ATESL Best Practices Literature Review

Submitted to ATESL

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Table of Contents

Introduction

ATESL's 2009 *Best Practice Guidelines for Adult ESL/LINC Programming in Alberta* document delineates what constitutes best practice for adult ESL and LINC providers. The document has been influential in Alberta and is widely cited in more recently published best practice guideline documents.[1] However, updates to the 2009 document are required to reflect the changes in priorities, teaching practice, technology, and the publication of influential documents[2] that have occurred over the last decade. Most important in the required updates is the mandate to address the inclusion of marginalized groups of learners in a substantial and deliberate way.

In order to ensure that inclusion becomes a reality, a paradigm shift is called for that recognizes the need for inclusion specifically of LGBTQ2S+ learners, learners with disabilities, and learners who have experienced trauma or who are living with mental health issues. Along with this is the responsibility, in light of the *Truth and Reconciliation Commission of Canada (TRC)*, to incorporate Indigenous voices into ESL instruction.

The goal is that incorporating these themes into best practices document will promote meaningful interaction and inclusion for and among learners who strive to have their voices heard, their rights acknowledged, and their identity respected both within and beyond their learning contexts. As well, addressing these themes in the best practices document will potentially increase instructor comfort, confidence, and buy-in as they consider what inclusion means both in terms of their content and teaching practices.
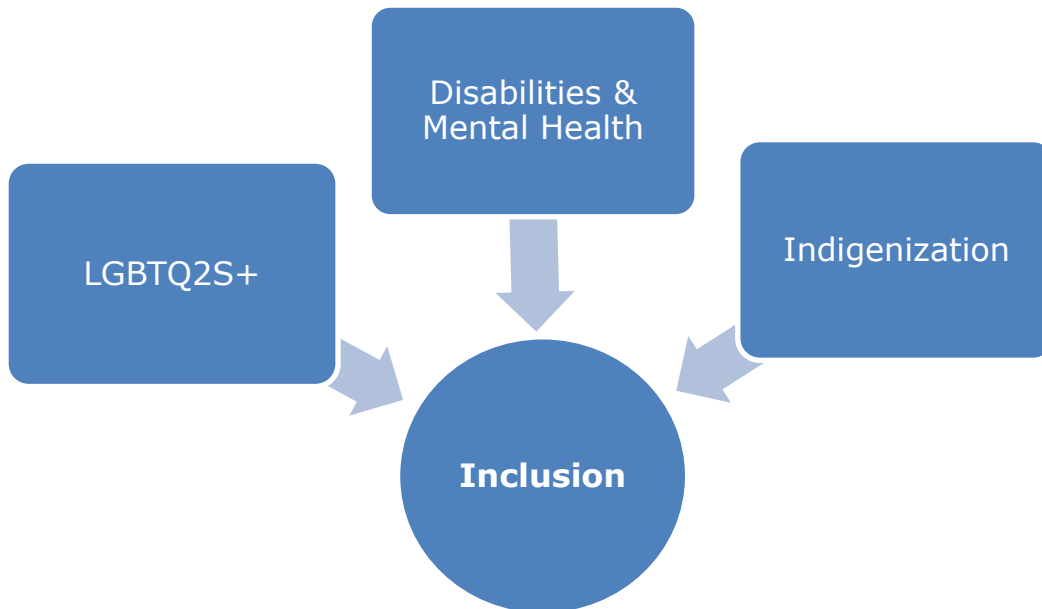

Figure 1. Scope of Inclusion

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[1] e.g., TEAL Ontario's 2020 *Ontario Directory of Best Practices Resources for Language Training.*
[2] For instance, documents related to ESL literacy, the Essential Skills, PBLA, and blended instruction.

As a first step in the revision of the ATESL Best Practices, a literature review was undertaken. This literature review includes the following four components:

- Best Practices documents and web portals
- LGBTQ2S+
- Learning Disabilities
- Indigenization

Best Practices Documents and Web Portals

Recently published best practice, standards, guidelines and policy documents related to the provision of adult ESL instruction were reviewed, from a variety of countries, including Canada, the USA, Australia, UK, and New Zealand. Both documents and web portals were reviewed. A key focus was to identify characteristics that contributed to the interactivity and usability of the resources, with a view to considering how the interactivity and usability of ATESL's Best Practices resources could be enhanced.

The following is a list of the best practice/standards resources that were reviewed.

Reviewed documents

Toronto Catholic District School Board. (2015). *Keystone Concepts: Guiding Principles and Components of Program Planning*. Retrieved from https://www.quartzon.ca/documents/keystoneConcepts-Nov27.pdf

Hunter, E. and Trethewey, K. (2009) *Learning Together: A guide to Community-Based Adult ESL & Literacy in British Columbia.* Literacy BC. Retrieved from https://decoda.ca/wp-content/uploads/LearningTogether_final.pdf

English Language learning: Policy Guidelines. (2018). British Columbia, Retrieved from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/guidelines.pdf

Solnes, A. , Yuen, S. and Wilbur, A. (2019). *A Principles-Based Approach to Supporting LINC Learners*. AMSSA, Strengthening Diversity in BC. Retrieved from https://www.amssa.org/wp-content/uploads/2019/04/A-Principles-based-Approach-to-Supporting-LINC-Learners-April-2019.pdf

Operations Guidelines Manual for LINC and ESL Programs in Manitoba. (2015). Retrieved from https://mansomanitoba.ca/wp-content/uploads/2017/04/Manitoba-Operations-Guidelines-Manual.pdf

Saskatchewan Literacy Network. (2016). *The Circle of Learning, Saskatchewan Adult Literacy Benchmarks 1 and 2.* Saskatchewan Literacy Network. Retrieved from http://saskliteracy.ca/wp-content/uploads/2015/01/Circle-of-Learning_Final-April-2016.pdf

Centre for Canadian Language Benchmarks (CCLB). (2019). *PBLA Practice Guidelines: An Introduction.* Centre for Canadian Language Benchmark. Retrieved from https://pblapg.language.ca/wp-content/uploads/2019/02/PBLA-Practice-Guidelines-2019_978-1-897100-78-3-RA.pdf

Nova Scotia Department of Education. (2003). *Guidelines for English as a Second Language (ESL) Programming and Services.* Province of Nova Scotia, Retrieved from https://studentservices.ednet.ns.ca/sites/default/files/esl_guidelines_web.pdf

Northern Territory Government Department of Education. (2017). *Guidelines: English as a Second Language*. (2017). Ministry of Education, Australia. Retrieved from https://education.nt.gov.au/__data/assets/pdf_file/0009/274671/English-as-a-Second-Language-Guidelines.pdf

Murray, D. (Series Editor). (2005). *First language support in adult ESL in Australia*. AMEP Research Centre. National Centre for English Language Teaching and Research Macquarie University, Sydney. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.616.7842&rep=rep1&type=pdf

English as a Second Language in the United Kingdom: Milestones in ELT. (2009). British Council, United Kingdom Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/Y299%20ELT-11-screen-English-as-Second-Language.pdf

Haddock, D., Nicholls, H., & Stacey, K. (2008) *Working with English Language Learners: A Handbook for Teacher Aides and Bilingual Tutors*. National Migrant, Refugee and International Team, Ministry of Education, New Zealand. Retrieved from https://www.education.govt.nz/assets/Documents/School/Supporting-students/ESOL/WorkingWithEnglishLanguageLearners.pdf

Teachers of English to Speakers of Other Languages (TESOL). (2008). TESOL Technology Standards Framework. https://www.tesol.org/docs/default-source/books/bk_technologystandards_framework_721.pdf?sfvrsn=4bd0bee6_2

Reviewed Web Portals

TEAL Ontario. (2020). *Ontario Directory of Best Practices Resources for Language Training.* Retrieved from: https://www.teslontario.org/ontarios-directory-best-practices

The Literacy Information and Communication System (LINCS). *LINCS Community for Adult Educators.* (2016). U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE). Retrieved from: https://lincs.ed.gov/

TESOL. (2020). TESOL International Association, USA. Retrieved from https://www.tesol.org/

English Australia. (2020). *Best Practice Guides*. Retrieved from
https://www.englishaustralia.com.au/professional-development/best-practice-guides

On the next page (see Figure 2) is a list of the components and design features that were identified as contributing to the interactivity of some of the different resources that were reviewed.

The revised version of the ATESL Best Practices will be presented both in the form of a web-portal, as well as a document. In light of the review of best practice resources, we envision the web-portal to potentially be layered as follows:

- A top layer of icons, with each icon linked to a best practice category, including newly proposed categories of Inclusion, Technology, and potentially more.

- Possibly a sub-layer of icons linking to sub-categories (e.g., the main category of Inclusion could link to LGBTQ2S+, Disabilities and Mental health, Indigenization).

- A middle layer of best practice statements. These statements will potentially include pop ups with quotes (written or videoed) and/or scenarios/vignettes demonstrating how the statements might look in different settings. Potentially there could be symbols/icons that provide links to themes through the Best Practices[3] Also, there will be buttons/icons linking the statements to the literature review entries and other resources.

- A bottom layer of Literature review entries (summaries, links, and reflective questions).

To facilitate this, the literature review for the three inclusion topics is presented as a series of separate entries rather than as a traditional literature review. Each entry includes a brief description and a summary of salient points. It also includes a list of reflection questions designed to highlight those parts of the resource that are particularly relevant for ESL practitioners, and to provoke reflective practice and application.

Eventually, these entries will be posted individually in the Best Practices Literature Review open education resource (OER), and linked to relevant sections in the Best Practices web portal. The entries included in this literature review represent the initial resources reviewed. As we continue with the research, more entries will be added.

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[3] Currently, the CLB and ESL Literacy have their own sections in the Best Practices document, but also appear as recurring themes in other sections (e.g., in curriculum, instruction, assessment, resources). We see the potential for other themes (e.g., Inclusion, Digitalization in learning, and Essential Skills) to have their own sections, but to also appear in other sections of the document. We are hoping to have icons or symbols that highlight these recurring themes.
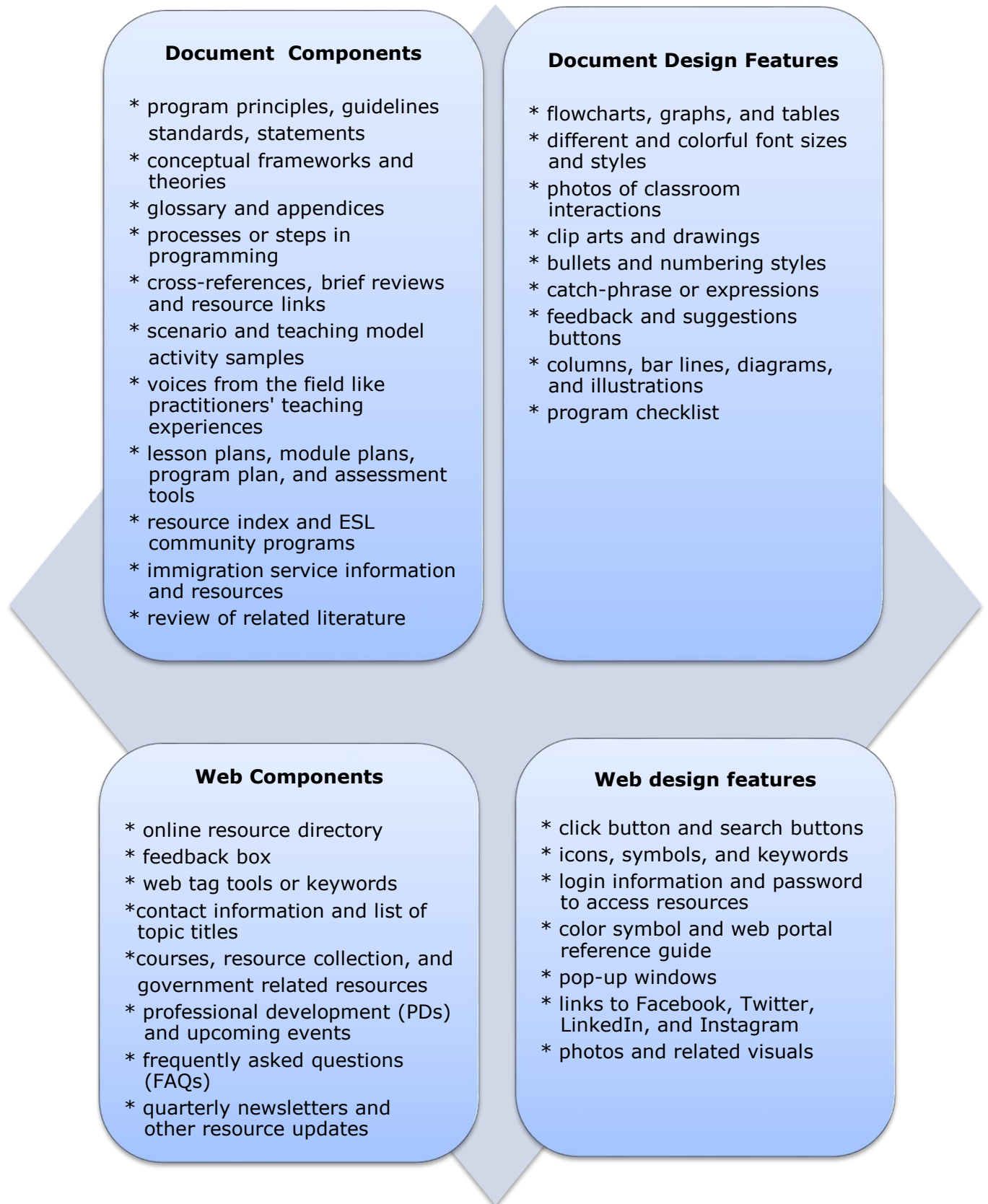
Document Components

* program principles, guidelines standards, statements
* conceptual frameworks and theories
* glossary and appendices
* processes or steps in programming
* cross-references, brief reviews and resource links
* scenario and teaching model activity samples
* voices from the field like practitioners' teaching experiences
* lesson plans, module plans, program plan, and assessment tools
* resource index and ESL community programs
* immigration service information and resources
* review of related literature

Document Design Features

* flowcharts, graphs, and tables
* different and colorful font sizes and styles
* photos of classroom interactions
* clip arts and drawings
* bullets and numbering styles
* catch-phrase or expressions
* feedback and suggestions buttons
* columns, bar lines, diagrams, and illustrations
* program checklist

Web Components

* online resource directory
* feedback box
* web tag tools or keywords
*contact information and list of topic titles
*courses, resource collection, and government related resources
* professional development (PDs) and upcoming events
* frequently asked questions (FAQs)
* quarterly newsletters and other resource updates

Web design features

* click button and search buttons
* icons, symbols, and keywords
* login information and password to access resources
* color symbol and web portal reference guide
* pop-up windows
* links to Facebook, Twitter, LinkedIn, and Instagram
* photos and related visuals

Figure 2: Interactive components and design features

7

LGBTQ2S+

This section includes eleven entries related to LGBTQ2+ inclusion. Each entry includes a brief description, a summary of salient points, and questions for reflection. These entries will eventually be posted individually in the Best Practices Literature Review OER, and linked to relevant sections in the Best Practices document.

LGBTQ2+ Inclusiveness Toolkit for Inclusive Municipalities in Canada and Beyond

Authors

Caitlin Downie (writer) and Cynthia Lacasse (Project coordinator)

Description

This 48-page Document was written for the Canadian Commission for UNESCO (CCUNESCO) to help municipalities improve their response to incidents of discrimination towards individuals in the LGBTQ2+ community.

Salient Points/Insights

This toolkit identifies recommendations for program practices that are inclusive of the LGBTQ2S community. It addresses key concepts related to gender and sexual orientation, along with appropriate terminology for describing diverse identities in an inclusive environment. TheLGBTQS2 community faces significant challenges, and this document describes practices for bridging those gaps. It recommends individual engagement and consultation within the community. As well, it describes policing guidelines to minimize the marginalization and crime experienced by the LGBTQS2 community. The document recommends that human resources departments develop policies that promote inclusion in the hiring and promotion processes.

LGBTQ2S youth and seniors encounter continued challenges. They are vulnerable and at greater risk of many forms of discrimination. For youth, it is crucial to address harassment in school, cyberbullying, and cyberstalking. LGBTQ2S seniors are particularly vulnerable and require specific support.

Lastly, infrastructure and recreation should foster positive environments that are safe and inclusive among users. The document identifies concerns related to health, sports, and recreation, and suggests improvements to ensure healthcare services are responsive and promote equal access for all.

Questions for reflection

As you examine this document, consider the following questions:

- The document identifies LGBTQ2S youth and seniors as particularly vulnerable. To what extent does this also apply to LGBTQ2S immigrants?

- How familiar are you with the suggested terminology? How important would it be to teach this terminology in ESL contexts?

- Is your classroom a safe and positive environment for your learners? Which of the suggested recommendations for infrastructure, healthcare, or recreation would also be relevant to your institution or to your classroom?

- Are you aware of LGBTQ2S support services that your learners could access?

Keywords

LGBTQS2 community, cyberbullying, cyberstalking, vulnerable sectors

Reference

Downie, C., & Lacasse, C. (2019). *LGBTQ2+ Inclusiveness: Toolkit for Inclusive Municipalities in Canada and Beyond.* Canadian Commission for UNESCO (CCUNESCO). Retrieved from https://en.ccunesco.ca/-/media/Files/Unesco/Resources/2019/06/CIMToolkitLGBTQ2PlusInclusiveness.pdf

The Every Teacher Project Recommendations Toolkit

Authors

Christopher Campbell and Catherine Taylor

Description

The 220-page toolkit is based on a substantial study into Canadian teachers' practices and perceptions related to LGBTQ-inclusive education. The study was funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), as well as The Manitoba Teachers' Society and The University of Winnipeg. The toolkit is recognized by teachers and teacher organizations in publicly funded schools across Canada.

Salient Points

This Toolkit is an essential guide for teachers, teacher organizations and others wanting to support the development of LGBTQ-inclusive education in schools. It begins with a useful glossary of terms that are used when discussing LGBTQ inclusion. It then includes a series of recommendations for different groups (e.g., government, school districts, teacher training programs, and teacher organizations). Some of the concerns addressed in the recommendations include safety, harassment, confidence in teaching, efficacy, LGBTQ visibility, school level practices, and classroom practices. Many of the recommendations, especially those for teacher organizations, would have relevance for ESL providers (e.g., #6 "Develop a gay-straight alliance…or equivalent for members," and #7 "Develop PD opportunities for members" p.29-32). Each recommendation is followed by a rationale, relevant research, additional resources and a Q&A section.

The document also includes an appendix for those who are new to the subject of LGBTQ-inclusive education, and an appendix for teachers who are facing resistance because of their own LGBTQ identity or allyship. As well, it includes appendices for those wishing to support trans students, and LGBTQ students in indigenous, religious, and/or rural areas.

Questions for Reflection

As you examine this document, consider the following questions:

- Have teachers in your institution received training that helps them foster an inclusive teaching environment? If not, is this something you could request?

- Scan through the recommendations for Teacher Organizations (p.15-42). Does your organization (or do you as an individual) make an attempt to follow any of these recommendations? Are there any recommendations that you think could be applied to your teaching context? What would be your first step working towards that recommendation?

- Read the most relevant appendix on how to support a specific LGBTQ community (e.g., trans students, or LGBTQ learners in rural, indigenous, or religious contexts). How can you make your own teaching context more LGBTQ-inclusive?

- Does your organization provide LGBTQ instructors and/or allies a safe environment to practice inclusive education?

Keywords

LGBTQ-inclusive education, School safety

Reference

Campbell, C. & Taylor, C. (2017). *The Every Teacher Project Recommendations Toolkit.* Winnipeg, MB: The Manitoba Teachers' Society. Retrieved from https://www.uwinnipeg.ca/rise/docs/Every_Teacher_Toolkit_WEB.pdf

Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions

Authors

Alberta Education (2016)

Description

The goal of this 21-page *Guidelines for Best Practices* is to support the creation of welcoming, caring, respectful and safe learning environments to support children and youth with diverse sexual orientations, gender identities and gender expressions.

Salient Points

The document provides a list of 12 best practices addressing the following topics: supports for learners, the right to self-identification, respect for privacy and confidentiality, dress codes, gender-segregated activities, equitable participation in activities, accessibility to washrooms and change rooms, providing professional development opportunities for staff, responding to bullying, building student capacity, welcoming all types of families, and ensuring staff are protected from discrimination.

A brief rationale is provided for each best practice. Also, each best practice is supported by specific indicators that demonstrate the best practice in action.

School authorities are encouraged to use these best practices as they develop policies, regulations and procedures that foster "welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging" for all students and staff.

Questions for Reflection

As you examine this document, consider the following questions:

- The document is written with the K-12 school system in mind. Some of the suggested best practices may be less relevant to adult ESL contexts. Read through the list of best practices in the table of contents. To what extent do you think the listed best practices are relevant to your context?

- Select one or more best practices that you think are met in your teaching context. Go to the best practice and read through the indicators. Do you still think the best practice is being met? Is there anything that you could do in your context to improve practice?

- Now identify one or more relevant best practices that are probably not met in your teaching context. Again, go to the best practice and read through the

indicators. Are there actions that could be put into practice in your teaching context? What would be your first step in advocating for that change?

Keywords

Best Practices, Guidelines, School Act

Reference

Alberta Education. (2016*). Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions*. The Crown Right of Alberta, as represented by the Minister of Education. Retrieved from https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf

LGBTQ+ Voices from the Classroom: Insights for ESOL Teachers

Author(s)

Evan Kaiser

Description:

This 22-page article describes research into how language and identity development of LGBTQ+ students is affected by their perceptions of whether their classroom climate is accepting of sexual diversity.

Salient Points

Previous research had found that LGBTQ+ learners in heteronormative ESL classrooms may be less willing to produce meaningful language in the ESL classroom, and less likely to construct an LGBTQ+ identity in their new context. In one section of the literature review, Kaiser describes findings that show that most ESL textbooks and curriculum materials either portray a completely heteronormative world, thereby marginalizing LGBTQ+ learners, or they include LGBTQ-related controversial topics for discussion, which can "other" LGBTQ+ individuals.

In his study, Kaiser conducted interviews with LGBTQ+ ESL learners, exploring their perception of heteronormativity in the classroom climate, and the relationship between learning English and developing an LGBTQ+ identity. Despite their perception of their classrooms as progressive and caring, the absence of LGBTQ+ content in the classroom was perceived as detrimental as learners were seen to lack the authority to adequately bring up or engage with the topics. One implication of this is the need for caring, open-minded and skillful teachers who can authoritatively introduce and navigate LGBTQ+ topics (with an acknowledgment that this can be challenging as students filter their interpretations of sexuality through diverse cultural frames of reference). Another implication is the need for teachers to, both sensitively and authoritatively, reframe ESL class content (vocabulary, pragmatics, identity themes) to maximize inclusivity. This can be done, for instance, by including texts on LGBTQ+ issues, as well as by including texts that are not necessarily on LGBTQ+ issues, but are written by LGBTQ+ authors. With this article, Kaiser hopes to present options for teachers to consider as they "craft an inclusive pedagogy" within their given institutional and sociopolitical contexts.

Questions for Reflection

As you read through this document, consider the following questions:

- If one of the interviewees were a student in your classroom, would their experience have been any different from those who were interviewed? Would they encounter silence surrounding LGBTQ+ topics?

15

- As Mary asks in the article, why do teachers "always talk about culture and discrim[ination] – globalization and culture issues, but they don't talk about identity issues"?

- What steps could you take to frame/reframe classroom discussions and content to ensure that LGBTQ+ learners in your classroom feel included and are given a voice?

- Do you feel you have the authority and skill-set to ensure that LGBTQ+ learners are neither marginalized nor "othered," but are included in your classroom? Explain.

Keywords

heteronormativity, Intersection, self-disclosure, framing

Reference

Kaiser, E. (2017). LGBTQ+ Voices from the Classroom: Insights for ESOL Teachers. *The CATESOL Journal*, *29*(1). Retrieved from https://files.eric.ed.gov/fulltext/EJ1144365.pdf

It's Not in the Curriculum: Adult English Language Teachers and LGBQ Topics

Title and Author

Christy Rhodes and James Coda

Description

This 9-page article examines ESL teachers' attitudes towards the inclusion of Lesbian, Gay, Bisexual, Queer content into their curriculum and instruction.

Salient Points

While the ESL classroom can be a safe place for students to explore their cultural identities and racial topics, ESL educators can be reluctant to plan lessons or allow discussions related to sexual identity. According to the literature, teachers generally want to be inclusive, but may feel they lack expertise in issues related to sexual identity, and are unsure how to respond to homophobic comments, for instance, or how to support learners who are in the process of "coming out". When such topics unexpectedly come up, teachers often change the topic in an effort to respect the learners' cultural values – leading to the continued silence of LGBQ learners.

Rhodes and Coda surveyed ESL/EAP instructors in college and university ESL programs to explore how they felt about including topics/materials with LGBQ representation, and the factors that influenced their choices. They found that although some participants wanted to support LGBQ inclusion, they faced a number of barriers: they did not feel they had the support of their teaching institution (especially if faith-based); curricular materials lacked any LGBQ representation; they feared offending conservative or religious students; and they felt LGBQ topics were irrelevant to course outcomes and learner interests.

Some instructors did include discussion activities based on news items related to topics such as same-sex marriage, with the goal that learners engage in civil conversations, think critically, and have some assumptions challenged. Rhodes and Coda found that some teachers viewed unplanned student-initiated discussions of LGBQ topics as positive "teachable moments." It was very important to those teachers that such discussions were rational and respectful. Other teachers chose to change the topic to avoid emotionally charged discussions and the potential of hurt feelings and miscommunication.

One implication of the study is the need to create and disseminate a repository of materials on a variety of themes that include LGBQ representation. A second implication is that instructors need to encourage learners to think critically about assumptions regarding sexual identity, for instance by asking "how and why" some identities are more privileged than others. A third implication is that professional development initiatives can build teacher competence and confidence, countering the apprehension that teachers experience related to LGBQ topics.

Questions for Reflection

As you read through this document, consider the following questions:

- Which of the obstacles to including LGBQ representation resonate with you?

- Are you aware of materials designed for adult ESL classes that include LGBQ representation? Have you used any of them? If you have, what has been the result?

- If you are not aware of such materials, check out the Diversity and Inclusion resources for LGBTQ2S+ learners at this link: https://continuingeducation.norquest.ca/home/diversity-inclusion/diversity-and-inclusion-resources). Can you see yourself using these resources?

- How have you responded to unexpected and unplanned student-initiated discussions of LGBQ topics?

- Consider the following quote:

    These spontaneous moments that arise in the classroom can be a way in which to problematize students' normative notions of gender and sexual identities…. Deconstruction can provide teachers with the ability to foster students' critical thinking in regards to students' understandings of sexual norms. Furthering inquiry in which students are asked to discuss and think about how and why certain identities are privileged over others can be a way to trouble dominant discourses such as heteronormativity. (Rhodes & Coda, 2017, p.6)

    Should you, and/or how should you, "problematize students' normative notions of gender and sexual identities"? Can you give an example of using "deconstruction" to foster critical thinking around sexual identity in these unexpected and unplanned discussions?

Keywords

Sexual Identities, culturally responsive, learning environment, professional development, student-led, local narratives, queer identifying individuals

Reference

Rhodes, C. and Coda, J. (2017) It's not in the curriculum: Adult English language teachers and LGBQ topics*. Adult Learning*, 28(1). Retrieved from https://www.researchgate.net/publication/317790003_It's_Not_in_the_Curriculum_Adult_English_Language_Teachers_and_LGBQ_Topics/link/5cb1f49ba6fdcc1d49917768/download

A Global Human Rights Approach to Pre-Service Teacher Education on LGBTIs

Author

Tiffany Jones

Description

This 22-page article addresses concerns for teacher educators providing pre-service teachers important information and support towards inclusive teaching.

Salient Points

Teachers are key players in providing correct information and relevant practice in the context of LGBTI (lesbian, gay, bisexual, transgender and intersex). The article stresses that pre-service education that focuses on local educational approaches to LGBTI rights may not adequately prepare preservice teachers to address LGBTI rights in the other education contexts they may encounter. While an individual teacher's preparation is geared towards local context, it is also important to consider the global sphere. The training of pre-service teachers must consider viewpoints coming from a variety of contexts and countries, as well as the international laws governing protection for the LGBTI community. The article advocates a "global human rights approach to LGBTIs in pre-service teacher education" rather than a context-specific approach which varies according to laws, textbook representations, and levels of multiculturalism.

Jones identifies the need to strengthen understanding of concepts and practices surrounding LGBTIs, which includes sexual orientation variance, gender identity variance, and intersex variance. Teacher educators should share the broad spectrum of national laws and policies that impact LGBTIs in educational contexts. They should share findings from research, especially as regards to the serious consequences of violence towards LGBTIs. They also need to counter the idea that objective instruction requires a neutral stance on the topic, with a focus on helping preservice teachers distinguish between reliable and unreliable sources on LGBTI topics. That is, pre-service teachers need to know that international human rights legislation recognizes that LGBTIs have the right to non-discrimination, safety, and access in educational institutions.

Questions for Reflection

As you explore this document, consider the following questions:

- Does your organization provide support to incoming teachers/pre-service teachers and prepare them to help address LGBTI-related issues in the classroom?

- Read through the list of consequences of violence experienced by LGBTIs (see p.302). Does your organization have preventative interventions to counter possible violence among LGBTI learners?

- Read through the list of specific commitments that were signed by over 50 countries on protection for LGBTI students in educational institutions (see p.290). Do you see these commitments reflected in your organization's practices? Are any of the topics listed at the bottom of page 6 addressed in the curriculum in your context?

Keywords

LGBTI, teacher educators, pre-service teachers

Reference

Jones, T. (2019) A Global Human Rights Approach to Pre-Service Teacher Education on LGBTIs. *Asia-Pacific Journal of Teacher Education*, *47*(3), 286-308. Retrieved from https://www.tandfonline.com/doi/full/10.1080/1359866X.2018.1555793

From Insult to Inclusion: Asia Pacific Report on School Bullying, Violence and Discrimination on the Basis of Sexual Orientation and Gender Identity

Authors

Karen Humphries-Waa and Justine Sass

Description

This 97-page document reviews published and unpublished reports, peer reviewed literature, and information from NGOs, individuals, and governments in almost 40 countries in the Asia-Pacific region. It focuses on what is known about the discrimination and violence experienced by LGBT and intersex and gender non-conforming young people in primary and secondary schools in the Asia Pacific region.

Salient Points

The report begins with a list of common terms and concepts. It discusses the different historical, legal, religious, cultural and youth contexts related to inclusion. It narrates the many forms of bullying, violence, and discrimination experienced by students in Asia-Pacific schools and their impacts to health, education, employment, and economic situations. In response to prevalent impacts, the education sectors have created meaningful measures to ensure safe and secure learning environments for everyone.

The report describes the steps that have been taken to create a "multilayered" framework of support for learners (see page 44). It summarizes national laws and policies that have been enacted in some states to protect children in schools, along with effects of specific school policies on the likelihood of self-harm and suicide. It also describes changes that have been made to curricula, learning materials, and teacher training in some contexts, and some of the impacts of those changes. The report discusses the role of student-led initiatives, NGOs, counseling services, and awareness raising initiatives to counter discrimination and violence and promote safety in schools.

The report calls for further analysis of the situation, along with the development of a policy framework to promote inclusion. It calls for changes to curricula to remove materials that stigmatize LGBTI persons, as well as to include content that promotes gender equality and counters discrimination, prejudice, violence and bullying.

Questions for Reflection

As you read through the section on Violence in schools in Asia-Pacific, consider the following questions:

- To what extent would the experiences of learners in adult ESL classes in Alberta experience be similar to or different from the experiences of bullying, violence and discrimination that are described?

- Consider that some of your learners from Asia Pacific regions may be LGBTQ+. How might their prior experiences affect how they experience their ESL classes in Canada? What needs to be done to support these learners in their classes in Canada?

As you read through the "Education sector response" section, consider the following questions:

- Which of the supports to counter bullying, discrimination, and violence towards LGBTQI learners are also present in your ESL context?

- What additional supports could/should be implemented in your context?

Keywords

Asia-Pacific schools, NGOs, Bullying, Violence, Discrimination

Reference

Humphries-Waa, K. and Sass, J. (2015). *From Insult to Inclusion: Asia-Pacific report on school bullying, violence and discrimination on the basis of sexual orientation and gender identity*. United Nations Educational, Scientific and Cultural Organization. Retrieved from https://www.researchgate.net/publication/310483244_From_Insult_to_Inclusion_Asia-pacific_report_on_school_bullying_violence_and_discrimination_on_the_basis_of_sexual_orientation_and_gender_identity/link/582fac4408ae004f74be632b/download

Diversity LGBTQ Policies and Resources on Campus and the Experiences and Psychological Well-Being of Sexual Minority College Students: Advancing Research on Structural Inclusion

Authors

M.R. Woodford, A. Kulick, J. C. Garvey, B.R. Sinco, and J. S. Hong

Description

This 13-page article describes the findings of a cross-sectional study that looks at the connection between certain institutional policies and resources on college campuses, and the experiences and psychological-well-being of LGBQ+ college students. The results highlight the positive effect of the identified policies and resources in protecting LGBQ+ learners from discrimination.

Salient Points

It is important to have institutional policies and resources in the school system that minimize the experience of rampant heterosexist discrimination and protect the psychological well-being of sexual minority students. The study reiterates the value of structural interventions in reducing discrimination, resulting in less distress and higher self-acceptance.

Significant findings of the study indicate that institutional policies that promote inclusion play a role in protecting the LGBTQ students from heterosexist discrimination. Statistical modeling indicates that having nondiscrimination policies that target both gender identity and sexual orientation, offering a credit LGBTQ course, and having a high ratio of LGBTQ student groups were directly associated with reports of lower levels of discrimination, less distress, and higher levels of self-acceptance. This validates the importance of initiatives that promote the inclusion of and protection of LGBTQ students.

Questions for Reflection

As you explore this study, consider the following questions:

- Does your institution have non-discrimination policies that explicitly address both gender identity and sexual orientation? If not, could you advocate for such a policy in your context?

- One of the suggestions from the study is on having formal educational resources related to LGBTQ inclusion. Do you think that your institution has sufficient and relevant resources accessible to both teachers and students?

- Having LGBTQ organizations on campuses is one of the suggestions from the study. Does your institution allow or facilitate the creation or presence of organizations that support LGBTQ students?

Keywords

Institutional policies, psychological well-being, LGBTQ organizations

Reference

Woodford, M. R., Kulick, A., Garvey, J. C., Sinco, B. R., & Hong, J. S. (2018). LGBTQ policies and resources on campus and the experiences and psychological well-being of sexual minority college students: Advancing research on structural inclusion. *Psychology of Sexual Orientation and Gender Diversity, 5(4), 445-456*. Retrieved from http://dx.doi.org/10.1037/sgd0000289

LGBT Educators' Perceptions of Safety and Support and Implications for Equity-Oriented School Leaders

Authors

Tiffany Wright, Nancy J. Smith, and Erin Whitney

Description

This 16-page research study reveals LGBT-educators' perceptions of safety and support in the school system and offers suggestions to further improve the current experience of LGBT-educators.

Salient Points

This study provides a picture of LGBT educators' experiences after coming out as LGBT. I used the National Survey of Educators' Perceptions of School Climate instrument (also used in 2007 and 2011) to determine teachers' perceived experiences when coming out as LGBT educators. In 2007/2011, some of the negative feedback revolved around the lack of support from students, the continued experience of bullying to the extent that some teachers felt being ostracized for coming out as LGBT, and resistance of parents who did not want their children placed with LGBT educators.

In contrast, in 2017, more respondents mentioned the positive effects of being out than the negative effects. LGBT teachers mentioned that their ability to support LGBT learners was the most positive effect of being out. They were able to be role models, their LGBT learners had "someone like them" to go to, and they were able to be involved in their schools' GSAs.

Despite these positive consequences, still, in 2017, one third of LGBT teachers still experienced a hostile school climate. The study suggests that school leaders must continuously support teachers by providing professional development on LGBT issues, providing quality and frequent interventions on issues about homophobia and transphobia, and creating inclusive school activities that welcome everyone regardless of their sexual identities or preferences. Having a support system that is open for change not only affects LGBT educators but also influences students' perceptions of a whether a school environment is safe and caring.

Questions for Reflection

As you explore this study, consider the following questions:

- As mentioned in the study, coming out as LGBT can have both positive and negative consequences for instructors. What positive or negative consequences would an LGBTQ instructor face if they came out in your teaching context?

- The conclusion lists suggestions for disrupting heteronormative (and discriminatory) practices. What practices does your organization implement to counter hostility towards LGBTQ educators?

- One theme that emerged from the study was bullying (p. 12). What measures do your school administrators take to counter the bullying experienced by LGBT teachers and students?

Keywords

LGBT educators, school climate, homophobia

Reference

Wright, T., Smith, N. Whitney, E. (2019). LGBT educators' perceptions of safety and support and implications for equity-oriented school leaders. *Journal of Educational Leadership and Policy Studies, Special Issue #2 on Educational Leadership and Social Justice, 3* (2). Retrieved from https://files.eric.ed.gov/fulltext/EJ1233796.pdf

Exploring LGBT Lives and Issues in Adult ESOL

Authors

Sheila Macdonald, Laila El-Metoui, Mike Baynham, John Gray

Description

This 35-page article explores responses from one hundred ESOL tutors and managers in the UK to a survey and interviews, as well as responses of learners during a focus group interview. The survey and interviews explored the question, "How are LGBT lives brought into, and experienced, in adult ESOL classrooms?"

Salient Points

A number of themes emerged from the responses of the ESOL tutors. One theme ("It had never crossed my mind") that emerged was the idea that learners often raised LGBT issues in class, to the surprise of teachers who had not considered the issue. A second theme ("It's private") identified the discomfort and reluctance of some instructors regarding bringing up or addressing LGBT issues in the class, despite their desire for all learners to be respected. Other themes that emerged had to do with teaching tolerance ("That's what you want to teach anyway, tolerance"), and a willingness to engage in critical discussion and challenge prejudices by deliberately including LGBT issues ("Sitting in the fire"). The article relates participant responses to three different approaches to sexual diversity in ESOL: counselling, anti-discriminatory practice, and discourse enquiry/critical pedagogy.

The article also reported on learner responses during a focus group interview. Many of the learners had direct experience of LGBT lives, and a common theme was the requirement of respect.

The article ends with recommendations. One recommendation is to assume that "all learners either are, or have contact with others who are, LGBT" and that their ability to engage with the subject is likely more nuanced than expected. Also, despite the fear of homophobia and a reluctance to cause distress, it is important to provide opportunities for learners to learn about and express their views about sexual diversity. Also, it is crucial to use visual messaging that portrays LGBT people in everyday lives. In general, the tutors desired to learn more about how to improve their practice, and they wanted access to materials that portrayed LGBT people.

Questions for Reflection

As you read through this document, consider the following questions:

- Which of the themes or tutors do you most identify with?

- Read through the 3 approaches to LGBT lives and issues described on pages12-13. Which approach would you find most intuitive? What are the constraints of that approach?

- Some of the respondents were taken by surprise when learners brought up LGBT issues in class. Others mentioned how transformative these discussions could be. What has been your experience? How can you provide opportunities for learners to learn about and share their individual stories and observations on LGBT related issues?

- One of the constraints in developing an anti-discriminatory approach is the negative portrayal or characterization surrounding LGBT stories. In your own classroom, are you able to ensure that LGBT stories are depicted with balance and appropriateness as to individual lives and issues?

Keywords

ESOL, safe spaces, sexual diversity

Reference

Macdonald, S., El-Metoui, L., Baynham, M. & Gray, J. (2014). Exploring LGBT Lives. *Issues in Adult ESOL*. ESOL Nexus Research Awards, British Council. Retrieved from https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Exploring_LGBT_Lives_Issues_Adult_ESOL.pdf

Engaging with LGBT and Migrant Equalities: Activities for the ESOL Classroom

Authors

Francesca Stella, Jennifer MacDougall, Minna Liinpää, and Jenny Speirs

Description

This 68-page learning resource is designed to provide ESOL learners with the opportunity to explore LGBT lives and engage with issues of sexual and gender diversity. It includes lesson plans and classroom resources.

Salient Points

This resource offers a variety of materials that can be used promote inclusion in the ESOL classroom related to sexual orientation, gender identity and marriage status. The lessons and stories in this resource showcase accounts of LGBT migrants in Scotland and address common themes of family, equality, and diversity.

Materials include vocabulary development, language focuses, visuals that include diverse families, reflection activities, and reading, writing, listening, and speaking activities. As learners develop their language skills, they will also explore diverse family structures, learn about the Equality Act 2010, relate the nine protected characteristics to real-life accounts of discrimination, and explore the themes of adaptation, home, and family, through the eyes of LGBTQ learners.

Questions for Reflection

As you explore this document, consider the following questions:

- Creating a photo diary is a valuable tool in helping learners share their own story or experience associated with sexual/gender diversity. In your own classroom, how could you use photographs to initiate LGBT-related discussion?

- This resource includes a glossary of terms and each lesson includes a focus on key vocabulary needed to complete the tasks and engage in discussions related to inclusion and LGBT topics. Why do you think vocabulary development plays such an important role in this resource?

- As mentioned in the learning resource, there are nine (9) protected characteristics under the Equality Act. These include age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexual orientation. Look at the materials on this topic (p. 18-28). How relevant would they be in your context? Can you think of other classroom activities to raise awareness of these protected characteristics?

Keywords

Differentiation, personalization, protected characteristics, migrants' personal stories, Equality Act

Reference and Links

Stella, F. MacDougal, J. , Liinpää M. and Speirs, J. (2018). *Engaging with LGBT and migrant equalities: Activities for the ESOL classroom*. Glasgow: University of Glasgow. ESRC, Economic and Social Research Council. Retrieved from https://education.gov.scot/improvement/Documents/inc80-lgbt-and-migrant-equalities.pdf

Note: If you found this article valuable, you may want to check out the following additional resources:

Breaking the ice: addressing LGBT issues in the ESOL classroom (British Council resource). Available at: http://teachingenglish.britishcouncil.org.cn/article/breaking-ice-addressing-lgbt-issues-esol-classroom

Queering ESOL: Towards a cultural politics of LGBT issues in the ESOL classroom https://queeringesol.wordpress.com/

Learning Disabilities

This section includes one entry relevant to deaf multilingual learners, five entries on learning disabilities, one entry on learners in intellectual disabilities, and two entries on trauma informed teaching.

Each entry includes a brief description, a summary of salient points, and questions for reflection. These entries will eventually be posted individually in the Best Practices Literature Review OER, and linked to relevant sections in the Best Practices document.

Educators' Practices Involving Deaf Multilingual Learners: A Single Study

Author

Mary Christine Thomas

Description

This 156-page research study delves into instructional strategies used by teachers and other professionals who provide support to Deaf Multilingual Learners (DMLs) at an elementary school in the US.

Salient Points

This study explored insights gained from interviews, observations, and focus groups with 12 professionals and educators at a deaf education program in an elementary school. These participants were asked questions referring to educational assessment and instructional strategies used when supporting DMLs. Emphasis on language development came as the dominant response when supporting DML in the process of educational assessment. Assessment must incorporate culture-based activities which should not be only seen in curriculum but also experienced within the support group (i.e. audiologist, ESL teachers, educational interpreter, etc.). As well, using non-verbal assessment can lessen biases that arise from language barriers that a learner may experience.

In addition, participants' insights on instructional strategies provide meaningful suggestions that can help improve the support for DML. These suggestions include using holistic approach in classroom, therapy session or in any individual activities. For instance, using visual representations like pictures and other meaningful images can facilitate a vibrant and engaged classroom, and themes that showcase cultural celebrations and events can become part of social conversations. In addition, collaboration among Deaf education team, interpreters, and general education team helps nurture stronger and better support systems for DMLs.

Questions for Reflection

As you examine this document, consider the following questions:

- Have you taught Deaf Multilingual Learners (DMLs)? If yes, what specific strategies have you used to accommodate their learning needs? If not, how would you address their specific needs in class?

- One emphasis in the study is the necessity of collaboration among the support team (i.e audiologist, Deaf education and General education team). In your organization, is there a support team you can call on when providing instruction to a deaf or hearing impaired learner?

- The study stressed that non-verbal assessment can be used to avoid bias in doing assessment among DMLs. Does your organization provide options such as non-verbal assessment? How do you ensure that there is no bias in facilitating assessment with DMLs?

Keywords

Deaf Multilingual Learner (DML), audiologist, educational interpreter

Reference and Links

Thomas, M.C. (2019) Educators' Practices Involving Deaf Multilingual Learners: A Single Study. Liberty University, Lynchburg, VA, USA. Retrieved from https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3318&context=doctoral

Identifying and supporting English learner students with learning disabilities: Key issues in the literature and state practice

Authors

Elizabeth Burr, Eric Haas, Karen Ferriere

Description

This 62-page review identifies key principles in identifying and supporting English language learners with learning disabilities and provides an overview of guidelines that are used by those states in the United States with the largest populations of English language learners.

Salient Points

Identifying whether an English language learner is experiencing academic difficulty because of a learning disability, because of difficulties acquiring the second language, or because of other factors (socio-economic status, first language development, etc.) is challenging but necessary if learners are to access the help that they need. This document reviewed guidelines that are commonly used in 20 states in the US to identify and assist English learners with learning disabilities.

The review identified key questions to explore when determining the source of a language learner's academic difficulties. These questions address the quality of education the learner is receiving; how the learner's progress compares with the "normal" rate of progress of those of similar ages and language proficiency; what is considered "normal" within the child's cultural background; and what additional factors (socio-economic factors, previous education, first language fluency, etc.) may affect academic progress.

The review concluded that standardized tests, on their own, cannot adequately distinguish between learning disabilities and second language proficiency, limited previous schooling, and low first language proficiency. As a result, providing professional development for educators, implementing pre-referral strategies, involving parents, using multiple forms of data, and developing clear policies were highlighted as important.

Questions for Reflection

As you explore this document, consider the following questions:

- The review focuses primarily on younger learners. Which of the strategies for identifying and supporting learners with learning disabilities might apply to an adult ESL context?

- How do you distinguish between learners who have difficulty in your class because of lower language proficiency, and learners who have difficulty because of learning disabilities? Does your teaching context have procedures for identifying whether English language learners have a learning disability?

- This framework described principles and practices for identifying and supporting English learner students with learning disabilities. Does your teaching context have a procedure that helps you and other teachers identify learners with learning disabilities? Have you used this procedure to support your learners?

- On page 7, this document suggests that professional development is needed for educators who are supporting English learners with potential learning disabilities. Have you received professional development in any of the topics listed on that page?

Keywords

Misidentified, mismatching, second language acquisition

Reference and Links

Burr, E., Haas, E., & Ferriere, K. (2015). *Identifying and supporting English learner students with learning disabilities: Key issues in the literature and state practice*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from: https://files.eric.ed.gov/fulltext/ED558163.pdf

Screening for Learning Disabilities in Adult Basic Education Students

Authors

Sharon L. Reynolds Jerry D. Johnson James A. Salzman

Description

This 17-page article reports on a study that investigated the types and value of learning disability screening processes used with adult basic education learners in Ohio over a period of four years.

Salient Points

Although adult basic education instructors are skilled at adapting their instruction to meet the needs of their learners, it is important that learning disabilities are documented and diagnosed. Undiagnosed learning disabilities have high individual and societal costs. Learning disability screening processes indicate areas that may need further exploration, but do not result in a diagnosis of a learning disability. The authors describe the learning disability screening practices of adult learners in the ABLE (Adult Basic Literacy Education) in Ohio. Although results revealed an increased rate of screening before learners enter the ABLE program, referrals for diagnostic assessment remained low. This low turnout was due to high costs for diagnostic assessment, lack of information about referral service, distance, and unwillingness of learners to participate in the assessment process.

Screening adult learners for possible learning disabilities not only helps teachers in identifying learners' needs but also allows them to make referrals for learning disability (LD) diagnosis. Although teachers can make use of the screening results as a point of reference when creating classroom interventions, it is important that learners with possible learning disabilities have access to further evaluation and diagnosis. Undiagnosed learning disabilities can have repercussions as students move into postsecondary programs. A diagnosis can allow them to access the educational accommodations they need for success. As many learners with learning disabilities remain undiagnosed, the authors emphasize the importance of implementing a universal design (UDL) approach to instruction in adult educational programs.

Questions for Reflection

As you explore this article, consider the following questions:

- The study provided samples of screening instruments used in assessing early onset of learning disabilities (see Table 1 on pages 5-6). Have you done any screening assessment in your own classroom/organization? How did the result of the screening help you as a teacher?

- A few barriers were noted in this study about screening instrument, including the cost, the availability of services, and the lack of trained professionals to handle the assessments. What other possible barriers may prevent learners in doing screening assessment?

Keywords

Adult Basic Education, diagnostic services, screening instrument

Reference and Links

Reynolds, S., Johnson, J. and Salzman, J. (2012). Screening for Learning Disabilities in Adult Basic Education Students. *Journal of Postsecondary Education and Disability, 25*(2), 179–195. Retrieved from https://files.eric.ed.gov/fulltext/EJ994285.pdf

California Dyslexia Guidelines

Author

California Department of Education

Description

This 136-page set of guidelines from the California Department of Education supports teachers and other members of the community who work with learners with dyslexia and other learning disabilities.

Salient Points

Dyslexia is a specific type of learning disability where learners have trouble recognizing words correctly and fluently. Dyslexia can vary in severity and manifests differently at different ages. Chapter 4 of the book (see page 14) describes the characteristics of dyslexia, such as inability to sound out new words, limited sight-word vocabulary, and learners' listening comprehension exceeding their reading comprehension. Some of the common signs of dyslexia in young adults include difficulty in notetaking when listening to a lecture; extreme fatigue when reading; difficulty in retrieving words, which is frequently expressed as having an "on the tip of my tongue moment"; uncertainty or pausing when speaking; and use of inaccurate vocabulary or mispronunciation of people's names and even places (p.21-22). Chapter 11 covers evidence-based strategies for teaching students with dyslexia, including integrated instruction in listening, speaking, reading and writing; direct, explicit and structured instruction; and sufficient scaffolding (p. 64-74).

Learners who have dyslexia may be gifted in other areas. Some of these learners have skills in visual-spatial thinking or have technical or mechanical skills which can lead to success in certain careers. Because of the many factors associated with dyslexia, educators and other support personnel are encouraged to implement comprehensive and continued plans to support learners with dyslexia. Monitoring the progress and effectiveness of interventions provided to learners will help educators meet the needs of their learners.

Questions for Reflection

As you explore this document, consider the following questions:

- The guidelines provide a list of relevant tools for dyslexia and learning disabilities on pages 77-78. Which of the listed tools have you used? Were they successful?

- Have you had learners in your class who you suspected may have dyslexia? What signs did you notice that may have signaled dyslexia? What classroom interventions did you use?

- Chapter 7 describes the challenges of identifying dyslexia in young ESL learners. One suggestion is to assess "critical foundational skills, such as phonological awareness and rapid naming (two major predictors of early reading ability and dyslexia)…in both the native and English language [as] these early literacy skills transfer across languages" (p.36). Does your organization provide first language support for learners who may have dyslexia?

Keywords

Dyslexia, English language proficiency, dyslexic, interventions

Reference and Links

California Department of Education (CDE). (2017). California Dyslexia Guidelines California Department of Education Sacramento (Last Modified December 2018). Retrieved from https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

If you found the above resource valuable, you may wish to explore the following:

International Dyslexia Association (IDA) (2020). Retrieved from https://dyslexiaida.org/dyslexia-basics/

Dyslexia Help (2020). The Regents of the University of Michigan. Retrieved from http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/is-my-child-dyslexic/clues-to-dyslexia

Shaywitz, S (2017). Overcoming Dyslexia, pp. 125-127. The Yale Center for Dyslexia and Creativity. Retrieved from http://dyslexia.yale.edu/dyslexia/signs-of-dyslexia/#part-young-adults-adults

International Policies, Identification, and Services for Students with Learning Disabilities: An Exploration across 10 Countries

Authors

Jugnu Agrawal, Brenda L. Barrio, Benikia Kressler, Yun-Ju Hsiao, and Rebecca K. Shankland

Description

This 19-page article is a review of the literature on the policies and services for learners with learning disabilities in 10 countries.

Salient Points/Insights

The authors in this study explored the varying definitions and scope of learning disabilities (LD) in 10 countries: Canada, China, Denmark, Germany, Japan, Mexico, Netherlands, Singapore, Taiwan, and United Kingdom. Each of these countries have legislation and policies that define learning disabilities and determine services, support, and interventions for learners with LD.

Based on the findings from the literature review, countries are paying more attention to and providing more supports for students with learning disabilities (LD). A majority of the countries have established specific laws or policies that govern special education for individuals with LD. Services and other interventions to support learners with LD are also in place (see page 5 for results). In Canada, specifically, individuals with LD receive support from municipal or provincial chapters which are affiliated with the Learning Disabilities Association of Canada (LDAC). The authors encourage educators around the world to use a collaborative approach when addressing the needs of learners with learning disabilities.

Questions for reflection

As you examine this document, consider the following questions:

- As mentioned in the study (p. 6), early identification of LD is supported in each province in Canada. Are you familiar with the support that has been provided by your province to individuals with LD? Can you identify a few examples of support?

- In reference to Alberta Learning (p. 6), a teacher can make a pre-referral process after identifying a struggling student. Have you had an experience making a pre-referral? How did the process work?

- Most of the countries in this study have implemented services and interventions supporting individuals with LD. What services and interventions are in place in your context?

Keywords

Reference

Agrawal, J., Barrio, B., Kressler, B., Ju- Hsiao,Y. and Shankland, R. (2019). International Policies, Identification, and Services for Students with Learning Disabilities: An Exploration Across 10 Countries. *Learning Disabilities: A Contemporary Journal, 17*(1), 95-114, 2019. Retrieved from https://files.eric.ed.gov/fulltext/EJ1218057.pdf

If you found this article interesting, you may also wish to view the resource below:

Alberta Learning. (2002). Unlocking potential. Key Components of programming for students with learning disabilities. Edmonton. Alberta. Crown in Right of Alberta. Retrieved from https://education.alberta.ca/media/385144/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf

Stereotypes about Adults with Learning Disabilities: Are Professionals a Cut Above the Rest?

Authors

Gulgoona Jamal

Description

This 30-page article reports on an experiment that explored the attitudes of 175 professionals and 167 non-professionals in India towards the life success of adults with learning disabilities.

Salient Points

Stereotypes are often attached to perceptions of the mental, emotional, and even physical attributes. Individuals with learning disabilities are commonly subject to countless stereotypes. In this study, the attitudes towards adults with learning disabilities of two groups of participants, professionals and non-professionals (public), were contrasted. The findings revealed similarity of perceptions between the two groups of participants. That is, both groups viewed adult learners with learning disability as likely to have less success in life than their counterparts. Other negative stereotypes included using comparative and contrastive descriptions included *normal vs abnormal, attractive vs unattractive, fast vs slow, intelligent vs dull, and successful and unsuccessful.*

These negative perceptions of individuals having disabilities are deeply rooted, making it challenging to counter the stigma attached to individuals with disabilities. It requires a concerted effort among professional groups and the public in general to change attitudes towards individuals with disabilities. Information dissemination and knowledge about learning disabilities must be widely communicated for everyone to get the message of support.

Questions for Reflection

As you explore this document, consider the following questions:

- Learners with disabilities were stereotyped using words such as *abnormal, dull, unattractive, slow, or unsuccessful*. As an educator, how do you respond to such stereotyping language when it occurs in the classroom?

- Despite information on inclusion, there are still many who have negative views towards individuals with disabilities. In your own classroom, how do you encourage inclusivity among learners? How do you ensure that learners with disabilities are accepted, involved, and recognized in class?

- Stereotypes are not only spoken but also viewed in textbooks and other resource materials. As an educator, are you able to select classroom materials

that are free from stereotypes? What strategies work best in selecting books, magazines, journals that promote diversity among your learners?

Keywords

Stereotypes, biases, learners with learning disability

Reference and Links

Jamal, G. (2019). Stereotypes about Adults with Learning Disabilities: Are Professionals a Cut Above the Rest? *Disability, CBR & Inclusive Development,* 30(2), pp. 7-36. Retrieved from http://dcidj.org/article/view/811

A Culturally and Linguistically Responsive Framework for Improving Academic and Postsecondary Outcomes of Students with Moderate or Severe Intellectual Disability

Authors

Christopher J. Rivera, Bree A. Jimenez, Joshua N. Baker, Tracy Spies, and Pamela J. Mims

Description

This 28-page article proposes a framework for supporting learners with intellectual disabilities (ID) who are culturally and linguistically diverse (CLD). The framework addresses the multifaceted needs of the identified learners, suggests supports to help learners cope with academic challenges, and provides educators with necessary tools in improving their instructional strategies.

Salient Points

With limited resources and lack of training, educators face challenges in meeting the needs of their culturally and linguistically diverse learners with moderate to severe intellectual disabilities. The study proposes a framework for supporting culturally and linguistically diverse learners with intellectual disabilities. This framework (see Figure 1) includes the following eight variables:
1. Universal Design for Learning
2. Establishment of a safe learning environment
3. Systematic and explicit instruction
4. The integration of culture
5. Primary language support
6. Multiple opportunities to respond
7. Technology
8. Self-determination

The first proposal for supporting CLD learners who may have moderate or severe intellectual disabilities is that curriculum must adhere to Universal Design for Learning (UDL). This helps ensure equal access to learning and meets learner needs through scaffolding, engagement, and assistive technology. Also, educators should search out strategies that promote interaction among learners. These teaching strategies and instruction must be authentic, responsive, and culturally sound. Allowing learners to have self-directed activities encourages a more independent and successful learning.

Questions for Reflection

As you examine into this document, consider the following questions:

- Universal Design for Learning (UDL) is a key component in supporting CLD learners. Are you familiar with the principles of UDL, and do you apply those

principles in your own instructional practice? What changes have you made to your teaching practice to ensure access for all?

- Page 36 lists and defines the different framework components. Which of these are already apparent in your own practice? Are there other components that you could implement if you made deliberate effort?

- One of the suggestions from the study (see page 34) is the use of technology to support CDL learners. Which of these technologies have you used? To what extent have they been beneficial? Are there ways that you could incorporate other technologies into your classes? How can you advocate for learner access to assistive technology?

- One component of the framework is to allow students multiple opportunities and ways to respond. Do you currently allow students in your class to demonstrate learning in different ways, or are they all required to respond in the same ways? What changes would you need to make to incorporate this component into your instruction?

Keywords

Culturally and linguistically diverse, intellectual disability, moderate, severe

Reference and Links

Rivera, J. C., Jimenez, B. A., Baker, J. N., Spies, T., Mims, P. J., Courtade, G. (2016). *A Culturally and Linguistically Responsive Framework for Improving Academic and Postsecondary Outcomes of Students with Moderate or Severe Intellectual Disability.* Division for Physical Health, and Multiple Disabilities; Digital Commons@East Tennessee State University. Retrieved from https://dc.etsu.edu/cgi/viewcontent.cgi?referer=https://scholar.google.ca/&httpsredir=1&article=1301&context=etsu-works

Best Teaching Practices for English Language Learners Who Have Experienced Trauma: A Book of Trauma-Informed, English Language Mini Lessons for Ell Teachers

Author

Anna Klompien, Hamline University

Description

The aim of this 51-page study was to create mini-lessons for ESL learners based on trauma-informed practices for elementary students. The goal of the lessons is to help ELL teachers' address the challenges encountered when teaching learners who have experienced trauma.

Salient Points

The study begins with the author's reflection of her own experience teaching students with traumatic experiences. These traumatic experiences are related to students' socio-cultural background, such as witnessing war and violence, feeling of isolation and despair, inadequate food and nutrition, abuses in the family, loss of loved ones and even moving to another country and navigating a new culture. These traumatic experiences can have long term mental health consequences, as well as an inability to concentrate. This often results in disengagement in school activities, absenteeism, and a high percentage of school drop-out.

The author acknowledges that available resources tend to focus more on English language teaching techniques than trauma-informed techniques. Because of this, she developed trauma-informed lessons for teachers to use when supporting learners with trauma. The mini lessons were anchored in the literature review that she conducted and research on ELL best practices. She targeted the lessons for elementary ESL teachers, to meet particular World-Class Instructional Design and Assessment standards (WIDA) at particular WIDA levels (p. 45). Her mini lessons were sequentially structured based on experience, present encounters, and future goals that could help learners recognize trauma for a positive learning experience. She incorporated techniques such as retelling a story, using descriptions, creating a goal, acknowledging the people in the past, and working towards building a more positive self-image. She further stressed that the connections built among students are a crucial aspect of providing a meaningful and transformative learning experience.

Questions for Reflection

As you explore this document, consider the following questions:

- The topics of the mini-lessons are described on p.39-40. Are any of these topics similar to lessons you have taught?

- A few examples of ELL best practices when teaching learners are listed on pages 31-32. One best practice highlights the importance of teachers' understanding of their learners' background knowledge. In your own classroom, what activities do you plan that enhance your connection with your learners?

- Working with learners who have experienced trauma can be challenging. What kind of support is offered by your team or administrator prior to or when teaching these classes?

Keywords

Experienced trauma, trauma-informed techniques, English language development, *ELL (English Language Learners)*

Reference and Links

Klompien, A. (2018). *Best Teaching Practices for English Language Learners Who Have Experienced Trauma: A Book of Trauma Informed, English Language Mini-Lessons For ELL Teachers.* Hamline University; School of Education Student Capstone Projects. Retrieved from https://digitalcommons.hamline.edu/hse_cp/202

Trauma-Informed Adult Education: An Interpretative Phenomenological Analysis

Author

Thomas Wartenweiler

Description

This 11-page phenomenological analysis explores how participants' educational experiences in childhood and their learner identities inform how they experienced an adult education program based on trauma-informed practices.

Salient Points

This article highlights the importance of a trauma-informed practice approach. This approach acknowledges that people who have experienced trauma may have possible triggers that affect their behavior and performance in school. One common trigger is having an unsafe environment that reminds individuals of their previous experiences. Adults manifest feelings of isolation, withdrawal, trouble controlling emotions or even develop fear once exposed to unsafe environment.

The author interviewed 6 adult participants who shared their individual stories. A recurring theme of struggle was dominant in all of the stories shared during the interviews. The interviews highlighted the profound influence of past school experiences on how learners experience their adult education programs. Understanding a learner's previous experience can provide clues in addressing difficulties faced in the classroom. Four themes became apparent in the data:

- a lack of parental support at school, along with parental abuse

- social struggle at school experienced as bullying and a desire for social acceptance. Most participants also had negative relationships with their teachers, which was damaging to their development.

- the creation of an alternative identity of being capable and smart, though not academically

- a perception that the trauma-informed classroom was a safe place and a learning community where they belonged.

The authors highlight the importance of asking "what happened to you" rather than "what's wrong with you" as a way to show interest in learner stories. Trauma-informed practice allowed learners to share and express their individual stories and begin with the healing process. This process was supported by the community through positive relationships and understanding of individual's experiences. The foundation of trauma-informed practice relies mainly on the educators' honest and sincere concern for the welfare of the learners.

Questions for Reflection

As you read through this document, consider the following questions:

- On page 97, the core elements of Carello and Butler's (2015) framework are listed as follows: "a) Some students in the classroom may be traumatized, b) some content and assignments may have potential to re-traumatize, c) instructor and student behavior are potentially re-traumatizing, d) classroom characteristics may be unhelpful for traumatized learners, e) self-care for both teacher and students is important." As a teacher, how would you ensure that your behaviour, and behaviours of other students, do not re-traumatize learners?
- Themes that emerged from the learners' stories were identified on pages 100-103. These themes reflect the trauma-related experiences of learners. As an educator, what strategies and/or activities have allowed your learners share their own stories? Have similar themes emerged as your learners have shared their stories?
- Traumatic experiences from their childhoods may affect adults' identities as adult *learners*. Experiences in their adult classroom may trigger negative memories and feelings of being unfit or incapable, and hinder their ability to profit from learning opportunities. How can trauma informed practice help you help your learners to reshape and recreate their learner identities?

Keywords

Trauma-informed practice approach, struggle, trauma experience

Reference and Links

Wartenweiler, T. (2017). Trauma-informed adult education: An interpretative phenomenological analysis. *The Online Journal of New Horizons in Education, 7*(2), pp. 96-106. Retrieved from https://www.tojned.net/journals/tojned/articles/v07i02/v07i02-11.pdf

Indigenization

This section includes four entries relevant to the issue of including Indigenous voices in the ESL classroom.

Each entry includes a brief description, a summary of salient points, and questions for reflection. These entries will eventually be posted individually in the Best Practices Literature Review OER, and linked to relevant sections in the Best Practices document.

Culturally Responsive Pedagogy: Indigenizing Curriculum

Author

Karen Ragoonaden, Lyle Mueller

Description

This 25-page article discusses the impact of an introduction to university course that incorporated the worldviews of First Nations, Inuit, and Metis Peoples (FNIM) of Canada. The goal of the course was to support learners emotionally and socially, using culturally responsive pedagogy (CRP). The article reports on a longitudinal study that explored the value of the course from the students' perspectives. Participants included eleven women and six men, between the ages of 18 and 56, who identified as FNIM learners.

Salient Points

The curriculum of an introduction to university course for FNIM learners was indigenized using a culturally responsive pedagogy (CRP) framework. CRP is a pedagogical framework that "recognizes the rich and varied cultural wealth, knowledge, and skills of diverse learners" (p. 23). It contrasts with conventional Western education which typically emphasizes individuality, competition, linear thinking, and a Eurocentric worldview. Instead, CRP is an inclusive, holistic approach, with a focus on the interconnectivity of different ways learning and knowing, linked on different levels (emotional, social, intellectual, physical).

Semi-structured interviews with participants in the introduction to university course indicated that this approach benefited the learners intellectually, socially, emotionally, and academically. Students found that circles of learning fostered the creation of social relationships and community. They expressed their feelings, gained friends, and developed community. The peer mentoring aspect of the course provided social, emotional and academic support as learners shared lived experiences. Also, meaningful and personal student–teacher relationships were developed, and valued.

Questions for Reflection

As you explore this document, consider the following questions:

- Like the Indigenous learners in the study, many ESL learners experience a discontinuity between their traditional ways of learning and the more Eurocentric and linear educational practices they experience in Canada. That is, there may be an "incongruence" in their cultural background and the culture of the school that they find themselves in. To what extent have you found this to be true of your learners?

- Studies reveal that cultural congruence of classroom practices increase student success in schools (see page 4). Do you think a CRP approach would benefit

your learners? How could you apply a culturally responsive pedagogy to your curriculum and classroom practices?

- The learners in the Indigenized university course identified the following as valuable: circles of learning, peer mentoring, and meaningful personal relationships with instructors. Are these pedagogies that could be applied in your context?

- The Indigenized course designed a physical learning space that recognized the diversity of learning styles (see p. 28 for a description of the physical environment of the course). Does your learning space accommodate your learners' diverse learning styles? If not, are there steps you can take to improve that physical space to accommodate learners' needs?

Keywords

Culturally responsive pedagogy, circles of learning, peer mentoring

Reference and Links

Ragoonaden, K., & Mueller, L. (2017). Culturally Responsive Pedagogy: Indigenizing Curriculum. *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur, 47(2), pp.* 22-46. Retrieved from https://files.eric.ed.gov/fulltext/EJ1154077.pdf

Indigenization in the ESL Classroom

Author

Amy Abe

Description

This 7-page article provides a rationale for Indigenization in the ESL classroom and suggestions for finding ways for ESL learners to engage in meaningful and transformative discussion of Indigenous topics.

Salient Points

The author describes her educational institution's Indigenous strategy as one that attempts to make "the infrastructural, curricular, and pedagogical changes required to promote the balancing of Indigenous and Western worldviews, values, and ways of knowing as an act of Reconciliation." Despite the fact that ESL programs do not generally serve Indigenous learners, the author argues that they "should not be exempt from Indigenization" (p.27).

The author describes Indigenization in the ESL classroom as valuable for engaging both teachers and learners in a reflective and meaningful interactions. She has found that many learners are ready to engage both the subject matter of Indigenization, as well as the people and relationships of Indigenization: "relationships with our communities, relationships with our shared histories and the Treaties, relationships with the land, and how those relationships are communicated in language" (p. 30). After all, a good portion of ESL learners have their own experiences, stories, and histories of colonization and cultural oppression. As well, the author highlights a need for a 'shift in the teaching processes" when facilitating Indigenous discussion. One option is to facilitate productive tasks that focus on inquiry, and extend learner influence beyond the classroom and into the community. Other activities – such as storytelling, visual and experiential learning, reading to identify bias, and critical deconstruction of grammar and vocabulary – are relatively easy ways to incorporate Indigenous approaches into TESL practices.

As teachers learn more about Indigenous history and culture, they must do so in a deeply reflective way, as learners in a community of problem solvers, despite the personal discomfort inherent in this exploration.

Questions for Reflection

As you explore this article, consider the following questions:

- The author created a "noticing instrument" to help instructors take a critical look at the materials they use in class (see p.31). Apply some of the questions on the noticing checklist to the textbook your students are currently using. Or

apply them to a selection of the materials and handouts you have used in your current class. What do you notice?

- The author describes one aspect of the "stuff" of Indigenization as including the content, or "the *truth* part of Truth and Reconciliation." To what extent have you and/or your learners engaged with the *truths* mentioned on page 30?

- The author states that "indigenization should also mean a shift in teaching processes" (see p.31). She draws parallels between task-based language learning and an Indigenous inquiry cycle. She describes an inquiry process that took her learners outside the classroom to learn and question public art portraying Indigenous peoples, and public art by Indigenous artists. The learning included identifying systemic barriers, completing an authentic writing task, and the development of "participating citizen" and "empowered advocate" identities. Like this author, have you incorporated aspects of inquiry learning into your classes? Has this learning taken learners and learning beyond the confines of the classroom?

- Professional development does not always result in the desired changes to instructors' beliefs and teaching practices. The author argues that training/workshops that focus only on knowledge and do not encourage self-reflection can result in "bigger blind spots", othering, and appropriation (see p.28). She describes some reflective practices that she and her colleagues engage in (p.32). As you learn about Indigenous cultures, our shared histories, and holistic pedagogies, how can you engage in reflective practice?

Keywords

Indigenization, TESL practices, teaching process

Reference and Links

Abe, A. (August, 2017). Indigenization in the ESL Classroom. *TESL Ontario Contact Magazine*. Retrieved from http://contact.teslontario.org/wp-content/uploads/2017/08/Abe-Indigenization.pdf

Truth and Reconciliation in your Classroom

Authors

Kate Freeman, Shawn McDonald, Lindsay Morcom

Description

This short and very accessible article addresses key principles and tools for addressing Indigenous content in the K-12 classroom.

Salient Points/Insights

Teachers have a vital role to play in fostering Truth and Reconciliation in Canadian classrooms, but for the most part they have little first-hand cultural sharing experience with Indigenous people. Many are feeling neither prepared nor confident at the prospect of incorporating Indigenous content in their K-12 classes.

One key principle emphasized in the article is "to work *with* Indigenous people, families, and communities, rather than continuing to work in a system that speaks *for* Indigenous people, families and communities – that is, don't do *for*, do *with*." The author describes steps that teachers can take to avoid cultural appropriation (e.g., when giving examples in class, make sure that Indigenous people are presented appropriately; do not use or disrespect sacred objects; do not demonstrate their culture). They advocate an inquiry approach, where teachers become co-learners along with their students. They encourage teachers/learners to begin the inquiry with a focus on the significance of the land where their students study and play; that is, to use stories of the land where the school is located to explore with their learners the relationships between Indigenous and non-Indigenous people and the necessity of reconciliation.

The authors list a few suggestions for fostering reconciliation in the classroom. First, ensure that Indigenous people are speaking for themselves, whether that be through inviting local Indigenous people into the classroom, or using vetted videos. Second, focus on the resilience and pride of the Indigenous peoples before focusing on the cultural genocide of residential schools. Third, learn about contemporary Indigenous people.

The authors suggest a variety of resources, as well as participation in courses, Indigenous events, and connecting with Elders and knowledge keepers. Teachers should not wait to become experts before they can teach about Indigenous subject areas. Most crucial is their willingness, humility and, integrity to teach.

Questions for reflection

As you examine this webpage, consider the following questions:

- The authors mentioned the importance of the land when exploring the relationship between the Indigenous and non-Indigenous people in Canada. How might you engage your learners in connecting with the land in the context of reconciliation?

- Scroll to the section titled "When you are vetting resources, look for these four things." The authors suggest examining potential resources to ensure they portray Indigenous people in a whole-person manner, prioritizing Indigenous authors, checking authors' credentials, selecting resources that are connected with the learners' context, and incorporating Indigenous content in a variety of subjects. Vet the Indigenous content you've used in your classes in light of that list.

- One emphasis that the authors mentioned when teaching Indigenous subject areas in your classroom is teachers' preparedness. What steps have you taken to prepare yourself to address Indigenous content in your classes? What else could you do?

Keywords

learning disabilities, dyslexia, interventions, differentiated instruction, individualized instruction, mainstream schools

Reference

Freeman, K., McDonald, S., & Morcom, L. (2018). Truth and reconciliation in your classroom. *EdCan Network Magazine*. Retrieved from https://www.edcan.ca/articles/truth-reconciliation-classroom/

Towards A Pedagogy for Reconciliation-Indigenization: What it is and Why it Belongs in the ESL Classroom

Author

Christina Cole

Description

This 16-page article provides a rationale for including indigenous voices in the ESL curriculum, along with the challenges of doing so and suggestions for best practices.

Salient Points

Despite the move to integrate Indigenous perspectives in higher education institutions, the notion of doing so in the ESL curriculum has been met with resistance and discomfort. In this article, the author argues that Indigenous voices and perspectives must be included in ESL/EAP curriculum. She begins with a definition of "Indigenization" and a discussion of the Medicine Wheel and the seven sacred teachings.

The author recognizes that most ESL teachers are settlers, not Indigenous, and as such, are not experts. However, they can take on the role of allies as they look for input from Indigenous knowledge keepers and colleagues.

As well, the author argues that Indigenizing the curriculum is part of the ethical responsibility of educators. We model respect for our learners, along with intercultural understanding, reflection, and perspective taking as we expose them to issues of injustice, inequity, racism, and privilege. Language teaching is inherently political, and teachers hold positions of power in the classroom. Settlers and colonialism are not just historical topics – immigrants are also settlers as they participate in and benefit from colonial culture. Uncritical presentations of Canada and Canadian history do learners a disservice. Instead, Indigenous voices can have a place in the ESL classroom with support from Indigenous colleagues and the Elders. The author discusses the difference between Indigenous world views and colonial worldviews (e.g., related to land and time), and implications of this in how knowledge is gained and passed on (e.g., oral transmission, storytelling, and incorporation of traditional sources of knowledge).

Drawing on the literature, the author suggests best practices for implementing Indigenous perspectives in the ESL classroom. Some of her suggestions include mandatory professional development with Indigenous facilitators as resource speakers, comparing mainstream and Indigenous views of history and current events, including Indigenous voices (speakers/authors), and using Indigenous teaching approaches such as talking circles and storytelling activities. Other suggestions involve encouraging a critical and analytical stance when looking at resources, culture, and even grammar (e.g., the use of the passive voice).

Questions for Reflection

As you read this article, consider the following questions:

- The author presents one iteration of the medicine wheel: the Gifts of the Four Directions (See figure 1, page 33). Reflect on this medicine wheel, clockwise from the East to the North. Is there one quadrant that you privilege in your classroom? Are any of the quadrants absent? How can you incorporate the worldview represented by this medicine wheel to promote a more interconnected and holistic pedagogy?

- As mentioned on page 36, colonialism not only happened in the past but is replicated in the present through institutions, ideologies, and epistemology. What can you do (or what do you do) to make sure you are not continuing to propagate this colonial worldview in your teaching context?

- As mentioned on page 40, ESL teachers must be careful to avoid decontextualizing Indigenous experience from history. How will you ensure accuracy and balance, and avoid cultural appropriation, when handling Indigenous themes, stories and materials?

Keywords

Pedagogy, reconciliation, Indigenization, Indigenous voices, Elders

Reference and Links

Cole, C. (2019). Towards a Pedagogy for Reconciliation-Indigenization: What It Is and Why It Belongs in the ESL Classroom. *TESL Ontario Contact Magazine* (August 30, 2019). Retrieved from: http://contact.teslontario.org/towards-a-pedagogy-for-reconciliation-indigenization-what-it-is-and-why-it-belongs-in-the-esl-classroom/

Literature Matrix

Following is the list of references that have so far been summarized to be included in the Literature Review OER. Additional entries will be created as research continues.

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