Inclusion, Looping, and ESL: What Works and What Lurks

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INCLUSION, LOOPING AND ESL: WHAT WORKS AND WHAT LURKS
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Providing young learners with consistency and continuity is easily achieved by looping (keeping the same students for two grades in a row with the same teacher). Problems in discipline, learning new rules, and other negative behaviors are reduced. Opportunities to establish good working relationships with students and their parents are increased. Academically, the teacher knows where the child “ended” the previous year, so can quickly “pick up” and continue without losing valuable teaching time. A looping classroom setting is a natural placement for learners with special needs for the same reasons. Since our school population is now expanding to include students who qualify for the English as Second Language program, we welcome unique opportunities brought to the tasks of both teaching and learning. These challenges in diversity are met by school staff and students who find that the methods are not unlike what we already do, but do require a few extra twists.