Parents for French (CPF). In 2008, the organization furthered public recognition of the need to examine the issue of inclusion in FSL programming by organizing a round table and related publications on the topic. At that event and in the subsequent report (CPF, 2008), Mady outlined some of the barriers to inclusion. In particular, she identified the lack of specific policies that pertain to inclusion in FSL. In addition, she highlighted that board policies describing good candidates for immersion programming can also pose barriers to inclusion. She suggested that, at times, teachers encourage exclusion of SSEN but added that such advice may be based on a lack of support provided to SSEN in FSL. At the same event and within an ensuing publication (Wise, 2012), Wise reinforced the point that FSL teachers may encourage exclusion in the belief that French immersion is an enrichment program. Concurrently, Wise acknowledged that FSL teachers were ill-prepared to meet special education needs. At the same event and in the same publication, Genesee confirmed that SSEN were frequently excluded from FSL. He stressed that exclusion of such students is an ethical and legal issue in a publicly funded system, as all students should have equal access to all programs and equal support within each program.

The practice of exclusion by means of streaming, exemptions, and withdrawals from FSL programming, as evidenced above, underscores the need for an updated review of related policies. In addition to offering the potential to improve inclusion in FSL, such policies can also advance teacher capacity to meet the needs of students with diverse learning needs by increasing the quantity of information available and the sense of urgency with which it is addressed in professional learning environments. This second application of education policy is closely associated with our second rationale for developing this article, namely FSL teachers' stated need for more information as highlighted in research. Lapkin, Mady, and Arnott (2009) reviewed Canadian literature on core French in three categories: student diversity, delivery models, and instructional approaches. They addressed the issue of inclusion of SSEN within the student diversity section, presenting the research of Mollica, Philips and Smith (2005) and Carr (2007) which underscored teachers' expressed need for professional development to better equip them to effectively teach students with learning disabilities. Questionnaire data collected by Mollica et al. from 1000 core and immersion teachers in Ontario revealed that teachers have insufficient support and knowledge to meet the needs of SSEN. Similarly, in British Columbia, Carr surveyed 612 core French teachers who revealed that they lacked the pedagogical knowledge and continued professional development opportunities necessary to address the needs of this diverse student population.

On a national level, Lapkin et al. (2006) surveyed 1305 FSL teachers (from core, immersion, intensive, and extended French programs). Although the questionnaire did not pose questions pertaining to SSEN, the teachers' open-ended responses identified classroom diversity as their most pressing concern. The researchers interpreted the challenge of diversity in this situation to

mean the wide range of learning needs in a single class.

In her literature review, Bourgoin (2014) also identified the need for teacher development as one of two significant issues that must be addressed in order to advance inclusionary policies and practices in immersion. She elaborated by suggesting that professional learning opportunities highlight the practical applications of relevant research findings. Bourgoin also noted that "recommended teaching strategies for students with learning difficulties parallel those for teaching second language learners (e.g., alternative explanations, gestures/pictures/voice to emphasize language, repetition of key concepts, pre-teaching vocabulary, frequent questioning)" (p. 6).

Thus, our document analysis is grounded in the two rationales described above. We examined the status of inclusion of SSEN in FSL as presented in provincial and territorial policy documents in response to our first rationale. In response to our second rationale, the document analysis included an additional search for related teaching strategies within said documents.

Methodology

We used document analysis to review and evaluate policies pertaining to the inclusion of SSEN in FSL across the country. We excluded Quebec from this search, as French is the dominant language of instruction, thus a comparable study of inclusion in the Quebec context would address ESL documents. We limited our search to Ministry of Education materials produced to inform teachers and/or administrators. The scope of the study did not extend to the consideration of memorandum and meeting minutes nor can the findings be extended to be representative of practice. First, we searched provincial and territorial websites to gather policies on equity and inclusion in general. We also gathered special education documents from Ministry websites. Second, we amassed FSL curriculum and policy documents.

We examined provincial documents in the following four categories: inclusion documents, FSL-specific inclusion documents, FSL curriculum documents, and special education documents. Table 1 provides an overview of the type and publication date of the documents consulted.

After completing the collection and selection of documents, we began methodical interpretation. First, a content analysis of the documents was conducted in which we highlighted meaningful and relevant passages of text (Bowen, 2009). Specifically, we searched the inclusion documents for policies on equity of access to all programs and the special education documents for information on (a) general exemptions, (b) second language focused exemptions, and (c) FSL-specific accommodations. We subsequently searched the FSL curriculum documents for references to strategies to meet the needs of SSEN in FSL.

Table 1

Description and dates of documents consulted

Province	Inclusion documents	FSL-specific inclusion documents	FSL documents	Special education documents
British Colombia	2008		2001 2011	2008
Alberta	2013	2003 2007 2009 2013 n.d.	1998 2004 2007	
Saskatchewan			2011	
Manitoba	2003 2006 2006		2006 2007 2008	
Ontario	2009 n.d.	2015	2013 2013	2004
New Brunswick	n.d. 2006 2007 2009 2012	2004	2001 2005	2004 2007
Prince Edward Island			2000 2008	
Nova Scotia			1998 2006	
Newfoundland	2006 2011 n.d.		2002 2010 2010	
Northwest Territories			1994 2007	
Nunavut	2008 2010 2011		1994 (NWT) 2014 (Manitoba)	
Yukon	2008		2001 (BC) 2012	2013

Findings

The provincial and territorial documents on inclusion served as indicators of the broader context of which FSL is a part.

Provincial and Territorial Documents on Equity and Inclusion

Our analysis of the provincial and territorial documents on equity and inclusion revealed that the vast majority of provinces and territories do address the issue of SSEN in their policy and resource documents by providing for their access to education, as shown in Figure 1. Through further interpretation of these documents, we determined whether they contained policies of equitable access to all available FSL programming. In other words, did the document in question promote access for all students to all FSL programs? Two provinces' equity and inclusion documents include statements that suggest that all students would have access to all programming even in situations where such programming is optional, as is the case of the French immersion program: "All students and families must have equitable opportunities to participate fully in the education system in Manitoba. To achieve this, the removal of systemic and institutional barriers is essential" (Manitoba Education, Citizenship and Youth, 2003, p. 4). "All students will have equitable opportunities to be included in the typical learning environment or program of their choice" (Alberta Education, 2013, p. 4).
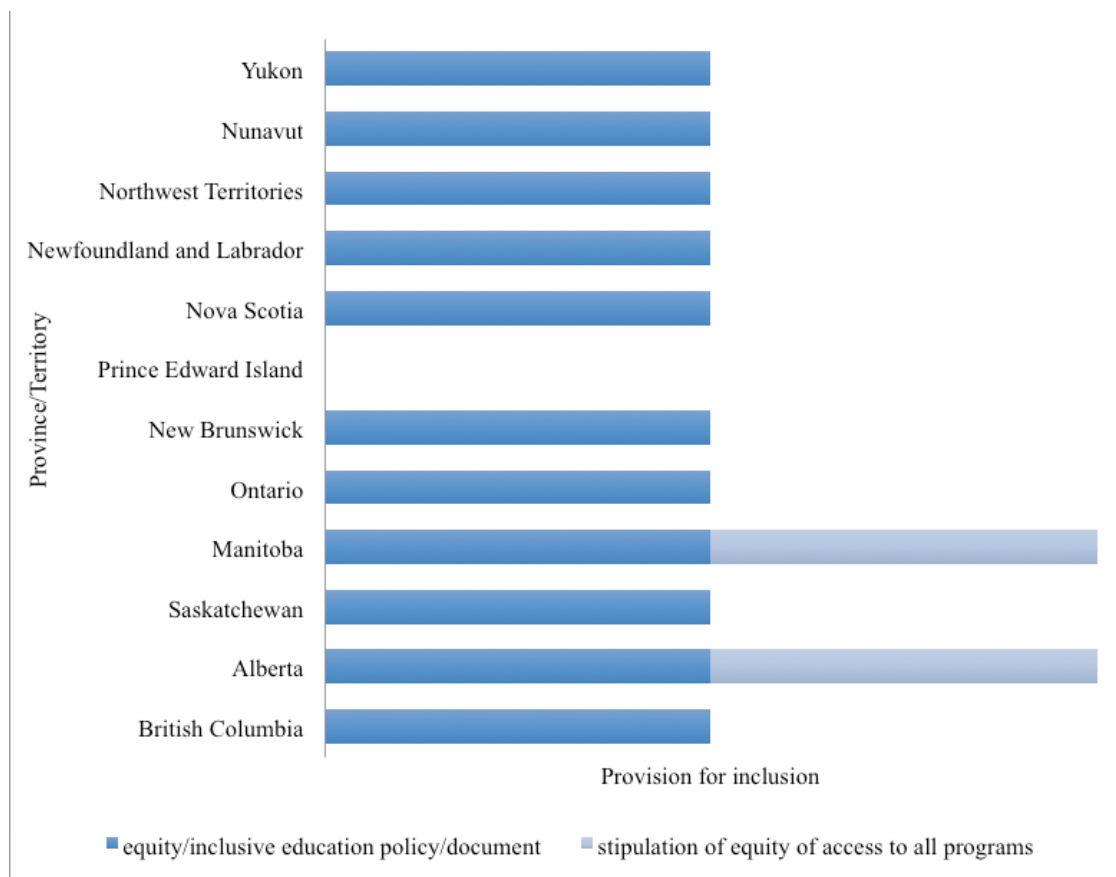

Figure 1. Ministry policy and documents addressing equity, inclusion and program access.

The remaining provinces and territories offer broader statements of inclusion that support the inclusion of SSEN in mainstream classrooms, but do not address access to programs, par-

ticularly optional programs. "Saskatchewan Education's funding system provides programs and support services for students with diverse needs to ensure that they have access to appropriate instruction and derive optimal benefit from their education" (Government of Saskatchewan, 2000, p. 68). "Inclusive education is based on the principles of acceptance and inclusion of all students" (Ontario Ministry of Education, 2009, p. 4). "Inclusion is an attitude and a value system that promotes the basic rights of all students to receive appropriate and quality educational programming and services in the company of their peers" (Nova Scotia Department of Education, 2008, p. 49). "Affirming that all children can learn, that learning is an individual process, and that diverse learning needs and abilities should be supported in an inclusive education system" (Northwest Territories, 2008, p. 1). These broad statements of inclusion may not necessarily be applied to an optional program such as French immersion, or to FSL programming more broadly in provinces where second language learning is optional. In fact, it is this classification as optional that may contribute to perceptions that exclusion from second language programs may be a reasonable choice for SSEN.

Special Education Policy and Resource Documents

To add further insight into the implementation of such policies, we gathered and searched the special education policy and resource documents from each province and territory for specific references to (a) general exemptions for students with learning difficulties, (b) exemptions from FSL programs, and (c) suggested accommodations for FSL. The results are shown in Table 2. Only the Ontario and Newfoundland documents referred to exemptions in general for students with learning difficulties. The Ontario *Individual Education Plan (IEP) Resource Guide* (2004) states that "decisions relating to program exemptions (elementary) and course substitutions (secondary) are to be recorded in the IEP [and] the educational rationale must be stated" (Ontario Ministry of Education, 2004, p. 27). The Newfoundland and Labrador *Service Delivery Model for Students with Exceptionalities* notes that "exemptions and accommodations may be granted on an individual basis as determined by Division of Evaluation and Research regulations" (Newfoundland and Labrador Department of Education, 2011, p. 13).

Table 2

Provision of general exemptions, FSL specific exemptions and accommodations according to special education documents

Do the Special Education policy/resource documents:		BC	AB	SK	MB	ON	NB	PEI	NS	NL	NU	NWT	YK
a.	mention general exemptions for students with learning difficulties?	N	N	N	N	Y	N	N	N	Y	N	N	N
b.	mention FSL-specific exemptions for students?	N	N	N	N	N	Y	N	N	N	N	N	N
c.	specify FSL modifications / accommodations?	N	N	N	N	Y	N	Y	N	N	N	N	N

Our examination of special education documents through an FSL lens revealed that the only indications of specific exemption from FSL programs appear as checklist items on the cumulative

record review (p. 10) and school transition (p. 46) forms in New Brunswick's Resource for the *Identification and Teaching of Students with Specific Learning Disability: High School Program* (New Brunswick Department of Education, 1999).. Specific examples of FSL modifications or accommodations are also limited within the special education documents. Only two provinces address accommodations as they pertain to FSL. The Ontario IEP Resource Guide provides a sample IEP that lists "non-verbal signals, more frequent breaks and concrete/hands-on material" (Ontario Ministry of Education, 2004, p. 78) among the instructional accommodations provided to a student in core French among other subjects. The Prince Edward Island Individualized Educational Planning (IEP) Standards and Guidelines document contains a sample IEP which states that a student participates in "Computer, Science, Social Studies, and French with adaptations or modifications provided by classroom teachers depending on topic or activity" (Prince Edward Island Department of Education, 2005, p. 118). Such examples contribute to an awareness of the need to accommodate. As seen above in Table 3, the special education documents of most provinces and territories imply inclusion of SSEN in FSL programs through the omission of references to FSL exemptions. Further elaboration of examples of how to provide accommodations and modifications would equip educators with practical information necessary for broader implementation of existing policies on inclusion.

FSL Curriculum Documents

Given the audience for the FSL curriculum - predominantly FSL teachers - we searched the FSL curriculum documents for instructional strategies to address the needs of SSEN. A search of the provincial and territorial FSL curriculum documents showed that the above-described policies on inclusion are reflected in approximately half of the FSL documents. The FSL curricula of four provinces and two territories contain specific references to strategies and best practices that may be used with students with learning difficulties. These provinces are British Columbia, Manitoba, Ontario, and Newfoundland. The Yukon is included in this group, as the British Columbia program of studies forms the basis of the Yukon curriculum. Similarly, Nunavut is included in this group as it has based its FSL curriculum on the Manitoba document as of 2014. It is important to note that while relevant information is not always included in the curriculum documents themselves, some provinces provide information and support on inclusive programming in FSL information in accompanying documents such as documents created for school administration (e.g., Manitoba Education, Citizenship and Youth, 2007). These companion documents are described in the text following Figure 2.

British Columbia's curriculum document describes strategies for differentiation of instruction, detailing teaching strategies in five categories: environment, instruction, presentation, assistance and assessment (British Columbia Ministry of Education, 2001). Some examples include adapting the teaching environment by clustering students with particular strengths, adapting materials by providing large print charts, and adapting assessment by using oral or open-book tests (British Columbia Ministry of Education, 2001). Manitoba's curriculum clearly states that SSEN and allophone students not only can participate successfully in FSL programs but cites research to emphasize that "learning to speak French provides an opportunity not only to learn a second language but also to better master one's first language" (Manitoba Education, Citizenship and Youth, 2014, p. 17). The curriculum document elaborates a three-page explanation and rationale for inclusive FSL programming and provides five pages of both general guidelines for differentiation in FSL classrooms and specific practical strategies for teachers to differentiate instruction, classroom management, and assessment.

The Ontario FSL curriculum explains the difference between programming for students who require accommodations and programming for those who require modified expectations (Ontario Ministry of Education, 2013). Accommodations are divided into three categories: in-

structional, environmental, and assessment. A brief list of instructional strategies appears in each category. These include use of graphic organizers, providing preferential seating, and allowing additional time to complete assignments respectively (Ontario Ministry of Education, 2013). The Newfoundland French immersion curriculum document contains an extensive section on meeting the needs of all students (Government of Newfoundland, 2010). This includes five pages on differentiation of instruction followed by five pages describing interventions and supports for students in three categories: those with learning difficulties, those who have been identified as "gifted", and those with other learning needs (that may be related to such factors as attention or behaviour). This is followed by an explanation of the immersion teacher's role in developing and implementing an IEP (Gouvernement de Terre-Neuve Labrador Département d'Éducation, 2010, p. 23). A detailed list of the instructional strategies for programming for SSEN described in provincial FSL curriculum documents can be found in Appendix A. Figure 2 shows a synthesis of the curriculum, policy and resource documents that reference SSEN in FSL.
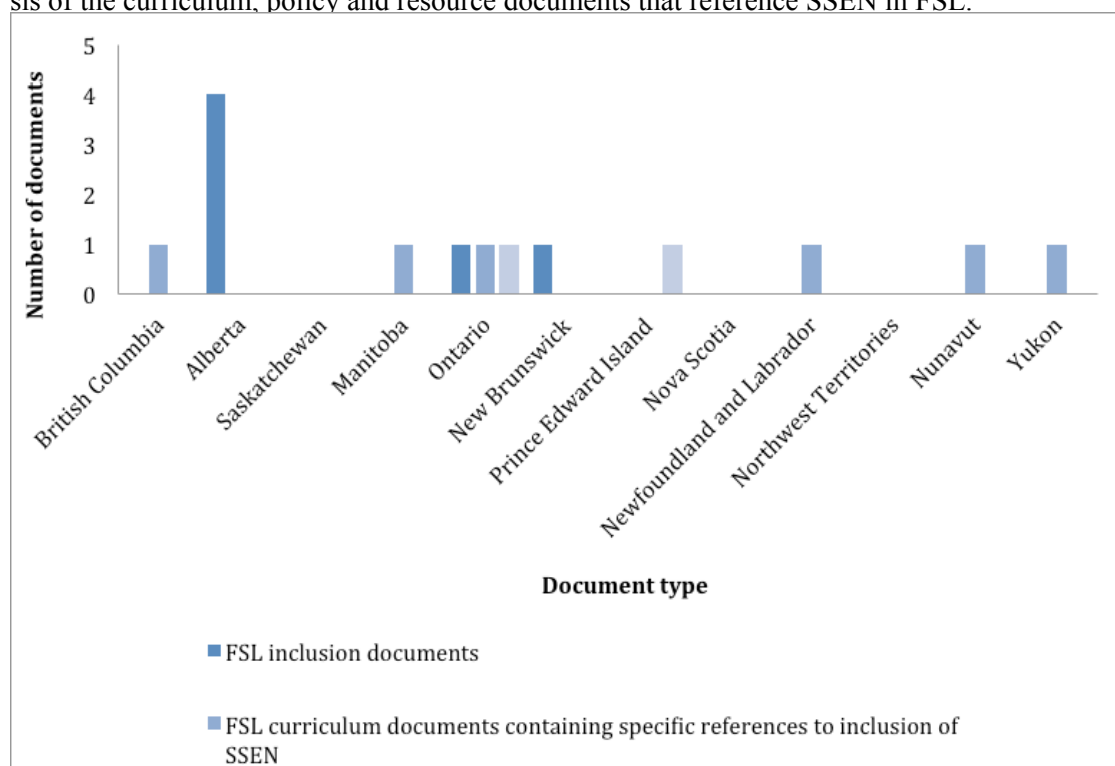

Figure 2. Pan-Canadian view of documents referencing SSEN in FSL

FSL Companion Documents

Where no specific reference is made to instructional planning for students with exceptionalities, inclusion is addressed in the FSL curricula of five provinces through focus on learning styles, multiple intelligences, and learning strategies. These provinces are Alberta, Saskatchewan, Manitoba, New Brunswick, and Nova Scotia. As stated previously, some provinces provide information and support on inclusive programming in FSL in texts that are external to the curriculum documents.

The *Framework for French as a Second Language in Ontario Schools* (Ontario Ministry of Education, 2013), provides the following guiding principles for second language education; these are "consider the student as a unique individual, put student needs first, hold high expectations for your learners, and trust the universal human capacity for language learning" (p. 36). The Ontario Ministry of Education's (2015) *Including Students with Special Needs in FSL Pro-*

grams elaborates further, emphasizing the provincial commitment to "including and supporting all students to ensure equitable access to FSL programs, whether Core French, Extended French, or French Immersion" (p. 6), and highlighting the fact that FSL curriculum policy documents make specific reference to the importance of supporting all students in FSL programs. The 2015 document begins with an overview of research findings on a) the benefits of learning FSL for SSEN, b) evidence-based strategies to support SSEN in FSL, and c) pan-Canadian policies on inclusion in FSL. This is followed by data displays of enrolment patterns that draw attention to the need for the advancement of inclusive practice. A series of case studies illustrates specific accommodations and modifications for SSEN in FSL. Suggested strategies to promote inclusion at the school and board levels include revising messaging used to inform parents about FSL program options, re-examining exemption and transfer policies, and promoting collaborative professional learning around inclusive practice in FSL.

Manitoba Education, Citizenship and Youth's (2007) *French Immersion in Manitoba: A Handbook for School Leaders* contextualizes such topics as program access, early identification, academic assessments, individual education plans, and student support teams for immersion educators. Manitoba standards for student services are described as "embod[ying] the spirit of human rights legislation and regulations" (p. 9-8). The document stipulates that:

> Access to learning for all students should be maximized in consideration of universal design principles in all planning processes. School divisions/districts must make reasonable efforts to accommodate all learners within the French Immersion Program, ensuring that physical barriers are removed, and that all activities are designed to reasonably accommodate the needs of all students. (Manitoba Education, Citizenship and Youth, 2007, p. 8-9)

System capacity to provide such support is promoted by making school districts responsible for ensuring "that staff have, or can develop, the skills needed to meet the identified needs of the student population" (p. 9). Manitoba's French immersion *Handbook for School Leaders* also includes important segments of Genesee's (2007) research article *French Immersion and At-Risk students: A Review of Research Evidence* with a view to sharing research information on SEN in FSL with administrators. Alberta Education has produced a series of pamphlets and guides promoting inclusion in French immersion, which are listed in a fifteen-page booklet entitled *Resources to Support Students with Diverse Learning Needs for Francophone and French Immersion Schools 2011-12*. One such guide, *L'inclusion en immersion - A guide for pedagogical differentiation to meet diverse learning needs* (Manitoba Education, Citizenship and Youth 2007)*,* explains the importance of differentiation in immersion and provides specific examples at various grade levels. When these freestanding documents are taken into account, it is evident that 10 of 12 provinces and territories searched make some reference to differentiation within FSL-specific documents. Six of the provinces and territories detail inclusive strategies within such FSL documents.

Discussion

Overall, our search of Ministry of Education documentation regarding policies on inclusion, exemptions, and strategies pertaining to SSEN revealed that provinces and territories have general policies of inclusion that secure access to education for SSEN. However, such broad policies may not be specifically applied to FSL in all jurisdictions. Although documentation indicates that SSEN should have access to education it does not specify that such inclusion would apply to optional programs such as French immersion in all provinces and territories. Moreover, the fact that only seven of 13 provinces/territories addressed exemptions and instructional strategies for FSL in their special education and FSL curriculum documents permits a variety of practices that range from inclusion to exclusion. Given that formal policies offer means to achieve greater inclusion by improving equitable access to programs (Connick & Regan, 2007; Cooper et al.,

2004) and that they also offer a greater chance for uptake than de facto policies (Delaney, 2002), the provision of clear direction to administrators and educators is beneficial. In areas where the practice has been exclusionary, Loreman (2007) suggests that formal policy adoption is the best means of reformation.

In the case of FSL in Canada, a multipronged approach is necessary. First, those provinces and territories with documents on inclusion can include an addendum to the effect that equity of access applies to all programs and offer means by which to measure their progress. Second, it would be beneficial to have FSL-specific policies outlining that all FSL programming, optional or otherwise, be accessible to all learners, regardless of ability. Third, in addition to providing supportive documentation stating that FSL programming is for all students, the FSL curricular documents should also provide instructional strategies to support teachers transitioning to more inclusive classrooms. Including research evidence in these documents is an additional means by which to improve policy implementation and support (Mady & Black, 2012). Fourth, initial and continuing learning opportunities for educators and educational leaders must build both awareness of the need for policy changes and the practical capacity to implement such change.

These measures are in place to varying degrees across Canada, and considerable improvement is noticeable. In Ontario, *Including students with special education needs in French as a second language programs* (Ontario Ministry of Education, 2015) enhances the messaging contained in the 2013 and 2014 FSL curriculum documents that FSL is for all learners by reviewing research, explaining policy and describing specific inclusive teaching strategies. The 2015 Manitoba curriculum incorporates similar research and strategy components within the policy document itself. With respect to initial teacher education, institutions accredited by the Ontario College of Teachers to offer the recently-enhanced teacher certification program must incorporate opportunities for teacher candidates to develop "an asset-based approach" (Ontario College of Teachers, 2014, p. 27). to teaching SSEN, including knowledge of the many complex causes of behavioural concerns and possible strategies to address them, and the ability to use assistive and adaptive technologies to support student learning (Ontario College of Teachers, 2014). A recent addition to the collection of resources to build capacity among educational leaders to support inclusive practice is the *ED Talk* video[3], available on the Curriculum Services Canada website. This 18-minute production inspires leaders to critically assess their own approach to inclusion in FSL as well as that of the school environment in which they work.

Despite these advances, implementation of inclusive FSL programs continues to depend "on individual and collective beliefs about second language teaching and learning" (Ontario Ministry of Education, 2015, p. 42). Thus, in addition to developing and implementing inclusive policy, we must continually assess these processes on a local and national scale. The future of universal inclusive practice is dependent upon consistent re-education of stakeholders using research to inform evidence-based decision-making and professional practice.

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[3] http://www.curriculum.org/fsl/en/resources/ed-talk-principal-to-principal/

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Appendix

Synthesis of adaptations and strategies for inclusion found in FSL curriculum documents of British Columbia, Manitoba, Ontario and Newfoundland

Differentiation and accommodation	Specific instructional strategies

Adapt environment:
  - cluster students with particular gifts or needs
  - change location or furnishing to minimize distractions
  - use co-operative grouping	

Adapt resources:
  - use techniques such as colour-coding to make task-organization explicit
  - use manipulatives
  - reduce quantity of print
  - highlight key points
  - use adaptive hardware and software
  - tier resources to address concepts at various reading levels
  - use graphic organizers, and/or photocopied notes
	- Use a variety of learning resources (e.g., simplified text, illustrated guides or diagrams, word walls with French vocabulary, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual materials and activities that reflect cultural diversity)

Adapt assessment:
  - have students demonstrate understanding in various ways (e.g., through images, spoken words and actions ...)
  - match assessment to student need (e.g., open-book tests, untimed tasks, reduced task length)
	- Balance assessment and evaluation of skills in oral communication, reading and writing
	- Use videos of students speaking and reading for assessment
	- Vary demonstration of learning through participation in movement activities, songs, or chants; use of portfolios, demonstrations, visual representations or models)

Adapt instruction:
- provide extension activities
- offer choices for self-directed learning
- provide advance organizers
- model new concepts
- adjust pace as required
- paraphrase questions and instructions
- provide authentic opportunities for practice

- Chunk assignments into short segments
- Keep instructions simple
- Use routine assignments/activities in various contexts (so students can transfer what they know to new learning situations)
- Pair oral instructions with written/visual instructions
- Use visuals and manipulatives
- Provide a simple outline of lesson outcomes
- Question students to verify comprehension
- Allow a variety of ways for students to show understanding (drawing, dictating to a scribe, voice recording, exit slip)
- Reduce copying from a text or from the board
- Teach webbing, story boarding and mind mapping strategies
- Use peer tutors
- Integrate authentic technology-assisted learning (voice recorder, word processing, audio support);
- Use word walls and/or personal word banks
- Provide checklists or task plans
- Limit number of handouts/store work materials for students who need organizational support
- Provide descriptive feedback continuously
- Focus on performance tasks (reduce test-taking)