

# Are Your Wildflowers Wilting?

## Strategies for Supporting Students with Special Needs

UFLA 2021

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Image: Gabriele M. Reinhardt

<https://chericem.weebly.com/special-needs.html>



Supporting diverse learners who struggle due to unmet special needs is challenging.

This session provides concrete activities, strategies, and techniques for addressing the specific needs of learners with ADHD, anxiety, autism, dyslexia, giftedness, learning disabilities, hearing, and vision issues.

Image: Roberto Rizzo



**Cherice Montgomery, Ph.D.**  
**Brigham Young University**

**Experience**

**Reading**

Image: Jenn Houston

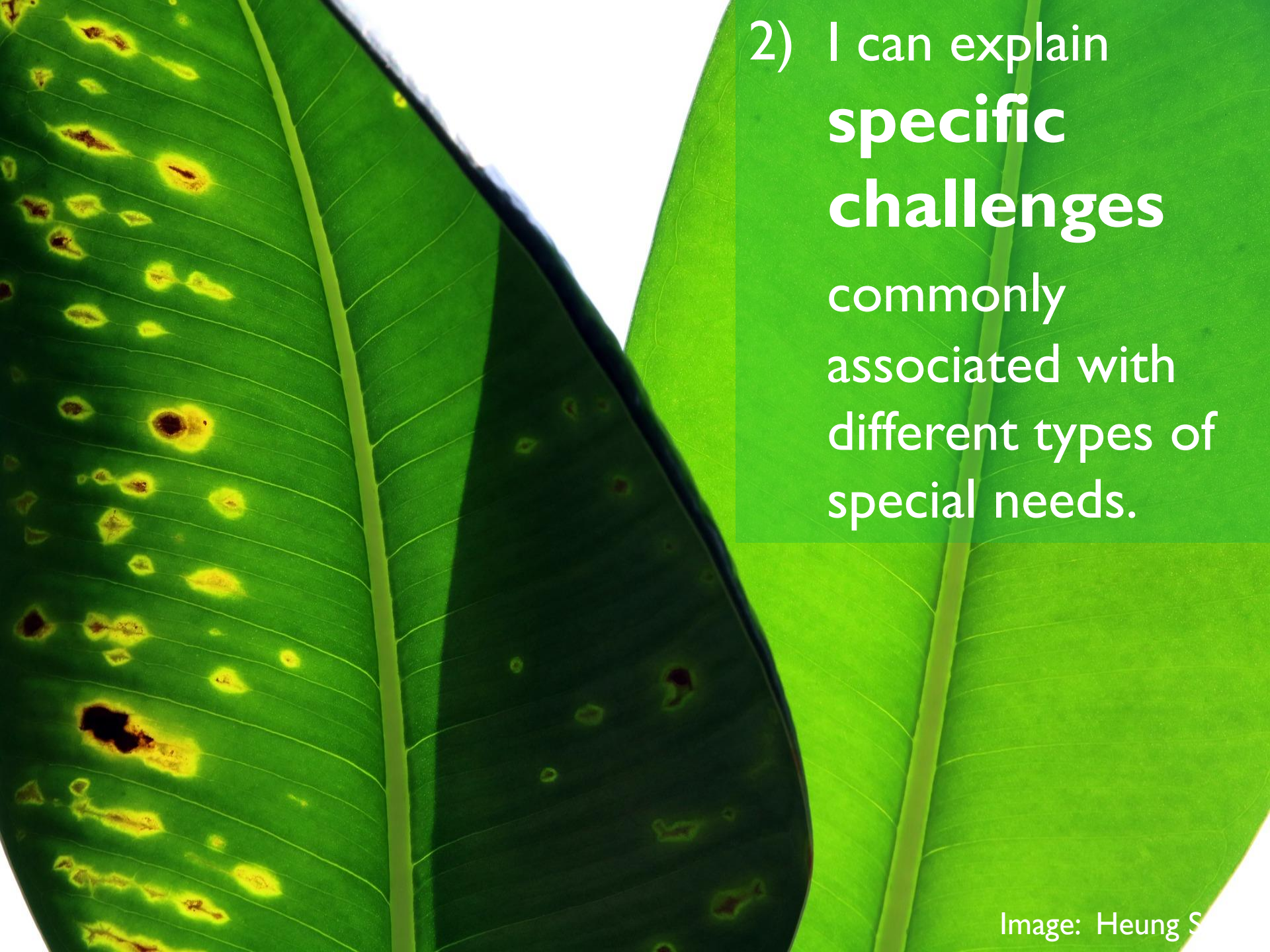
**Who  
are  
you?**

**What  
level(s)  
do you  
teach?**

**What  
language(s)  
do you  
teach?**

1) I can **identify and define** different types of special needs.



The image features two large green leaves. The leaf on the left is heavily damaged, with numerous yellow and brown spots of varying sizes scattered across its surface. The leaf on the right is healthy and vibrant green. The text is overlaid on the right side of the image, set against a semi-transparent green background.

2) I can explain  
**specific  
challenges**  
commonly  
associated with  
different types of  
special needs.



3) I can use specific strategies to support diverse learners.

# Website Materials



**Are Your  
Wildflowers  
Wilting?**

**Strategies for  
Supporting Students  
with Special Needs**

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**Are Your Wildflowers Wilting? Strategies for Supporting Students with Special Needs (UFLA 2021):** Supporting diverse learners who struggle due to unmet special needs is challenging. This session explores the unique strengths and challenges associated with different types of special needs (such as ADD/ADHD, anxiety and depression, giftedness, hearing impairments, and reading difficulties) and offers specific strategies for supporting these students in world language classes.

<https://chericem.weebly.com/special-needs.html>



# Website Materials



Image: Yanice Koppens

Handout

[UFLA 2021](#)

[ACTFL 2020](#)



Image: StockSnap

PowerPoint

[UFLA 2021](#)

[ACTFL 2020](#)



Image: Kerstin Reimer

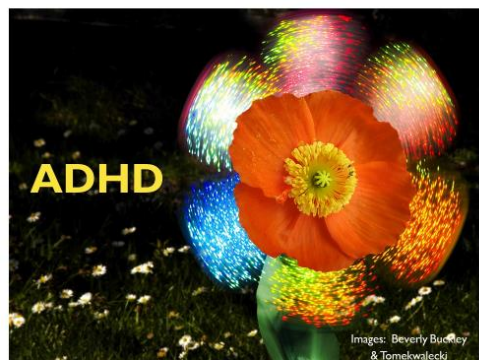
References

A bibliography of professional articles and research references

[Explore resources](#)

<https://chericem.weebly.com/special-needs.html>

# Website Materials

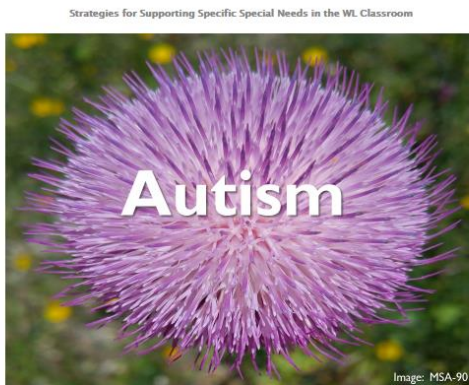


**ADHD**

Images: Beverly Buckley & Tomekwałecj

ADD/ADHD  
(Attention & Focusing Challenges)

Strategies for ADD/ADHD



**Autism**

Image: MSA-90

Autism Spectrum

Strategies for Autism Spectrum

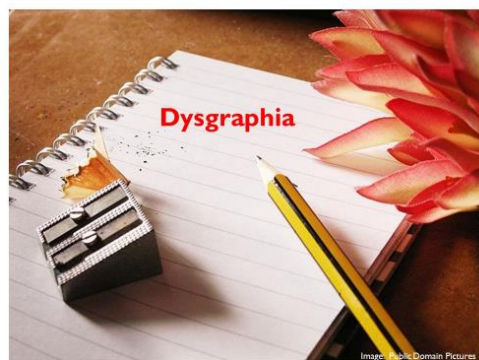


**Behavioral Challenges**

Image: PixArc

Behavioral Challenges

Strategies for Behavioral Challenges



**Dysgraphia**

Image: Public Domain Pictures

Dysgraphia

Strategies for Dysgraphia



**Dyslexia**

Image: Cheric Montgomery

Dyslexia

Strategies for Dyslexia



**Emotional Challenges**

Image: PixArc

Emotional Challenges

Strategies for Social, Emotional Learning

<https://chericem.weebly.com/special-needs.html>

# Virtual Buzzword Bingo – Special Needs

## Instructions:

- 1) 📖 Read each term.
- 2) Mark each box with at least one symbol:
  - ✓ = **Yes**, I have these students in my classes
  - ✗ = **No**, I don't have these students
  - ? = **I am not sure** if I have these students
  - ★ = These students are my biggest concern

## Example:

speech  
challenges



**You have 2  
minutes!**



✓ = Yes

✗ = No

? = Not sure

★ = Biggest concern



ADD/ADHD	autism spectrum	behavioral challenges (BD)	dyslexia
giftedness (GTC)	hearing challenges	mental health challenges (anxiety & depression)	visual challenges

Buzzword Bingo: Students with Special Needs ♦ 2021 ♦ Cherice Montgomery, Ph.D. ♦  
cherice\_montgomery@byu.edu

Images: Capri23auto & Cherice Montgomery



**Name as many different flowers  
as you can in 15 seconds**



Images: Beverly Buckley, Karin Herzog, Kito32, Maja7777, Vitoria Murakami Olyntho, Rene Rauschenberger, Romewo, Stux, Atiqur Sumon, Regina Woelk, Thomas Wolter, Zorro4, 8926



**Students are like flowers because...**





**A classroom is like  
a garden because...**

Students in  
my garden

14%  
IEPs

- ADHD
- Color blind
- Dyslexia
- Gifted
- Health challenges
- Hearing challenges
- Heritage speakers
- Learning challenges
- Native Speakers
- Physical challenges
- Visual challenges





It is illogical to plant a sunflower seed  
and then expect a rose to grow.

The goal is not to help learners become more “normal,”  
but rather to help them become their best selves.



One way to do  
that is to put  
yourself in their  
shoes.



**Think of an activity  
you do not do well.**



**How does  
participating in that  
activity make you feel?**

"Imagine going to work and not being able to do your job.  
Now imagine that you can't leave your job.  
Imagine having to do that every day.  
This is what life is like for children with learning disabilities."

(Dr. David Urion, Director, Neurology and Learning Disabilities Program, Children's Hospital, Boston)





The story of a little prince who lived on a tiny planet with a few unique features

One of them was a rose who had many special needs.

One day, he decided he was tired of catering to her “whims,” and he went to explore other planets.





On each planet, he met someone new, and quickly discovered that each one, although unique, still had similar needs.





# Each learner has common needs

## Maslow's Hierarchy of Needs

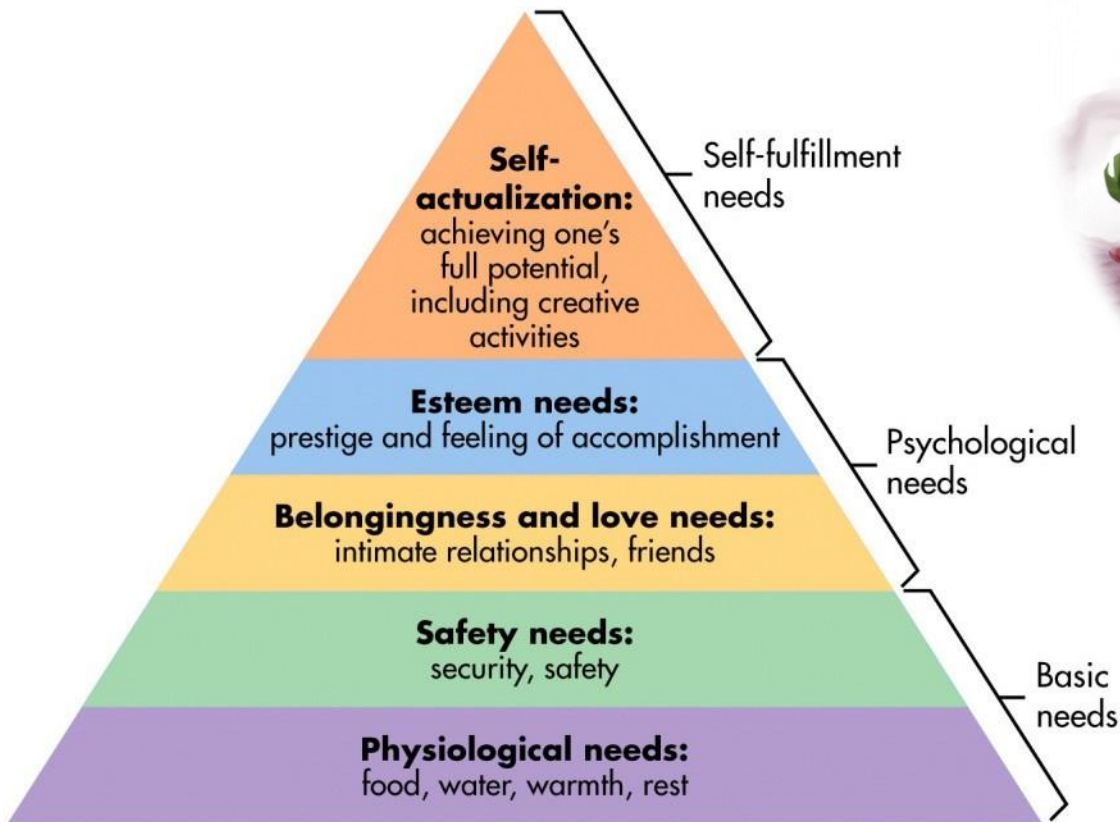


Image: Saul McLeod



Images: Victor Maury

Each learner  
also has unique  
challenges that  
require specific  
types of care

**ALL of us  
have special  
needs!**



Image: Ann Baratashvili

When students  
don't receive  
the care they  
need, they may  
grow "thorns"  
to protect  
themselves



Image: Victor Maury

Every strength also has a shadow. It is often more effective to build on learners' strengths rather than to do battle with the shadows their challenges may create.



Think of one of your learners who has special needs.



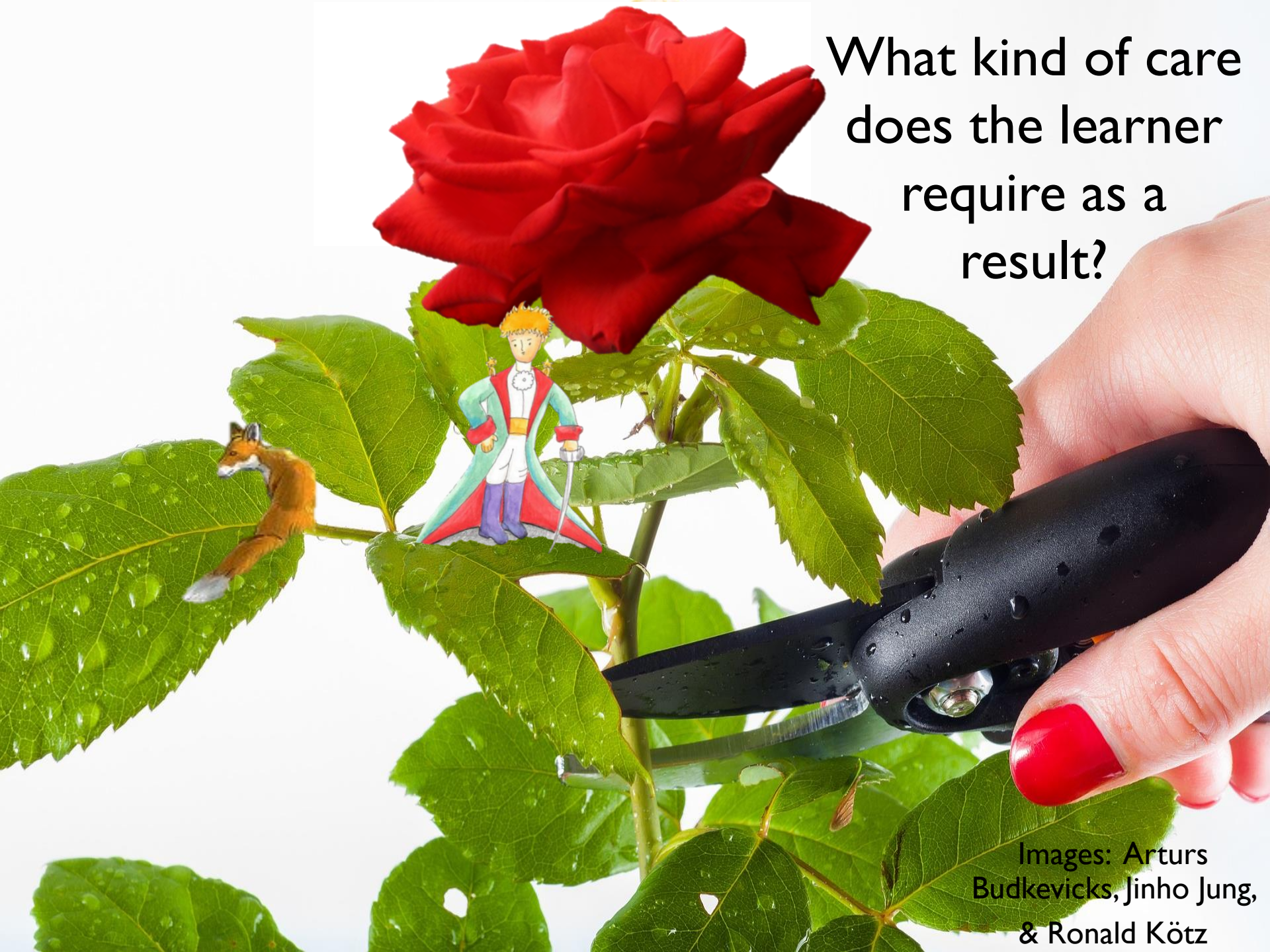
Images: Jinho Jung, Ronald  
Kötz, & Bianca Mentil

**What challenges does  
the learner encounter?**



Images: Jinho Jung,  
Capri23auto, &  
Silke Wurm

What kind of care  
does the learner  
require as a  
result?



Images: Arturs  
Budkevicks, Jinho Jung,  
& Ronald Kötz



**What are the  
learner's  
strengths?**



**How might the learner's strengths help them overcome their specific challenges?**



Image: Jinho Jung & Konevi

**ADHD**



Images: Beverly Buckley  
& Tomekwalecki

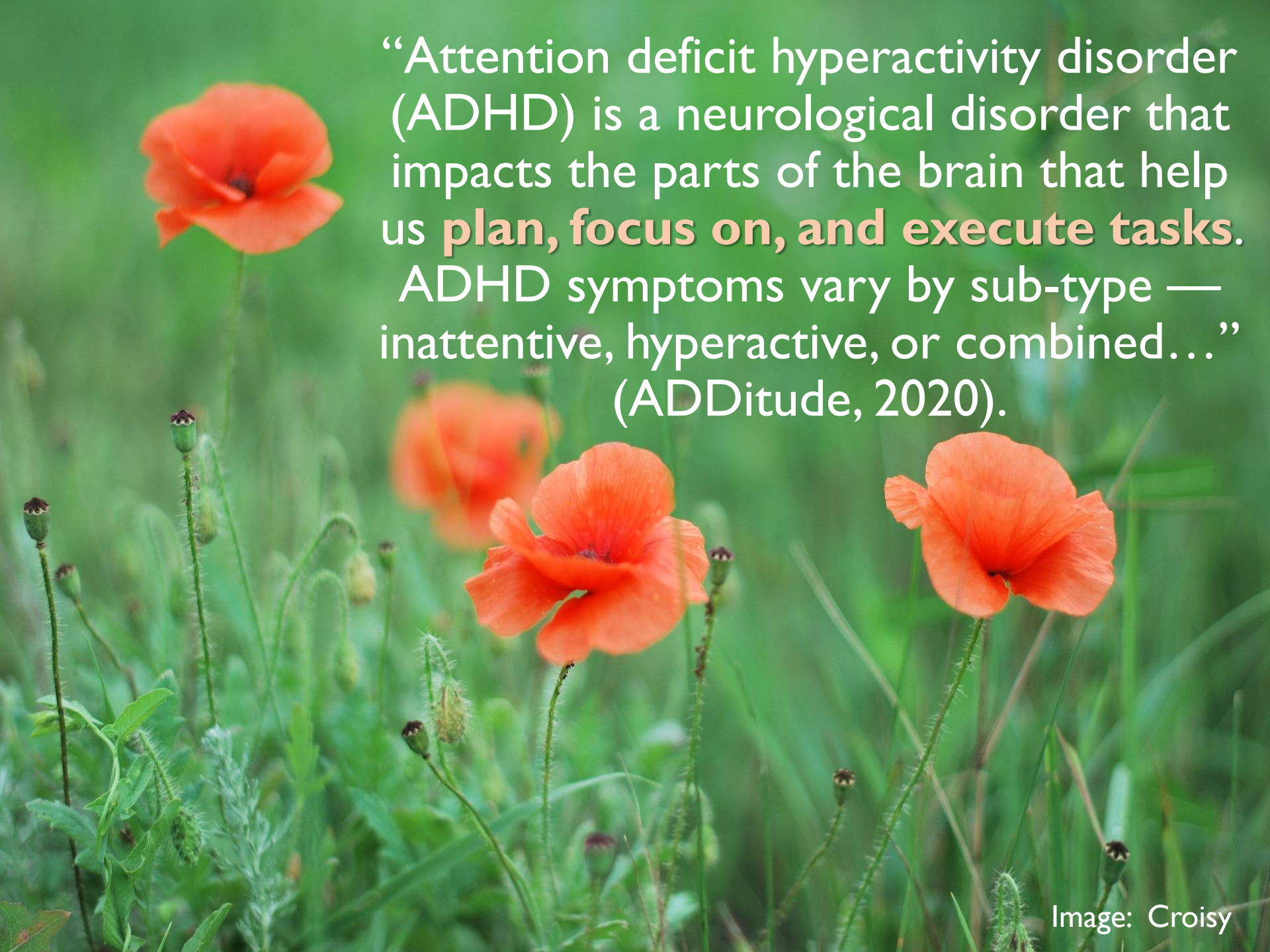
# Challenges for Students with ADD/ADHD

- Anxiety
- **Attention/focus**
- Complexity & accuracy in FL speaking/writing (Doyle, 2020)
- **Emotional regulation**
- **Following directions**
- **Impulse control**  
(interrupting, talking a lot)
- Prioritizing and organizing
- Remembering info.
- Self-esteem
- **Sitting still**
- Task completion
- Transitions

(Appalachia Educational Laboratory, 2020)



Image: Lee\_seonghak

A field of vibrant orange poppies with green foliage in the background. The flowers are in various stages of bloom, with some fully open and others as buds. The background is a soft, out-of-focus green.

“Attention deficit hyperactivity disorder (ADHD) is a neurological disorder that impacts the parts of the brain that help us **plan, focus on, and execute tasks**. ADHD symptoms vary by sub-type — inattentive, hyperactive, or combined...”  
(ADDitude, 2020).

# Strengths of Students with ADHD

---

- Associative information storage
- Conceptual understanding
- Creativity & innovation
- Keen observation and problem-solving skills
- High levels of energy, curiosity, & initiative
- Multiple interests
- Rapid cognitive processing
- Sensitive & helpful

Help visualize  
what “done”  
looks like

Make progress  
visible  
(public praise  
and private  
feedback)

# Strategies for Supporting Students with ADHD

**A**ctive  
learning &  
activity breaks

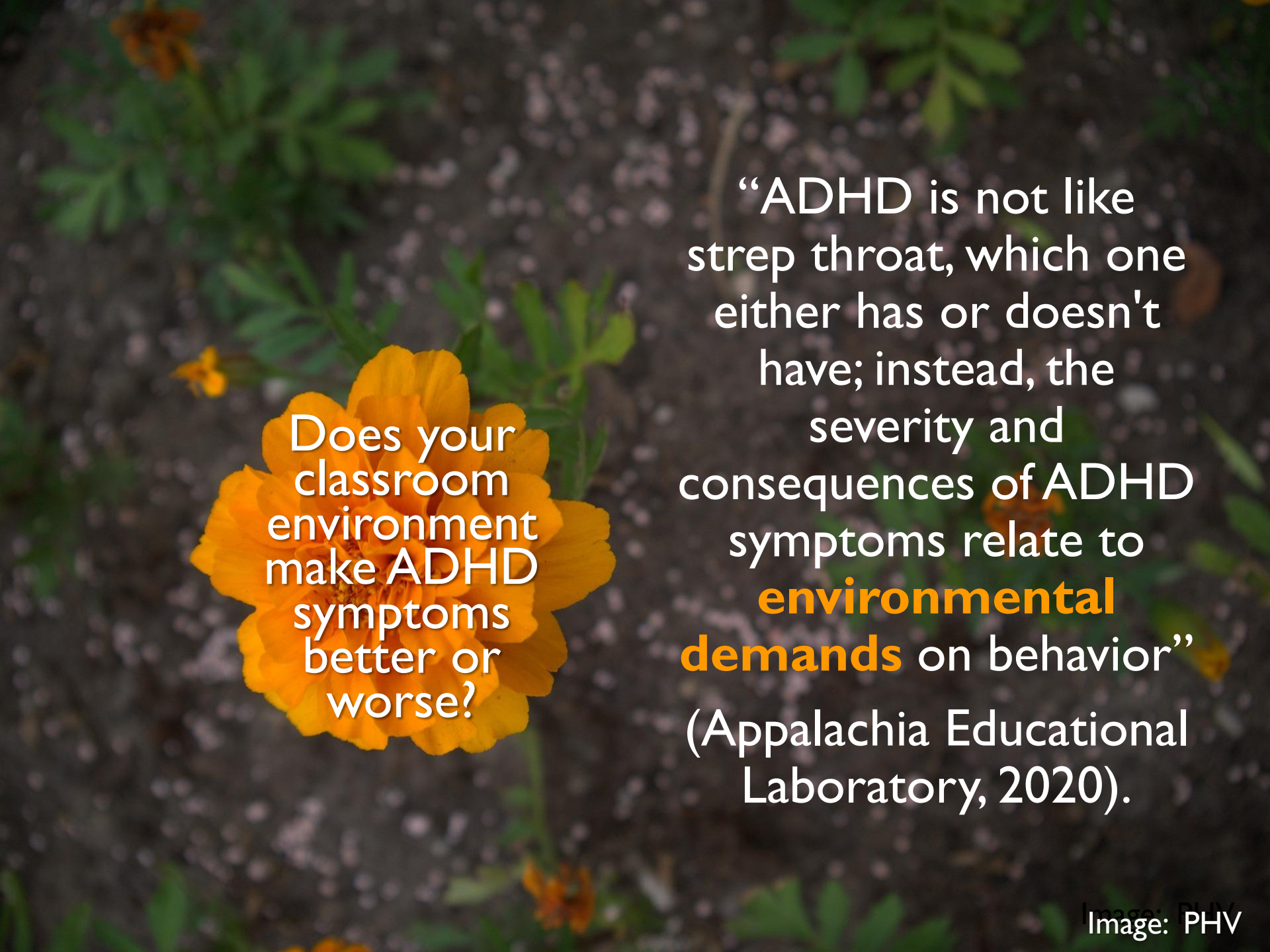
**D**ivide  
content  
into  
chunks

**D**eliver  
content  
through all  
5 senses

**H**ighlight key  
info. & help  
with  
organization

Support  
self-esteem

Reduce  
distractions  
(seating)



Does your  
classroom  
environment  
make ADHD  
symptoms  
better or  
worse?

“ADHD is not like  
strep throat, which one  
either has or doesn't  
have; instead, the  
severity and  
consequences of ADHD  
symptoms relate to  
**environmental  
demands** on behavior”  
(Appalachia Educational  
Laboratory, 2020).

# Brain Breaks



Image: UJU Videos



# Brain Breaks



# ***Your Turn***

***What's your most important "aha" from this segment?***





# Autism Spectrum Disorder (ASD)



# Definition of Autism Spectrum Disorder (ASD)

Image: Brenkee

**“...a developmental disability that can cause significant social, communication, and behavioral challenges” (CDC, 2019)**



# Challenges for Students with Autism

Play

Change

Sensory  
overload

Object fixation  
& repetitive  
behaviors

Communication

Information  
processing  
(literal)

Social  
interaction

Eye  
Contact

Empathy

Image: Public Domain Pictures

# Strengths of Students with Autism Spectrum Disorder

Analysis  
Logic  
Innovative  
problem-  
solving

Adherence to  
systems and  
processes

Categorization  
Intelligence

Focus  
Authenticity,  
honesty, and  
reliability  
Focus  
Pattern  
recognition  
Memory

Observation

Fair

# Carly's Café

**What are some of the challenges Carly experiences and how might they impact her in a classroom setting?**



Image: Carly Fleischmann



**T**each  
social skills

**U**se  
multiple  
strategies

**I**mages

**S**tructured  
support  
(routines, tasks)

**A**dvanced  
preparation  
for changes

**M**anage  
distractions &  
sensory input

Image: Nika Akin

**Strategies for Supporting Students with Autism**





**Autism  
means I miss  
what others  
catch, and I  
catch what  
others miss**

**~Grady's Mom**

Does your  
classroom  
environment  
make  
symptoms of  
autism better  
or worse?

# Classroom Noise Meter: Too Loud



# Classroom Noise Meters (Free)

## Bouncy Balls

Bounce balls with your microphone!  
A fun way to manage classroom noise or visualize music.

BEGIN BOUNCING!

## Use Classcraft's **Volume Meter**



Monitor your classroom noise levels in seconds and make students accountable for keeping their classroom quiet.

**TRY IT NOW**



# ***Your Turn***

***What are your  
favorite  
strategies for  
supporting  
students with  
autism spectrum  
disorder?***



# Dyslexia

A  
secret  
garden

Image: Cherice Montgomery



# Dyslexia



Trouble  
reading  
quickly

“...a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed” (Dyslexic.com, 2016).

# Strengths of Students with Dyslexia

- Athletic, artistic, musical, and mechanical talents
- Creativity and imagination
- Curiosity
- Intuition
- Lateral thinking
- Problem-solving
- Synthesis
- Visual/spatial skills (3D)



Image: Momentmal

# Challenges of Students with Dyslexia

- Automaticity
- Decoding words
- Differentiating left from right
- Note-taking
- Processing sounds (phonological processing)
- Rapid word recognition
- Reading, writing, and spelling
- Sequencing
- Short term (working) memory
- Trouble copying

Image: Cherice Montgomery

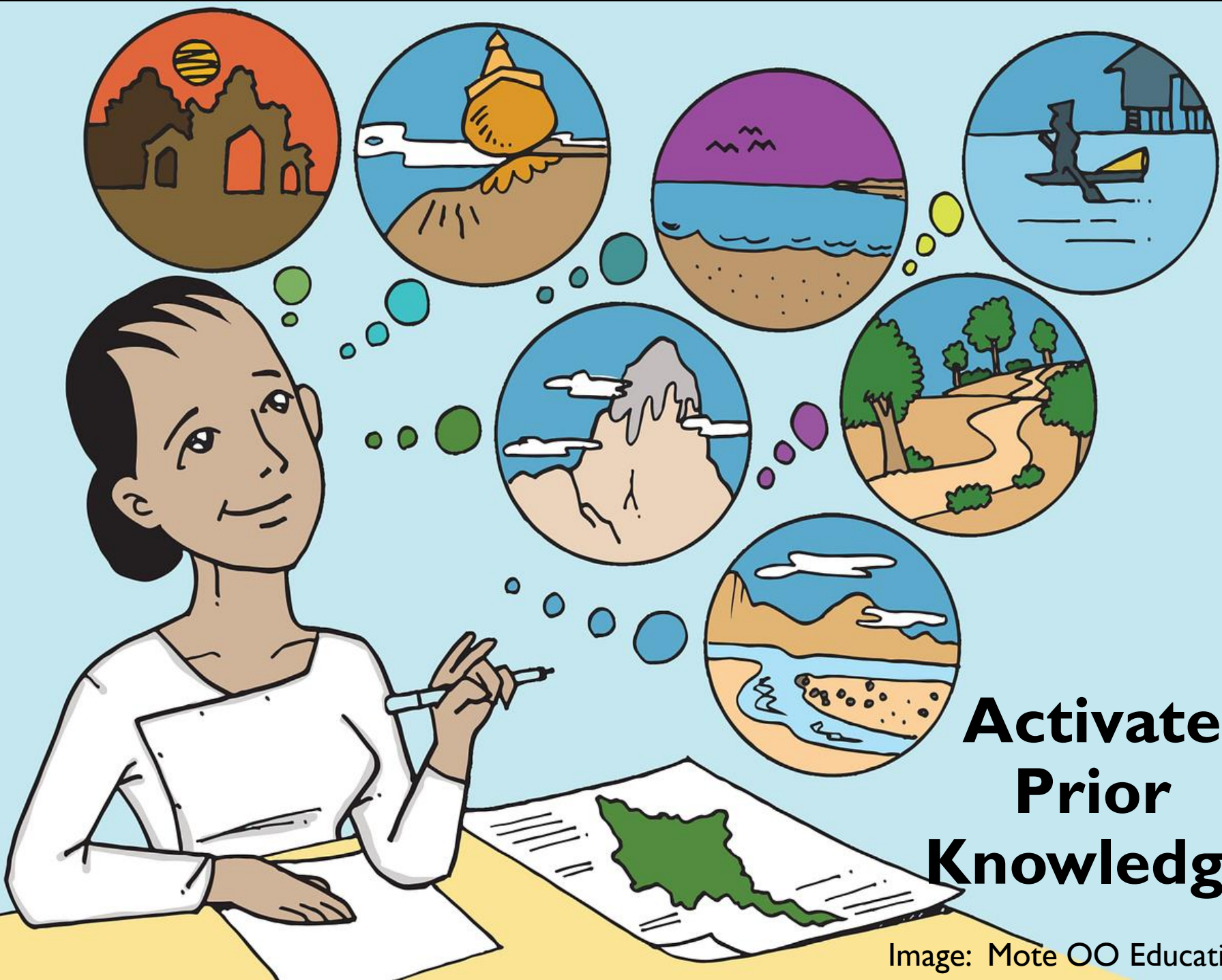




# Scaffolding

# Strategies for Supporting Students with Dyslexia

- **D**evelop compensatory strategies
- **Y**es to frequent breaks
- **S**upport executive functioning & self-esteem
- **L**imit copying tasks and corrections to only the most essential
- **E**ncourage and engage (stimulate dopamine release through challenges, competitions, fun, novelty, playing videogames that require reading to move forward)
- **X**tra time for reading and tests
- **I**ntegrate images and interactive, multisensory methods/materials
- **A**udiobooks, advanced organizers, advanced notice of in-class reading, affirmations (Pokrivcakova, 2020)



# Activate Prior Knowledge

# Self-esteem Journals

## Self-Esteem Journal

<b>MON.</b>	Something I did well today...	
	Today I had fun when...	
	I felt proud when...	
<b>TUE.</b>	Today I accomplished...	
	I had a positive experience with...	
	Something I did for someone...	
<b>WED.</b>	I felt good about myself when...	
	I was proud of someone else...	
	Today was interesting because...	
<b>THUR.</b>	I felt proud when...	
	A positive thing I witnessed...	
	Today I accomplished...	
<b>FRI.</b>	Something I did well today...	
	I had a positive experience with (a person, place, or thing)...	
	I was proud of someone when...	
<b>SAT.</b>	Today I had fun when...	
	Something I did for someone...	
	I felt good about myself when...	
<b>SUN.</b>	A positive thing I witnessed...	
	Today was interesting because...	
	I felt proud when...	

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## Diario de Autoestima

<b>LUN.</b>	Algo que hice bien hoy fue...	
	Hoy me divertí cuando...	
	Me sentí orgulloso cuando...	
<b>MAR.</b>	Hoy he logrado...	
	Tuve una experiencia positiva con...	
	Algo que hice para alguien fue...	
<b>MIÉR.</b>	Me sentí bien cuando...	
	Sentí orgulloso por alguien...	
	Hoy fue interesante porque...	
<b>JUE.</b>	Me sentí orgulloso cuando...	
	Algo positivo que vi fue...	
	Hoy he logrado...	
<b>VIER.</b>	Algo que hice bien hoy fue...	
	Tuve una experiencia positiva con...	
	Sentí orgulloso por alguien...	
<b>SÁB.</b>	Hoy me divertí cuando...	
	Algo que hice para alguien fue...	
	Me sentí bien cuando...	
<b>DOM.</b>	Algo positivo que vi fue...	
	Hoy fue interesante porque...	
	Me sentí orgulloso cuando...	

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Images: Therapist Aid LLC

# Multisensory Instruction





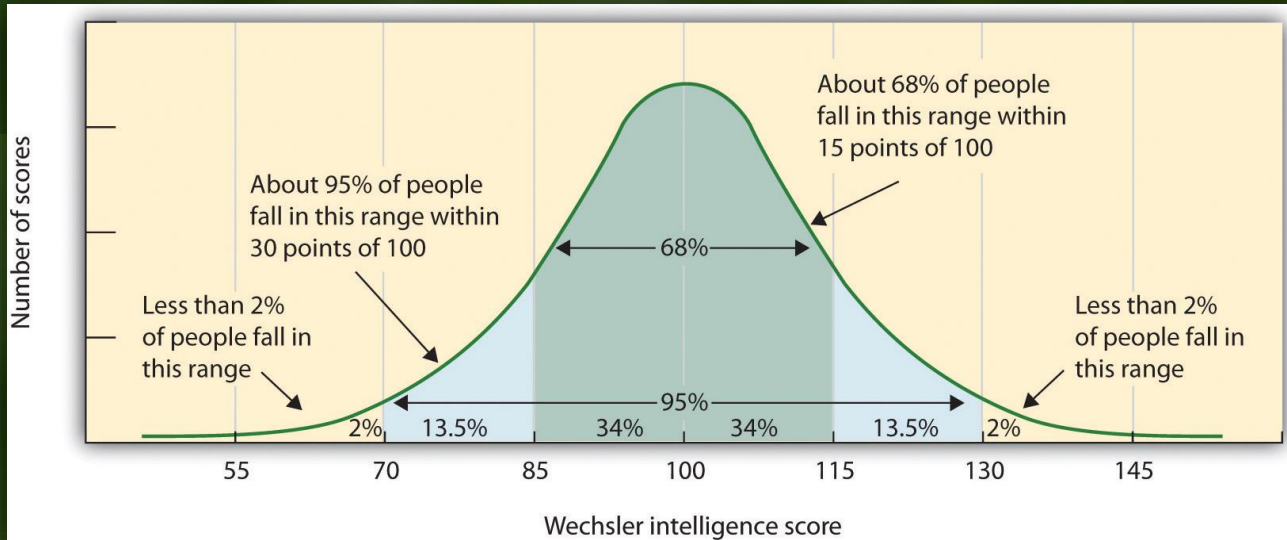
# ***Your Turn***

***What are your  
favorite strategies  
for supporting  
students with  
dyslexia?***



# Giftedness

# How schools define “giftedness”



**IQ**  
**127+**

**Gifted**

**Talented**

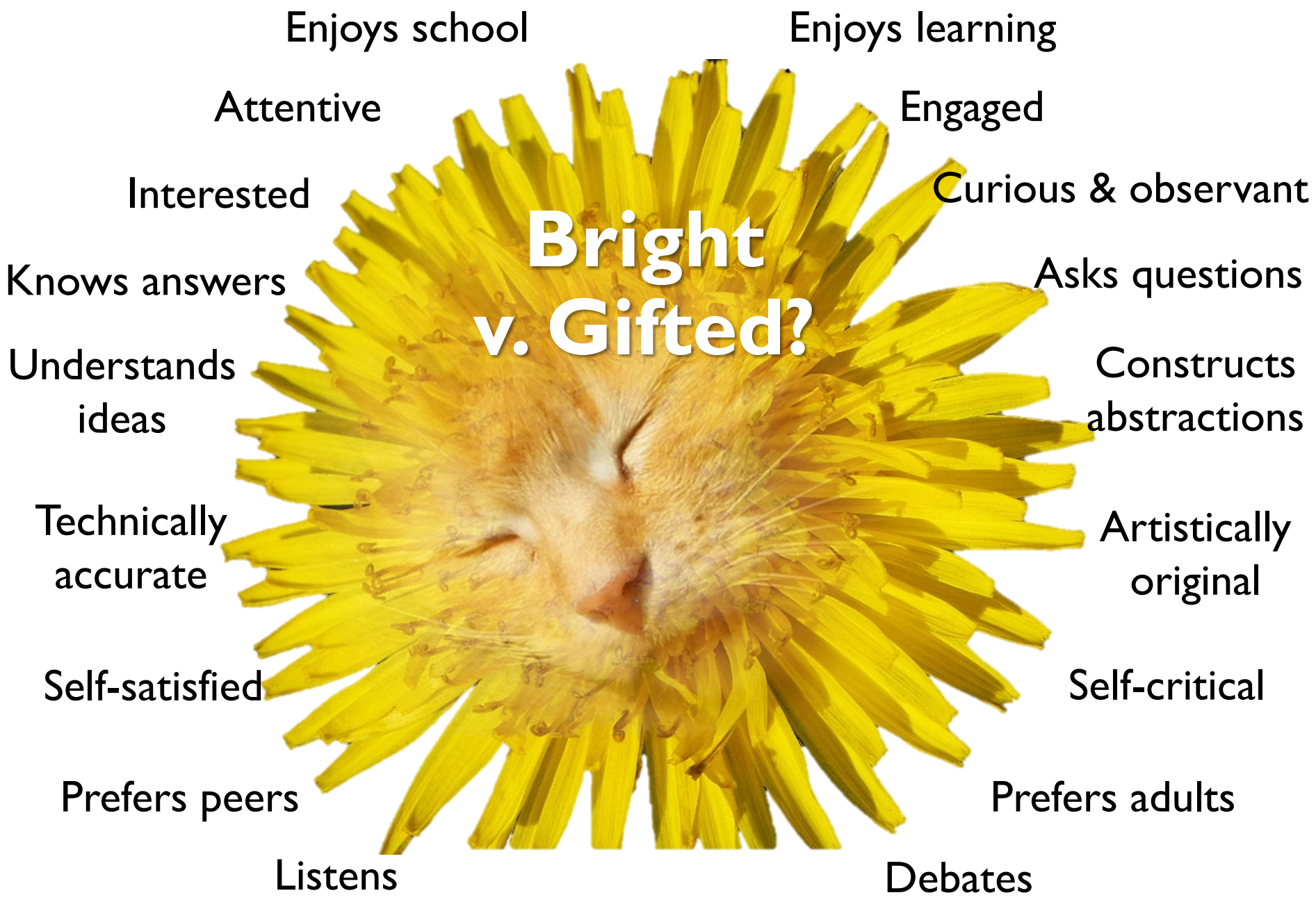
**Creative**

**Extreme**  
**2%**

**Giftedness does not always equal high achievement or stellar performance**

Image: Monsterkoi







**Complexity**

**Sensitivity**

**Drive**

**Intensity**

**Self-critical**

**Perfectionism**

# Characteristics of Giftedness

# False Assumption:



Image: Klimkin

Because gifted learners  
can often thrive without support,  
they don't need special accommodations.

- Anxiety
- Boredom
- Emotional regulation
- Existential depression
- Fear of failure
- Imposter syndrome
- Intensity
- Perfectionism
- Procrastination
- Relationships
- Self-criticism
- Self-doubt

# Challenges of Giftedness



**Asynchronous  
Development**



**Extra-  
sensitivity**

Image: Takashi Murakami



Gifted learners also need teachers  
to nourish their growth

# Strategies for Working with Giftedness

Generate a **growth mindset**

Invite independent, interdisciplinary, intellectual **inquiry**

Focus on **feedback**

Tell them growth takes **time**  
(patience & persistence)

Encourage with emotional **support**

Develop **depth** of understanding  
through multiple perspectives

Narrow their **need to explore**

Encourage an **environment** of play,  
mistakes, and risk-taking

Support **self-care & social skills**

Sustain **small steps**

Image: Pezibear



**Giving gifted students more work faster or having them “help” slower students are **NOT** appropriate accommodations, instead try....**

**More  
challenge**

**More  
choice**

**More  
chances to  
explore**

**More  
control**



Think of one change you will make to  
better support your gifted learners



Image: Gerwin Sturm



**Collect ideas and vote.**

*So easy with tricider!*

*Try it now!  
It's free. No sign-up.*

Enter your question here...

Go

Ask a question and invite friends or colleagues.  
Collect ideas and vote for your favourite.

 [Watch the video](#)

*Browse through  
the public tricider*



"really useful"

[killerstartups.com](http://killerstartups.com)

"impresses via its simplicity"

[dailywebapps.com](http://dailywebapps.com)

"cool service"

[makeuseof.com](http://makeuseof.com)

"genial servicio"

[enlazando.com](http://enlazando.com)

# Brainstorm Content (Arguments): Tricider

# What are your favorite strategies for supporting students with special needs in your classes?

**14 days left**  
change deadline

- 1) Read the question.
- 2) Think of at least three answers.
- 3) Click the green "Add idea" button.
- 4) Type one of your answers.
- 5) Click submit and repeat the process.

Share and Invite    Subscribe to updates

## Ideas

### Pros and cons

### Votes

Brain breaks  
by Chericem

**+** Ohhhh I agree! I really like the brain breaks on this YouTube channel: <https://www.youtube.com...> [more](#)  
by Dr. Montgomery



**-** These wouldn't work in my classes because most of them are in English and I try to stay in the ta... [more](#)  
by Terry Teacher



0  
Vote

1

[Add argument](#)

Clear instructions  
by Chericem

- 1) No more than 5 steps.
- 2) Each step on a separate line.
- 3) No more than 7 to 10 words ... [more](#)

[Add argument](#)

2   
Vote

Dr. Montgomery  
Terry Teacher



Graphic organizers  
by Chericem

| Image: Jean-Louis Zimmerman. Flickr.

[Add argument](#)

0  
Vote

Add idea

Image: Tricider

# Your Turn



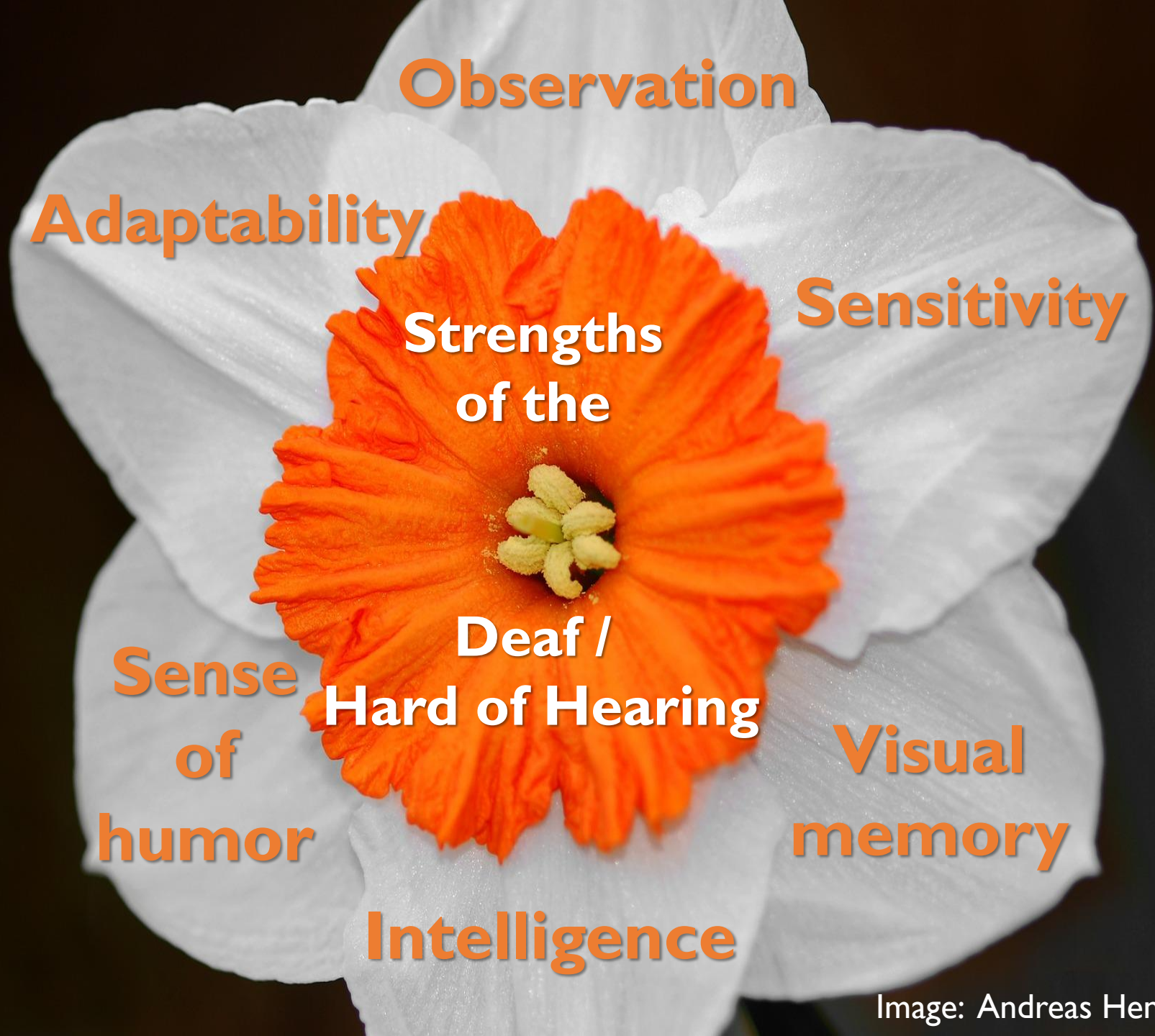
***What did you learn from this segment?***

# Deaf or Hard of Hearing

A vibrant field of tulips and daffodils under a blue sky with white clouds. The foreground is filled with a dense layer of small yellow daffodils. Behind them, several taller tulips are in various stages of bloom, including bright orange and yellow-orange varieties. The background is a clear blue sky with scattered white clouds.

“...a partial or total inability to hear”  
(Wikipedia, 2020).

Image: 8926



**Observation**

**Adaptability**

**Sensitivity**

**Strengths  
of the**

**Deaf /**

**Hard of Hearing**

**Sense  
of  
humor**

**Visual  
memory**

**Intelligence**

# Challenges for Learners who are Deaf or Hard of Hearing

- Background noise
- Classroom discussions
- Class set-up
- Cognitive load
- Fitting in
- Following class discussions
- Listening fatigue
- Oral reports
- Partner/small group work
- Poor lighting
- Reading & writing with academic language
- Taking notes
- Videos



# Always...



**F**ace the  
student



**A**void  
covering  
your mouth



**C**apture  
attention  
before  
speaking




**E**liminate  
external noise &  
insist on silence  
before speaking

## ...your students!

A vibrant field of yellow daffodils in full bloom, filling most of the frame. In the foreground on the right, several red plastic chairs are partially visible, suggesting an outdoor seating area. The scene is brightly lit, likely in a sunny outdoor setting.

**Have learners sit  
near the front of the room**





# Establish routines and procedures

Image: Kiyong Cha

# Always...



**F**ace the  
student



**A**void  
covering  
your mouth



**C**apture  
attention  
before  
speaking



**E**liminate  
external noise &  
insist on silence  
before speaking

## ...your students!

A close-up photograph of two purple flowers, possibly from the Ranunculaceae family, facing each other. The flowers are in various stages of bloom, with some petals fully open and others still partially closed. The stems are covered in fine, white, hair-like structures. The background is dark and out of focus, with a bright, circular light flare in the upper center, creating a bokeh effect with small white specks.

# Repeat Peer Responses

Image: Pezibear

**Include  
processing time  
for visuals**

**Image: Jill Wellington**

# Note-taker or closed captioning



Image: Francois Benjamin

**Give  
information  
visually**

Image: Lars Nissen

# Supporting the Hearing Impaired

- **H**ave the student sit near the front away from high traffic areas where others come between the student and an interpreter
- **E**stablish routines and procedures
- **A**lways FACE the student
- **R**epeat peer responses
- **I**nclude processing time for visuals (i.e., don't give instructions between activities, when showing an image, or while writing)
- **N**ote-taker or closed captioning
- **G**ive information visually



**“Deaf people can do anything hearing people can, except hear”**

**~ Dr. King Jordan**
















Image: Beate Bachmann



# Graphic Organizers for Language Learning

## Acquiring Vocabulary

Identify or Create Rich Descriptions			
	Concept Ladder		
	Making Connections Donut 1		
Categorize Vocabulary, Information			
	Vocabulary: Categories		
	Vocabulary: Connections		
	The T-Chart		
	Structured Overview		
Define Vocabulary			
	Vocabulary: Definitions		

# Idea Rating Sheet

Write one idea here in large letters:

.....

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Signatures

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## Do you agree?

*Fill your one dot below & sign on the right:*

 <b>Strong Agreement</b>	 <b>Agreement</b>	 <b>Neutral</b>	 <b>Disagreement</b>	 <b>Strong Disagreement</b>	 <b>Confusion</b>
0000000000 0000000000 0000000000	0000000000 0000000000 0000000000	0000000000 0000000000 0000000000	0000000000 0000000000 0000000000	0000000000 0000000000 0000000000	0000000000 0000000000 0000000000

### Strengths & Opportunities

### Concerns & Weaknesses

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Sheet # \_\_\_\_\_ Date: \_\_\_\_\_ Organization/Event: \_\_\_\_\_

Image: Jason Diceman  
IdeaRatingSheets.org

Image: CongerDesign

***YOUR TURN***  
***What's your most***  
***important "aha"***  
***from this segment?***



A hand holding a green pencil is positioned over a white piece of paper. The paper contains the text 'Your Turn' in a large, bold, black font, followed by the question 'What's your most important "aha" from this segment?' in a smaller, bold, black font. The background is a light-colored wooden surface decorated with white and yellow flowers, green leaves, and scattered petals. To the right of the paper, there is a yellow and white object, possibly a soap or a decorative item.

***Your Turn***

***What's your  
most important  
"aha" from this  
segment?***

# Anxiety & Depression



Image: Anviktorija

# Strengths

Analytic  
Thinking

Forgiving

Brainstorming

Empathetic

Creative

Detail-  
oriented

High quality  
work

Punctual



## Challenges of Anxiety & Depression



Image: Zhong Chen

- Binary thinking (always, never)
- Catastrophizing
- Fatigue/insomnia
- Fear
- Fixed mindset
- Imposter syndrome
- Inability to say no
- Lack of motivation
- Overthinking/rumination
- People pleasing
- Perfectionism
- Physical symptoms
- Possible substance abuse
- Procrastination

**No**

**X**tra  
time

**A**ffirmations

**M**anage energy,  
not time

**I**ntegrate mind,  
body, & spirit

**Supporting  
Learners  
With  
Anxiety  
&  
Depression**

**L**et little things go!

**E**xercise


**A**dopt a  
growth mindset

**C**alm  
app

**T**ake one step at a time

**Y**oga





**"Self-care can sometimes be confused with self-indulgence or selfishness — but it is neither of those," she told me. "Self-care is a daily practice, one that is a deliberate and intentional and a process of tending to the mind, body and spirit." ~ Dr. Kristen Lee**

Image: Cherice Montgomery

# MINDfulness Breathe Boards



Image: Kristina Scully

A close-up photograph of a chrysanthemum flower. The petals are primarily yellow with distinct pink or purple streaks. The center of the flower is a bright yellow, textured disk. The background is a soft, out-of-focus purple or lavender color.

# *Your Turn*

*Which strategies  
have worked for  
your students  
with anxiety or  
depression?*

Image: Milan Permadi

# Students with Visual Challenges



“...vision between 20/70 and 20/400 with the best possible correction, or a visual field of 20 degrees or less” (Mandal, 2019)

# Strengths of Learners with Visual Challenges

Creativity

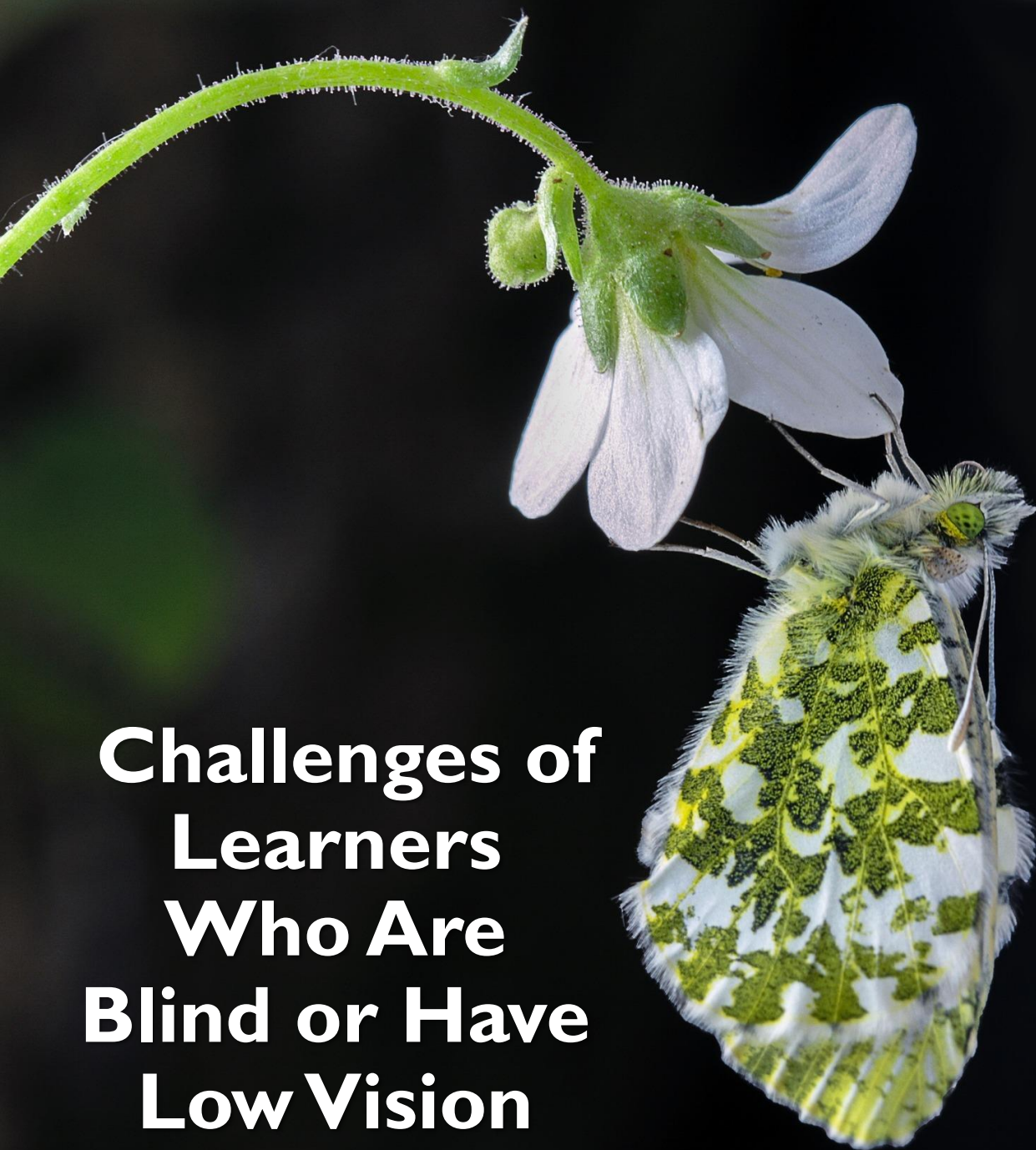
Listening

Memory

Spatial  
Awareness

Smell  
& Touch

# Challenges of Learners Who Are Blind or Have Low Vision




- **Accessibility**
- **Copying tasks**
- **Eye strain/fatigue**
- **Mobility**
- **Poor lighting & glare**
- **Small print**
- **Test-taking**
- **Understanding visuals**

# Supports for Learners with Vision Challenges

- **Variety of supports**—auditory, kinesthetic, multimodal, and tactile (such as concrete manipulatives or physical models)
- **Increase oral activities** & give individual copies of whiteboard notes
- **Seating** near front of room, keep floors clear
- **Universally designed websites** (meet web accessibility standards)
- **Audio books & recordings** of instructions, texts, and tests (iPod) (can be embedded into worksheets)
- **Lighting and large, dark print** with extra spacing
- **Sufficient time** for tests



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***Your Turn***

***What's your  
most important  
"aha" from this  
segment?***





# Planning & Planting Your Garden

**What should you  
consider when  
planning your  
garden?**



Image: Marikuke

# Soil Composition

*Do your lessons provide richly contextualized opportunities for meaningful language use?*

*"Viva La Vida"*



**Cultural  
Contextualization**



# Optimal Planting Time

## *Readiness & Relevance*

*Do you plant concepts & skills “in season” by providing choice & voice (v. too early/late)?*

## Intepretive Communication

*You cannot make someone love you. You can only make yourself someone who can be loved.*

– Derek Gamba

Every single girl will at some point find herself asking this question: is there just no one out there for me, or am I the problem? And girls who perpetually feel dissatisfied in their relationships might wonder if the love they want actually exists, or if they're being delusional.

The fact is, finding the right person is a matter of being the right person. And you can be just as lonely (or even lonelier) in a relationship as you are when you're single. Most women spend a significant amount of time looking not only for love, but the right kind of love. They believe they'll know it when they see it (or feel it), but don't quite know how to get it.

In this chapter, we'll look at some of the most common stumbling blocks that prevent you from getting the love you want...some are sneakier than you think. This chapter isn't just for the single and dissatisfied; even if you're married you'll

A close-up photograph of two purple flowers, possibly from the Ranunculaceae family, facing each other. The flowers are in various stages of bloom, with some petals fully open and others still partially closed. The background is dark and out of focus, with a bright, circular light flare in the upper center, creating a soft, ethereal atmosphere. The stems and leaves of the plants are visible, showing fine hairs.

# Interpersonal Communication

Image: Pezibear

# Presentational Communication







Image: CPK8240

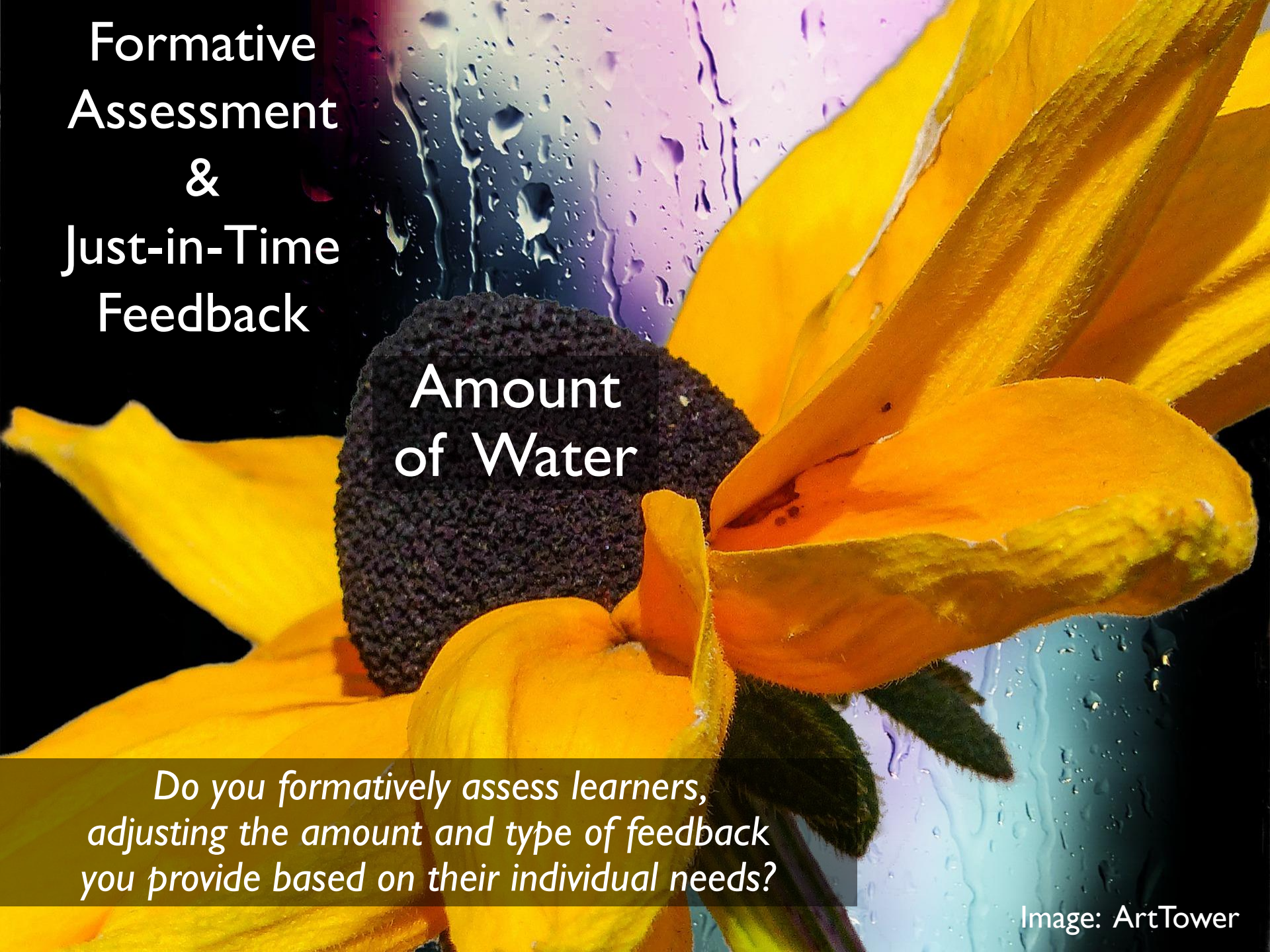
## Depth of Planting

*Do you scaffold to ensure that ALL students have the support they need to grow to their full potential?*

A vibrant field of yellow buttercups and white dandelions under a bright, sunny sky with a rainbow-like glow. The scene is captured from a low angle, looking up at the flowers against a clear blue sky. The sunlight creates a warm, golden glow across the top of the image, with a soft rainbow-like arc visible in the background. The flowers are in various stages of bloom, with some fully open and others as fluffy seed heads.

**Sunlight:**  
Help learners  
access **content**  
by engaging all  
5 senses

Image: Gerd Altmann  
Image: Jess Bailey



Formative  
Assessment  
&  
Just-in-Time  
Feedback

Amount  
of Water

*Do you formatively assess learners,  
adjusting the amount and type of feedback  
you provide based on their individual needs?*

# Time to Germination

*Some seeds take longer than others to sprout, become securely rooted, and bloom.*



*Do your lessons **progressively spiral** instruction to accommodate different rates of learning?*

Image: Katerina Vulcova


**Focus on what learners CAN do!**



Image: Anncapictures

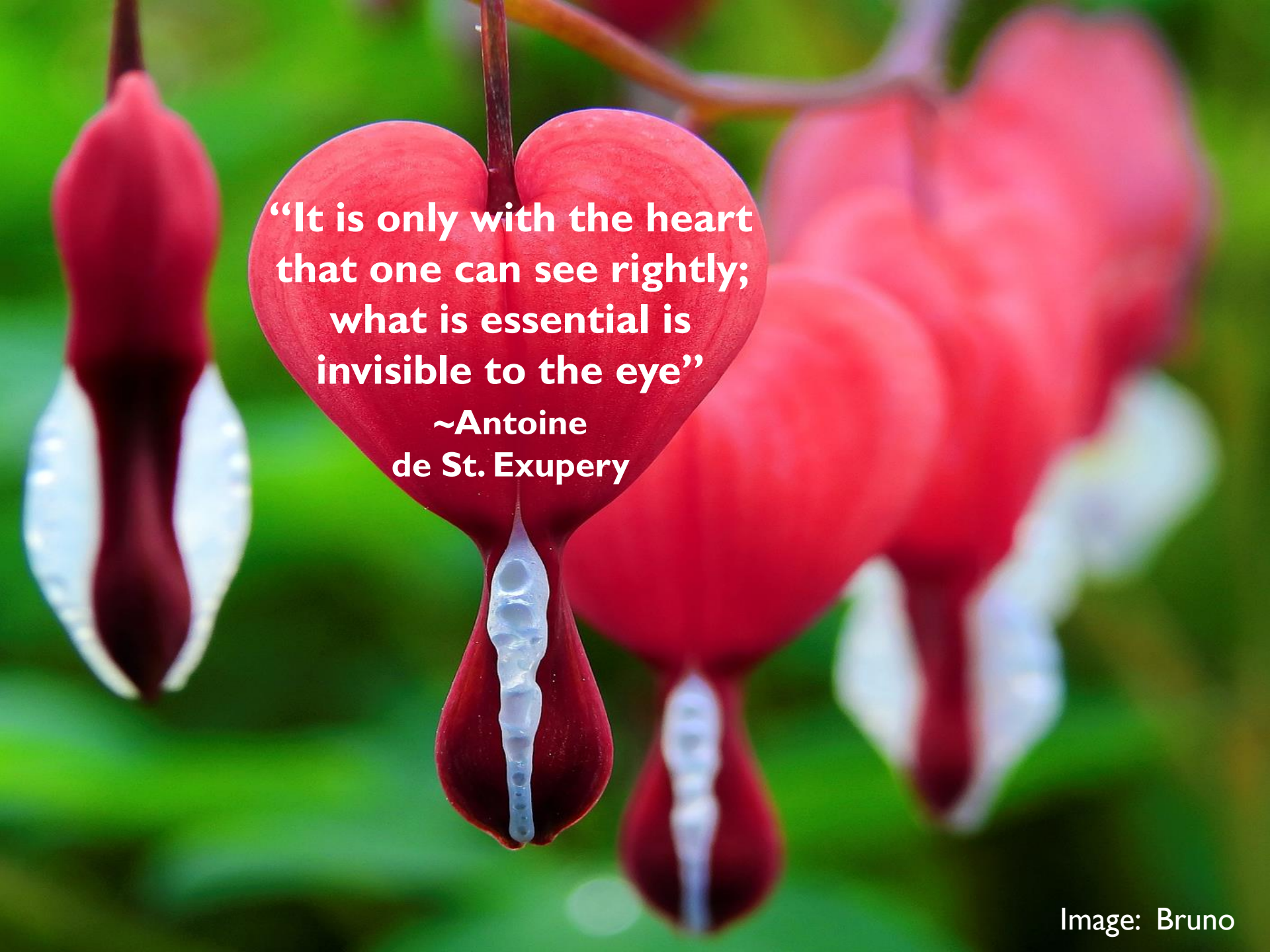
# Waiting on the World to Change





When our focus  
is on what is  
different...

...we miss what  
is possible!



**“It is only with the heart  
that one can see rightly;  
what is essential is  
invisible to the eye”**

**~Antoine  
de St. Exupery**



# *The Little Prince & The Rose*



We are roses.



## Judging

When we plant a rose seed in the earth, we notice that it is small, but we do not criticize it as "rootless and stemless." We treat it as a seed, giving it the water and nourishment required of a seed.

When it first shoots up out of the earth, we don't condemn it as immature and underdeveloped: nor do we criticize the buds for not being open when they appear. We stand in wonder at the process taking place and give the plant the care it needs at each stage of its development.

The rose is a rose from the time it is a seed to the time it dies. Within it, at all times, it contains its whole potential. It seems to be constantly in the process of change: yet at each state, at each moment, it is perfectly all right as it is.

# Are Your Wildflowers Wilting?

## Strategies for Supporting Students with Special Needs

UFLA 2021

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Image: Gabriele M. Reinhardt

<https://chericem.weebly.com/special-needs.html>