

Haley Tancredi

The impact of Accessible Pedagogies on the classroom experiences, engagement, and academic self-concept of students with language and/or attentional difficulties.



LDA Tertiary Student Award recipient 2022





Write down the learning intentions and please try to come up with

- 1. Learning intentions?
- 2. Notebook?
- 3. Five... sentences? Respond to... questions?

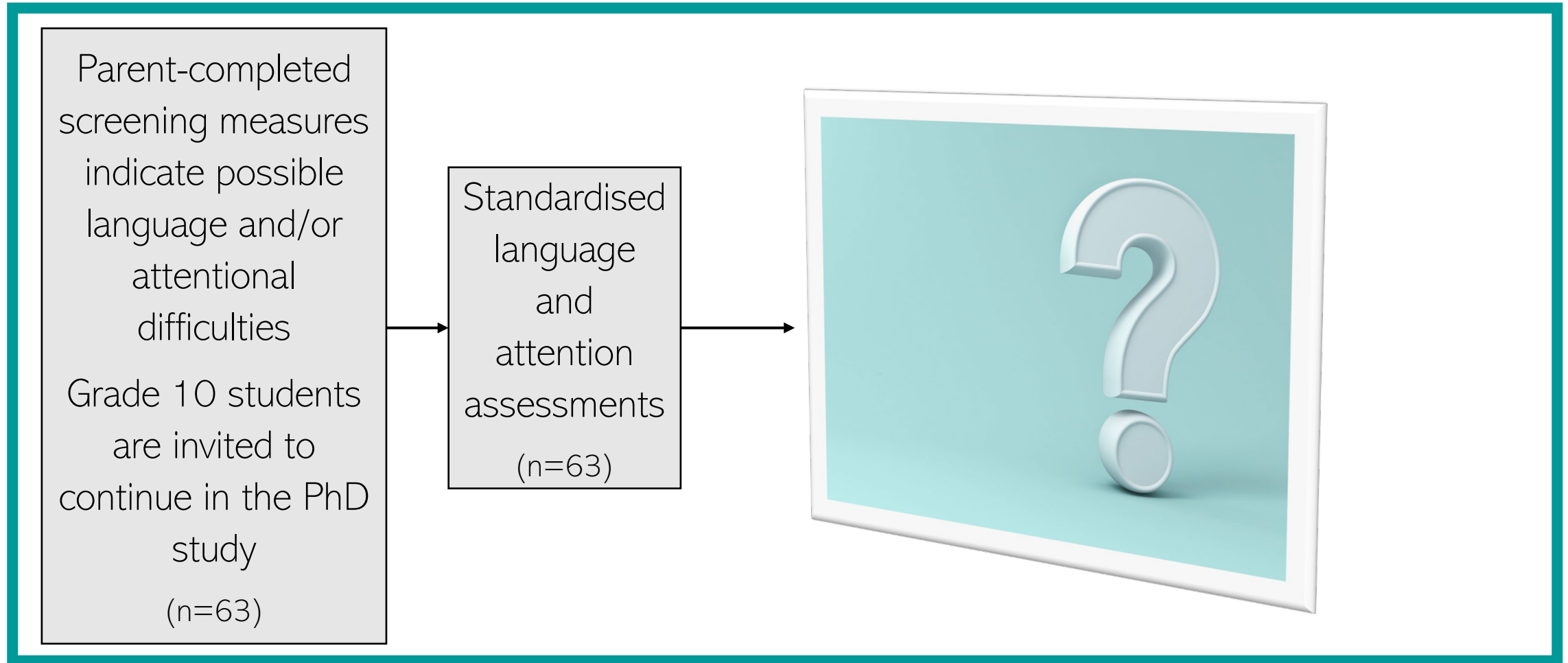
the success criteria for the next lesson

are you sure you use your English notebook to page 367

- 1. Write learning intentions & success criteria.
- 2. Page 367 of text & English notebook
- 3. Write paragraph. Five sentences my response to text.

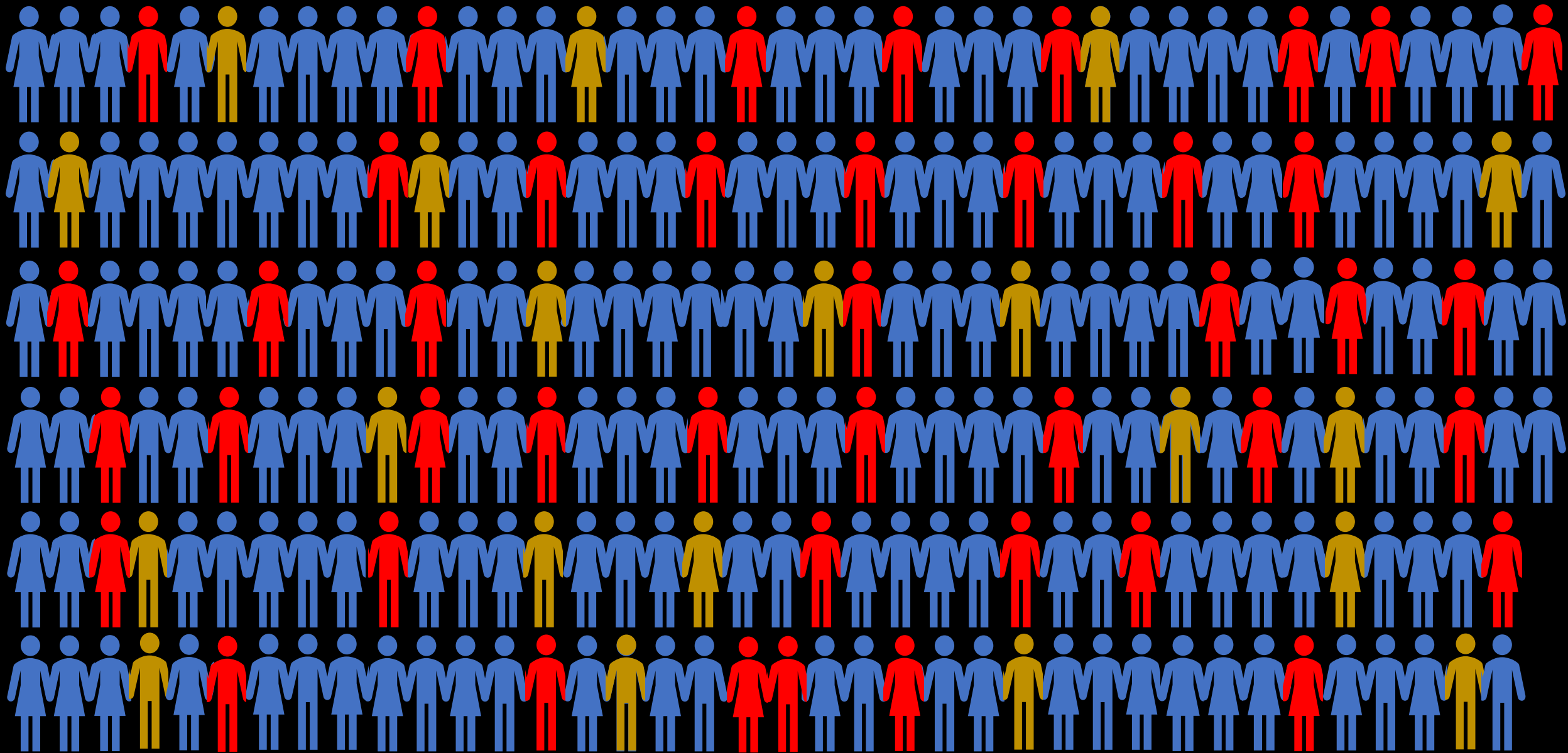
367. Next copy

Data collection and Early Findings

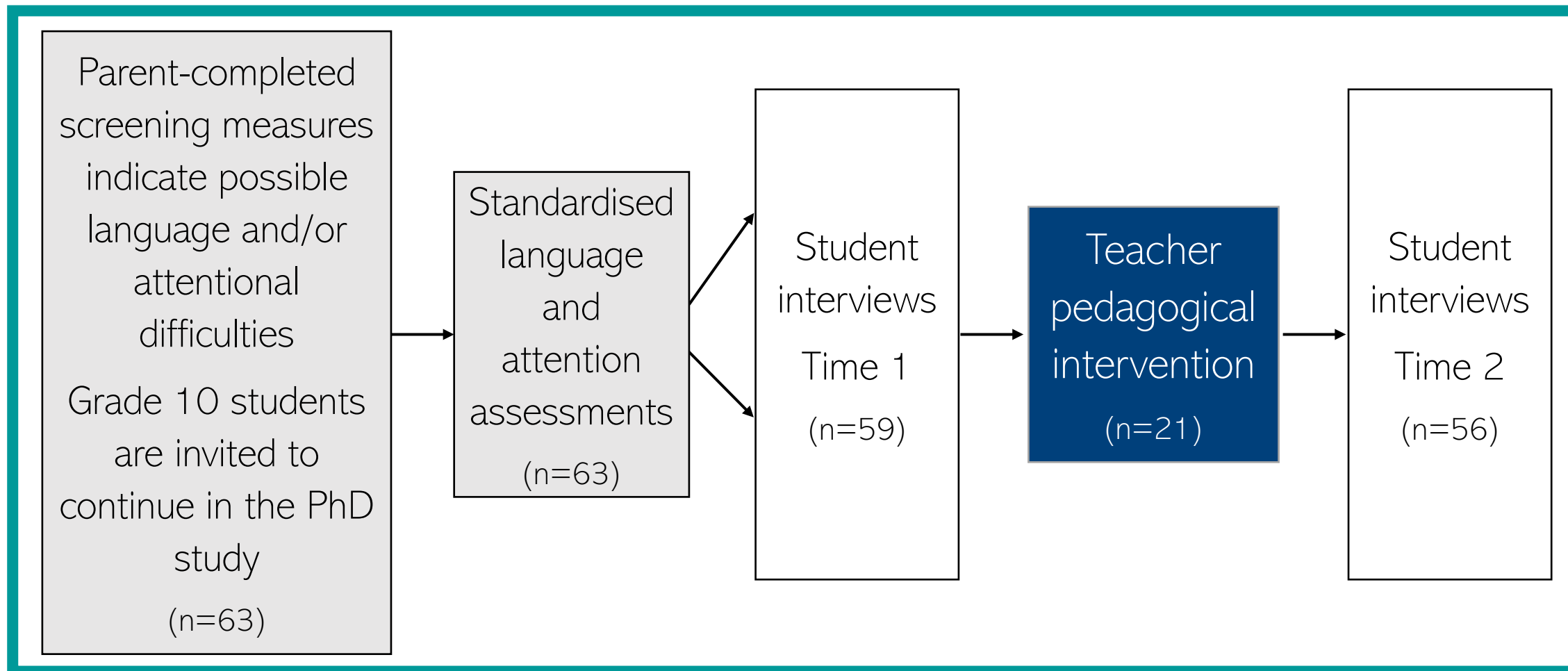


ACCESSIBLE
ASSESSMENT





Data collection and Early Findings

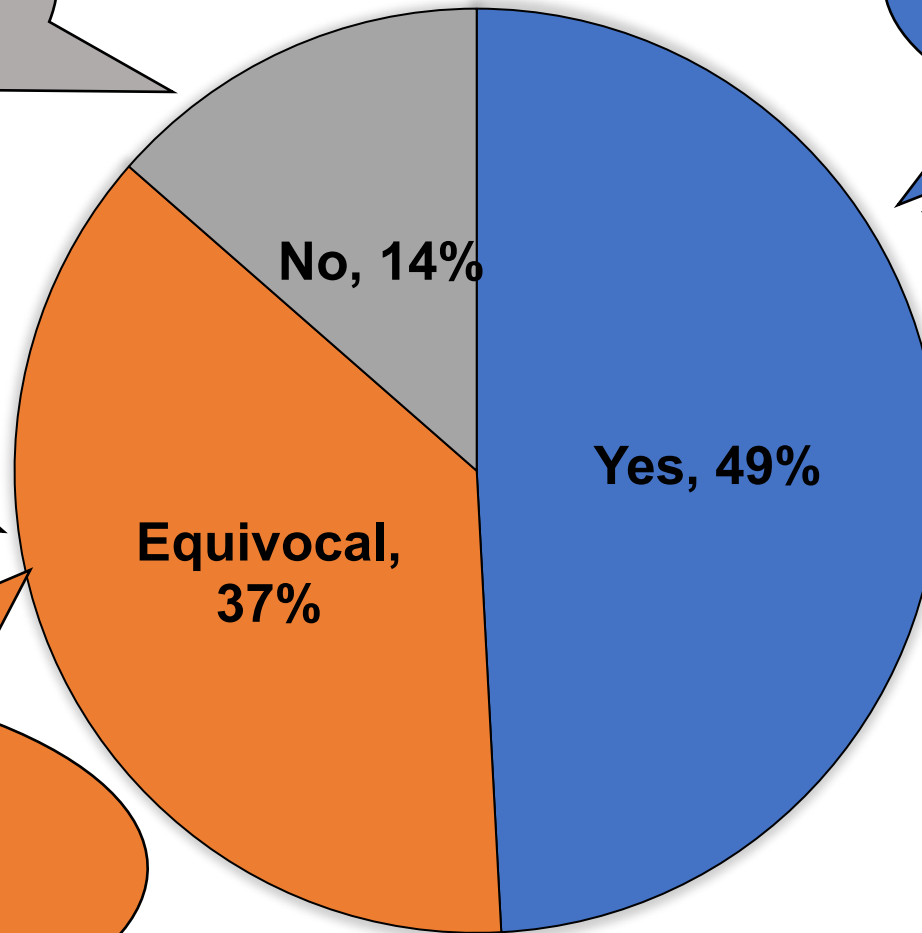


Note. Three students changed schools and ceased participation in the project at the end of 2021.
Three students withdrew before the second timepoint interview



Classroom experiences

DO YOU LIKE SCHOOL?



“It's just sometimes they make it difficult in like a weird way”. (School C)

“Sometimes I just can't focus and can't muster up the energy to actually be around people or, um, work.” (School C)

“Um, primary school was a bit of a mess- ... 'cause I think, especially with learning s- I had, um, undiagnosed dyslexia for quite a bit of it-” (School C)

“Friends” (55% of school-likers)

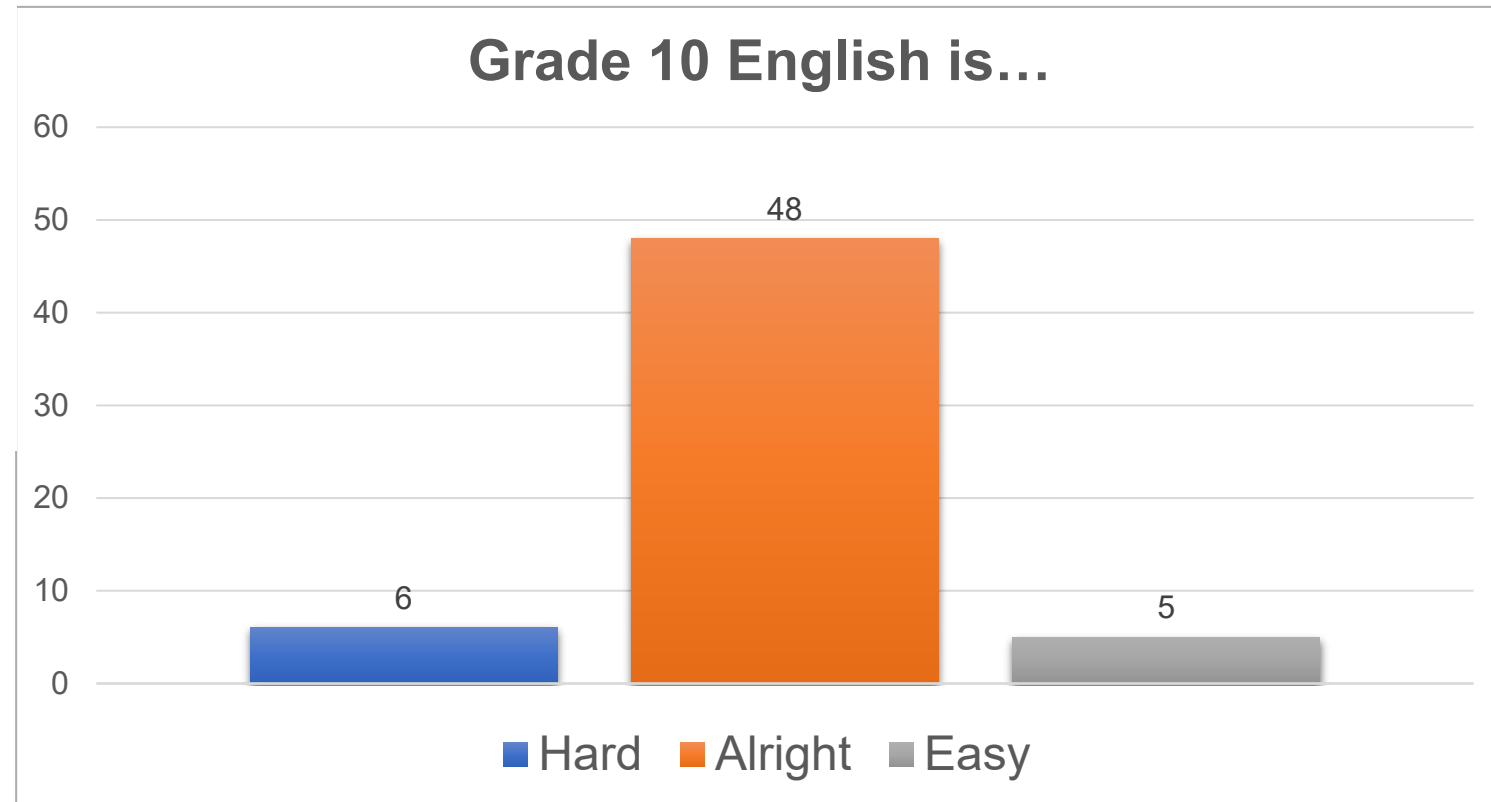
“I guess just meeting with friends, I guess. And I mean, the stuff we learn, like depending on the subject, like it's interesting.” (School C)



Classroom experiences

"But in English, if you're not that good, you kind of get pushed aside."
(School B)

"Um, I'm not the best at English and find it hard to get going with it"
(School B)



ACCESSIBLE
ASSESSMENT



But even when English is “easy”...

“Like I can pass because the criteria is so basic... to get a C and that will stay like that until senior... Cause I get a look at, um, criteria sheets... but then increasing the marks it's so weird, 'cause like how do I know when something is **discerning**?... How do I know when I've gone to a high enough level? Or how do I know if I've structured something the standard way.”

(Student from School C)



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ASSESSMENT



Classroom en

Linguistic
accessibility

"They made sure that they, they, they made sure, like everybody understood what they were doing, like, and they would... and it wasn't just like, "You guys understand? Okay. We just, we're gonna move on." Like she did activities to like, like cement our understanding of like the thing we were doing." (School C)

Procedural
accessibility

Uh, they could, uh, walk, uh, and see if anybody needs assistance private, like private. Um, they could write like a checklist up on the board... so as they're talking, they write down step and then, yeah. (School C)

"...she, like, like I said, she goes to us individually and helps us with our, um, um, assessments and stuff. Always points back at the brown paper, and says, "Make sure you're doing it." She gives us, like, planning sheets. She comes and checks on our planning sheets individually. And, like, the person that needs the most help- She'll, like, come to us one by one. Like, she'll go, "All right, I'm gonna go, you, you, you, you, you." So whoever needs the help the most, um, she'll

Visual
accessibility

Pre-post teacher
pedagogical
intervention:
Student
interviews

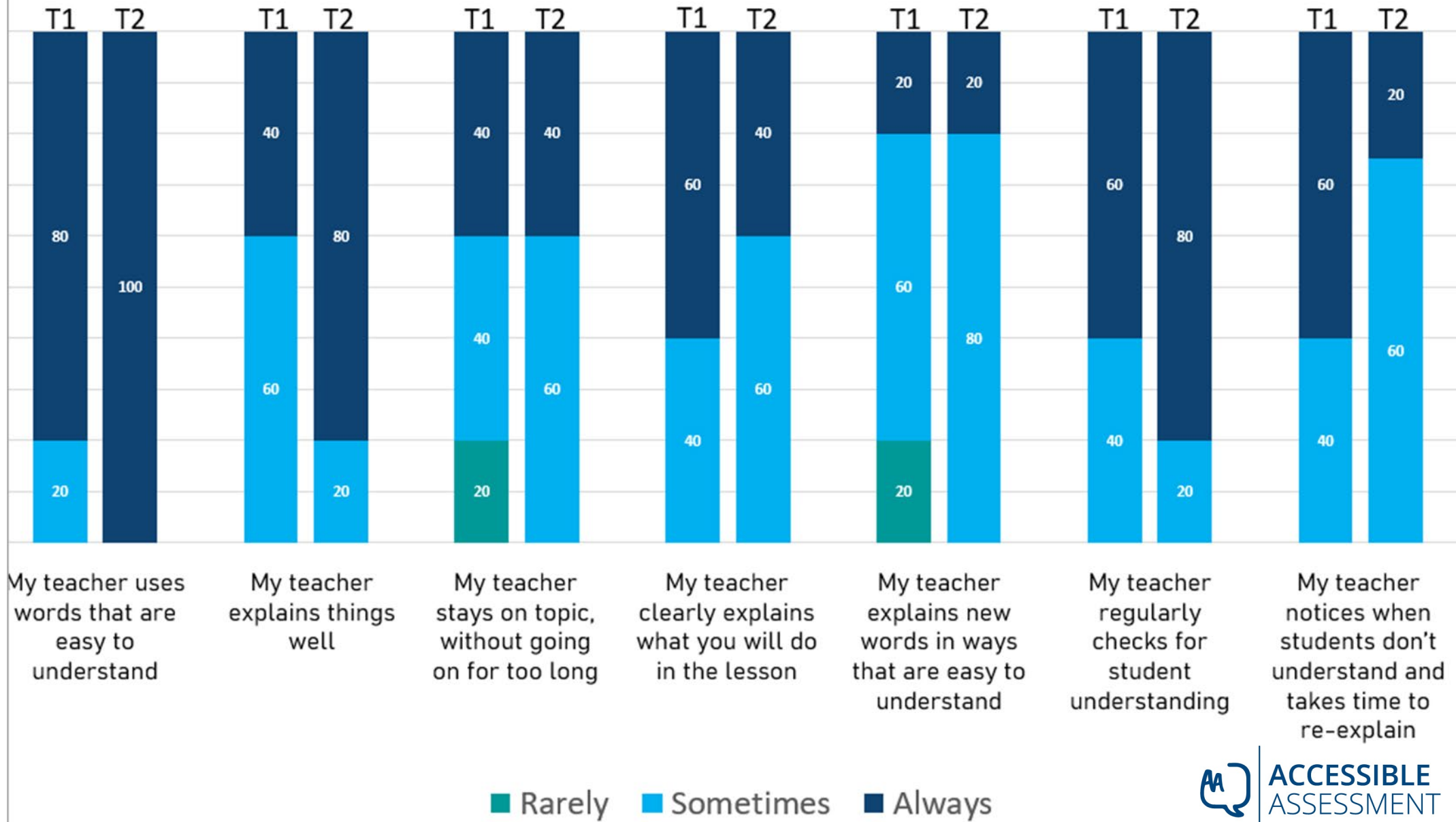
Does your Grade 10
English teacher...



ACCESSIBLE
ASSESSMENT



Pre-post student reflections of Linguistic Accessibility



ACCESSIBLE ASSESSMENT



**STAY
TUNED**