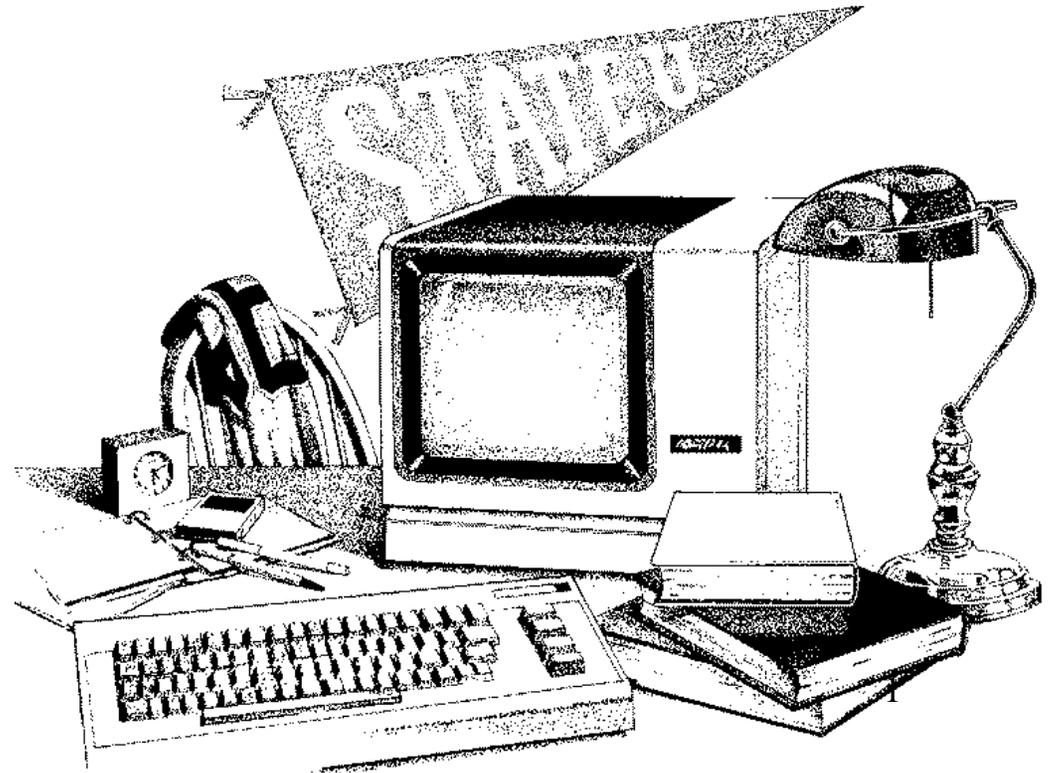
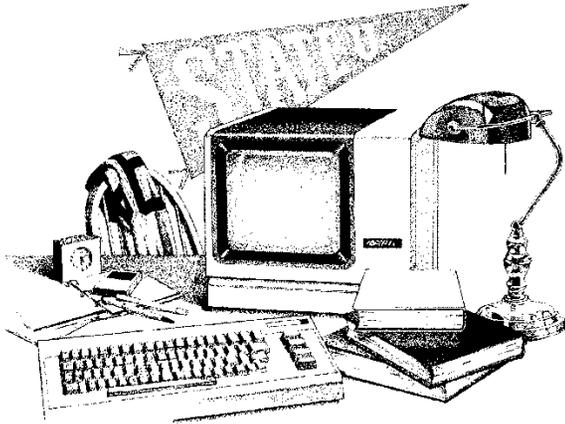


English Language Learners with Disabilities (ELLWD)

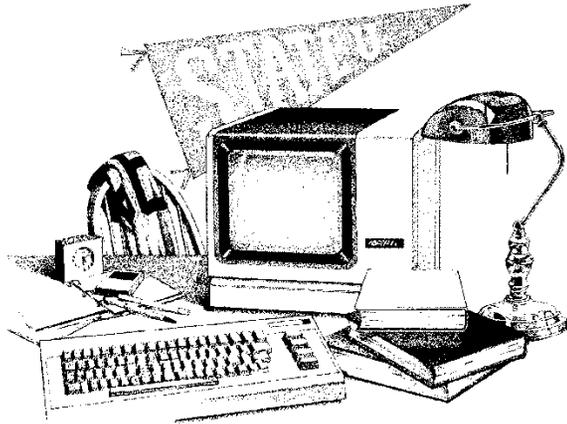
ALS Directors
March, 2011





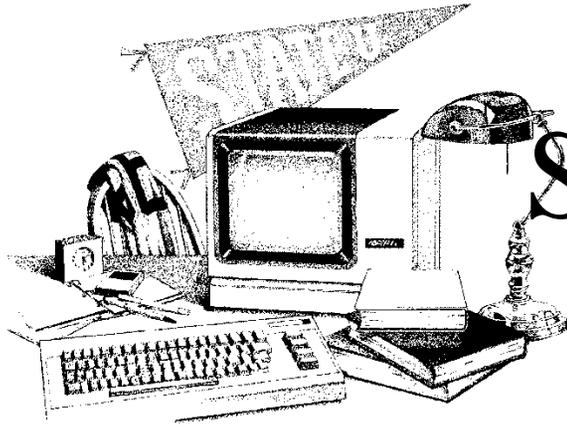
Definitions

- **LEP..Limited English Proficiency..**A student who has limited skills in speaking, reading, and/or writing English, as measured by the State mandated LEP assessment.
- **L1..first language/L2..second language**
- **ELSN** (English Learners with special needs)
- **SLA** (Second language acquisition)



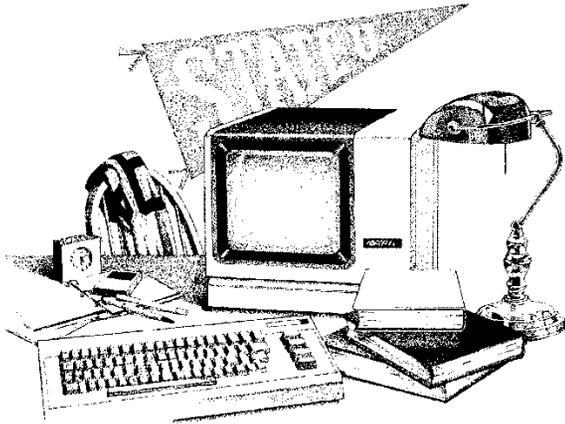
True Peers

- Similar language proficiencies (L1 & L2)
- Culture experience & background
- Experiential background
- Educational background
- Local norms rather than national norms

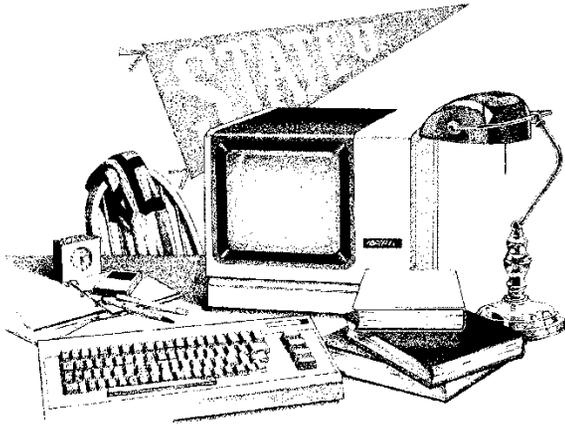


Students with interrupted formal schooling

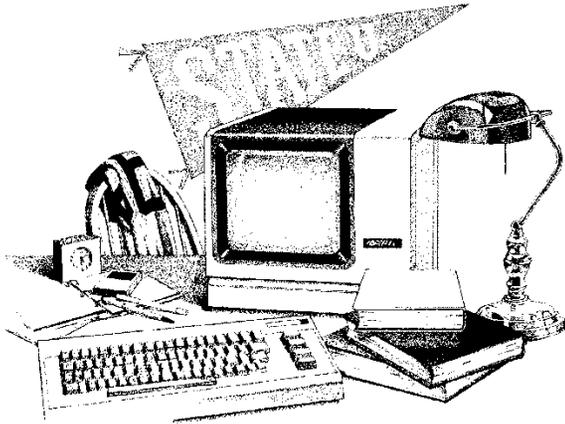
- Subgroup/marginalized that others
- Require more time than their educational EL counterparts
- More negative perspective of SIFE



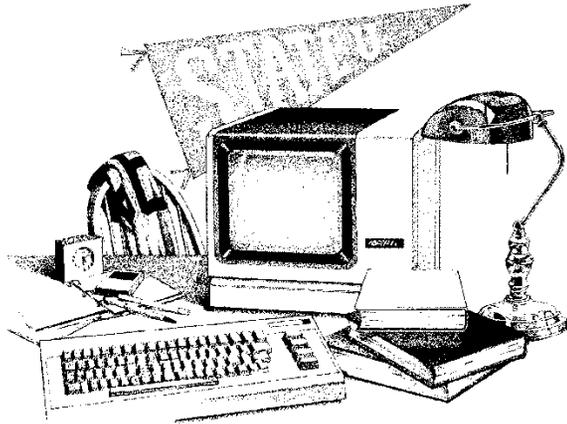
- Pg 27-28 of State Rules
- A student must not be determined to be a student with a disability if the determinate factor for that determination is...(3) Limited English proficiency....



- If a student has LEP issue, it is considered a “rule out” or exclusionary factors

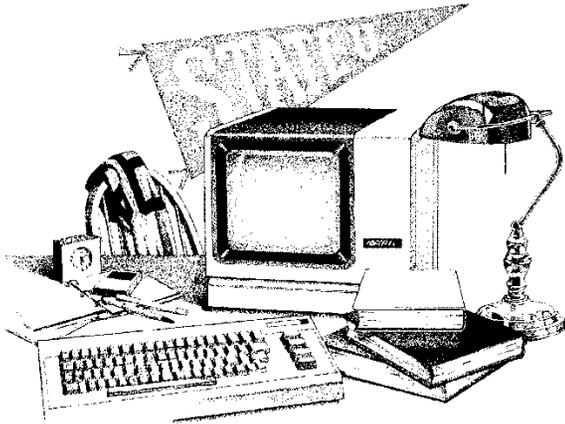


- The issues with ELL students who might be suspected of having a learning disability in their “home” language is a **combined** responsibility of general and special education. The first responsibility lies with general education, special education can provide instruction consultation/support to general educators.

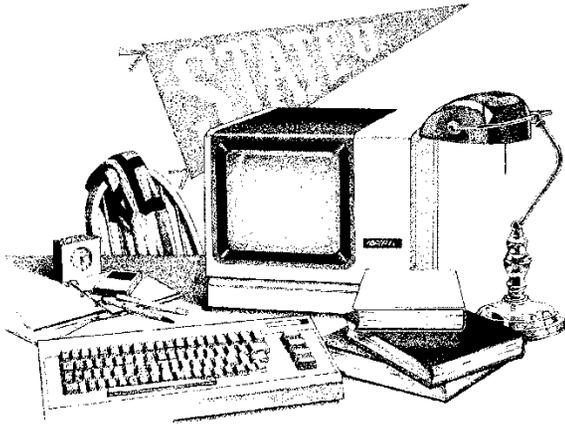


Issues surrounding Identification

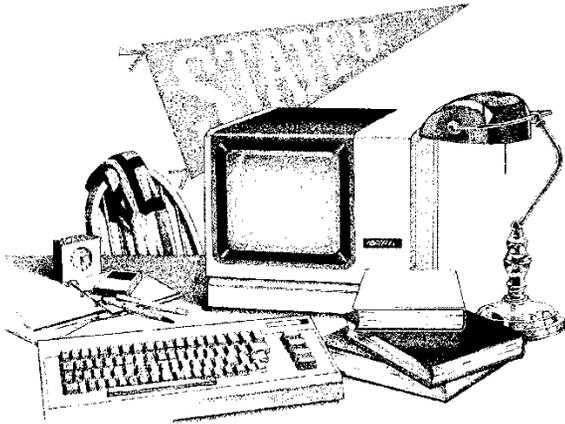
- Educators ability to identify whether an ELL's academic difficulties stem from learning a second language or from a disability or a combination of the two...**is limited.**
- Guidelines from state to state and district to district are varied
- Over-representation and under-representation



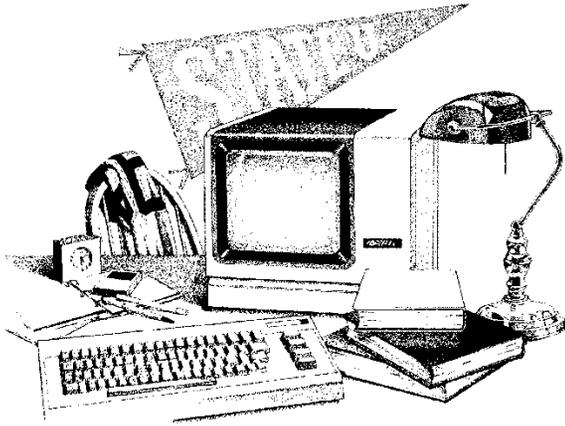
- Teachers often lack the training to distinguish between a language/cultural acquisition process and a learning/emotional disability
- Standardized assessments cannot pinpoint if a child is an EL and has special needs



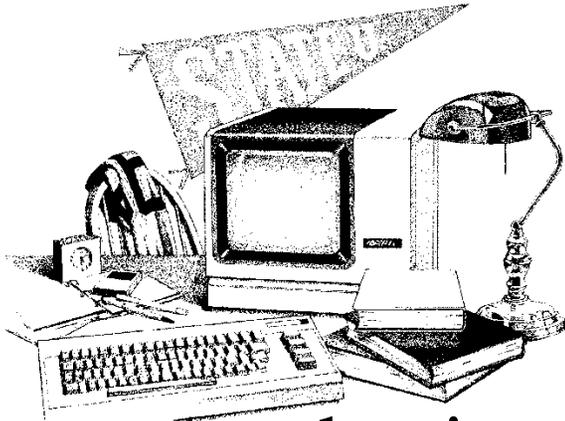
- Standardized assessments are not broad enough to include multiple contexts and multiple situations
- The cultural and linguistic voices of parents, families and children do not always play a role in the assessment process



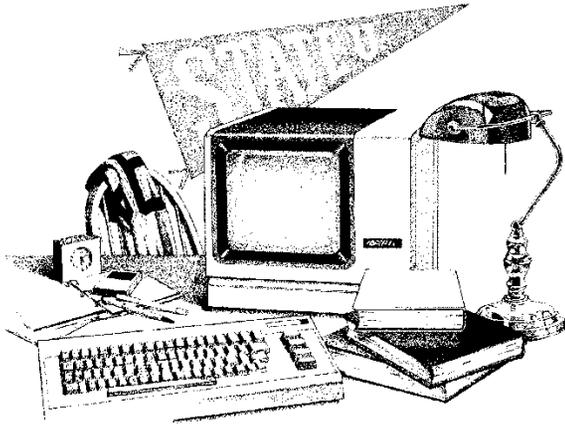
- ELLs under-represented in special education in K-1st
- BY 3rd grade it appears ELLs are over-represented (USDOE Early Childhood Longitudinal Study, 1998-99)
- ELLs with genuine special education needs appear to be identified for services later than their native English speaking peers (McCardie, et.al 2005)



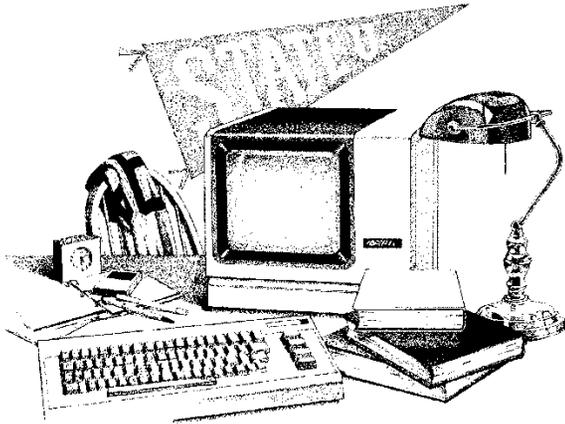
Considerations when providing instruction/interventions and assessing



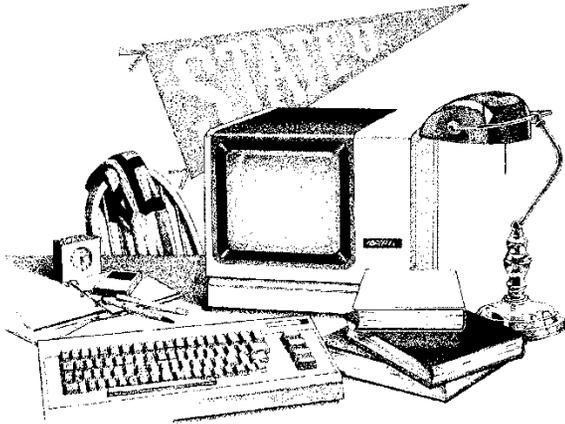
- Academic vs conversational language
- Culture
- Environment
- Economic
- “double the work”
- Family literacy level
- Attendance



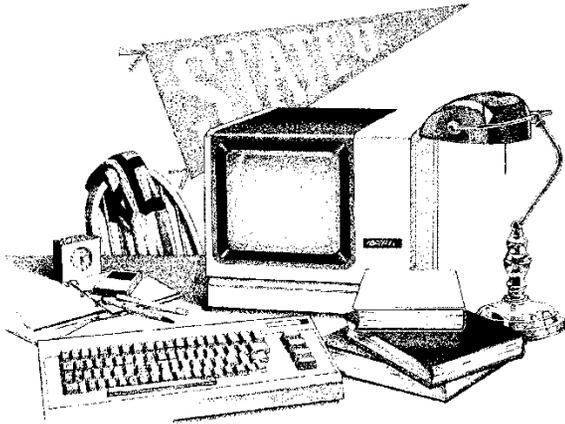
- More visual/realia especially math
- Native language to support content instruction
- 3-way (written, spoken and visual)
- Emphasis on key vocabulary and concepts
- Chunking
- Culturally responsive literature, non-fiction and fiction



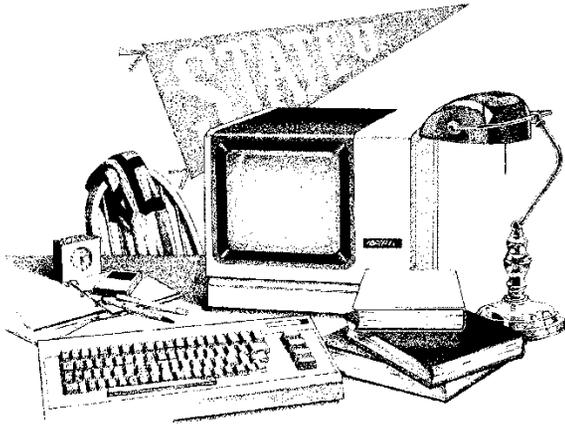
- Remember ELL students need to be prepared for the complex academic material and text and the world after graduation.
- Focusing or only requiring conversation proficiencies or skills does a disservice to our ELL population with or without disabilities.



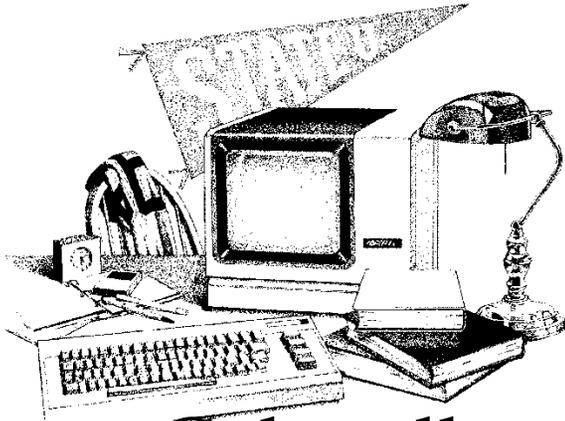
- Acquiring a second language does not necessarily cause or exacerbate a language disorder, but it may complicate the process for identifying a student for language or special education services



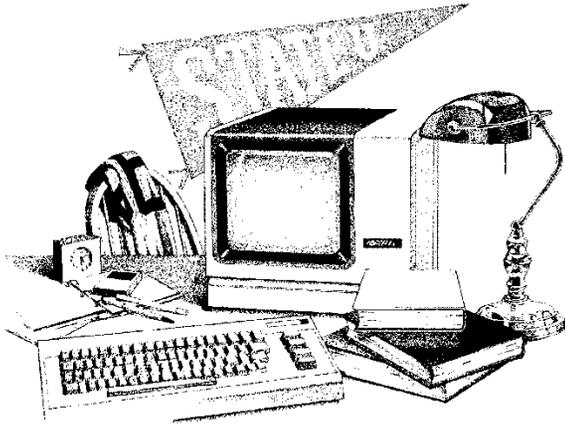
- Not well developed research in the area of interventions for struggling ELLs
- Given research at this time, the findings support the assumption that what works in instructing struggling native speakers to read also works for ELLs.
- *What Works Clearing House*



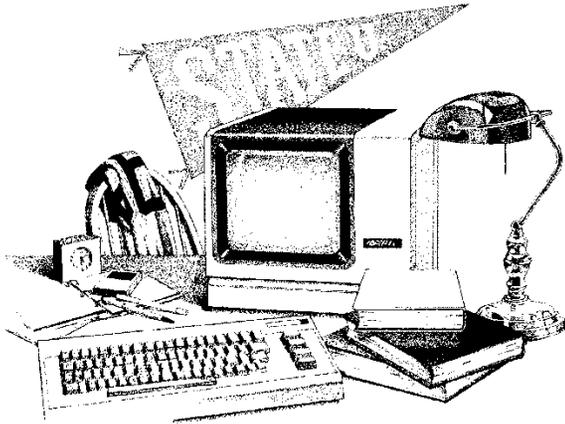
- Repeated oral readings
- Using audiotapes
- Teach vocabulary before starting lessons



- Culturally appropriate stories
 - Virginia Hamilton
 - Langston Hughes
 - John Steptoe
 - Tomie dePaola
- Create opportunities to paraphrase a story/text in diverse students own words

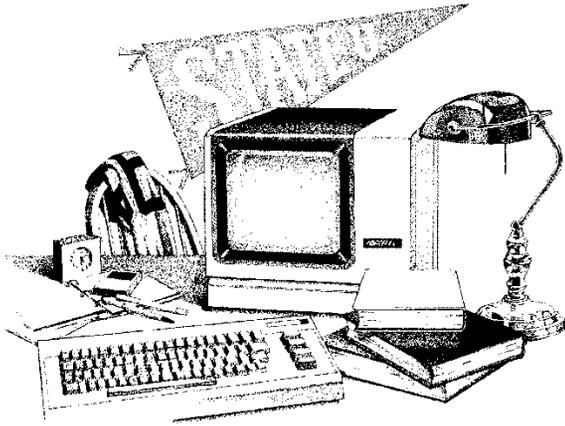


- Even with language interventions EL's English development **will not** resemble that of the fluent English speaker.



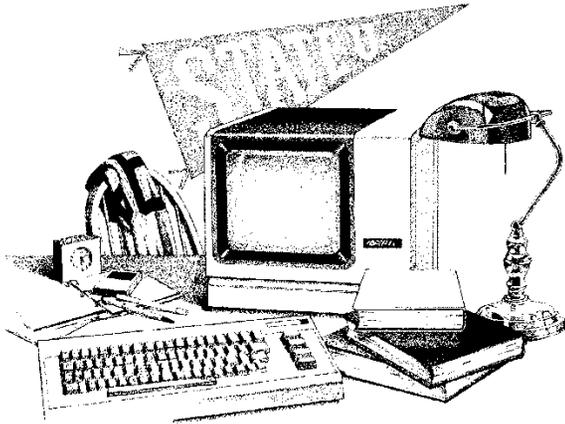
Parent Involvement

- Significant role in ELs academic achievement
- Case history
- Classes for ELs after school

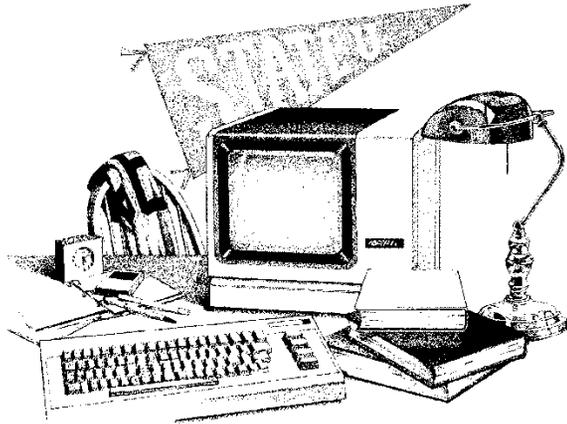


Where might EL's get “stuck”?

- As they move towards paragraph-level language discourse
 - EL's depend on small group formats to practice speaking in paragraphs
 - Extend vocabulary instruction

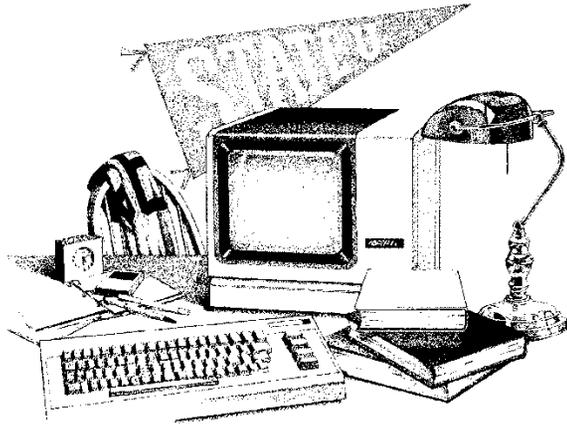


- Culturally/linguistically diverse students benefit from systematic instruction in skills to observe, think about, manipulate and experience sounds in spoken language
- Playing versions of familiar songs substituting culturally associated animals i.e kangaroo, puma, platypus



Peer Tutoring

- peer-assisted learning strategies (PALS)
 - Vocabulary gains
 - Increases in post-reading tests
 - Social/academic gains for student tutors/tutee (Villareal, March, 2011)



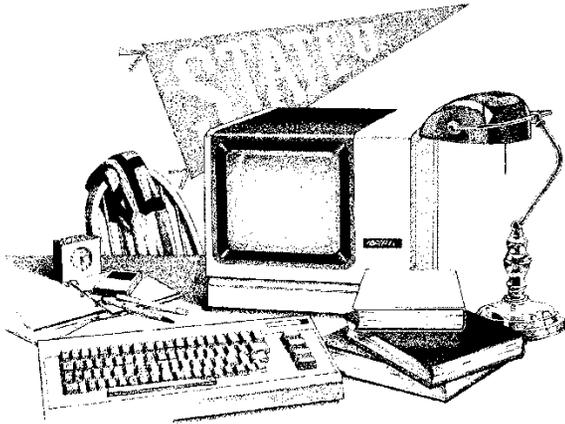
Components of a successful tutoring program

- Planning
- Tutor training
- Analyzing curriculum
- Pairing student dyads effectively (culturally sensitive)

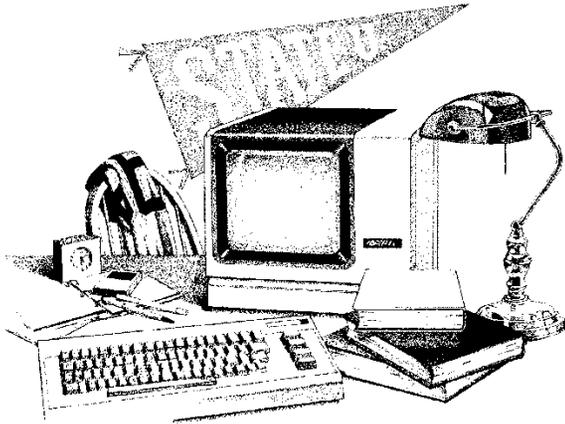
Identification and Assessment



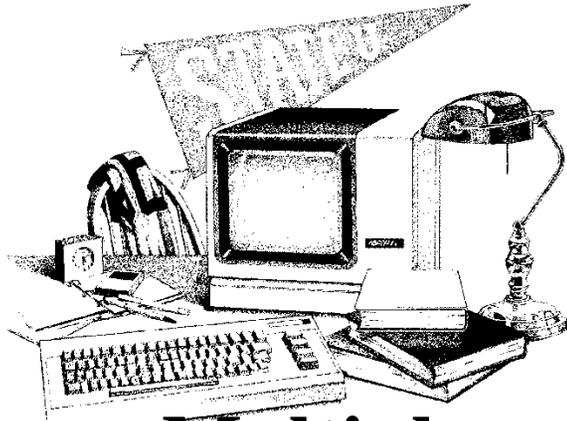
- When Els fall behind, educators must be able to distinguish between LD and SLA and issues related to poor or limited education opportunities.
 - Students with interrupted formal schooling
- Traditional assessment and norm-based evaluations practices are inappropriate.
- Instead look at preventive and diagnostic interventions through a school based multidisciplinary team



- Team Members?
 - Teachers
 - Family members
 - Expert in bilingual development
- Also continuously assess the quality of EL learning opportunities, support systems and disciplinary practices.

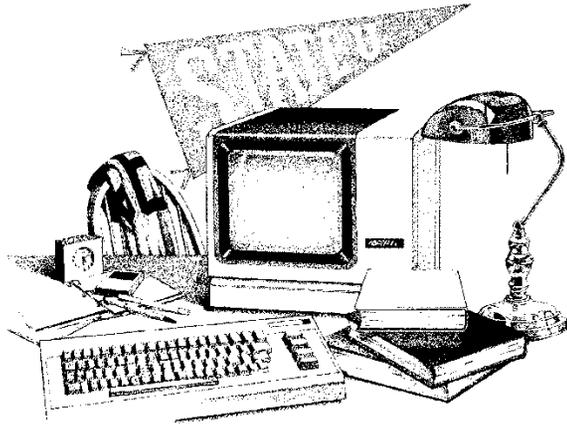


- Don't forget that a “comprehensive evaluation” to determine if a student is a student with a disability **IS REQUIRED.**



Data

- **Multiple sources of information**
 - Language proficiency tests
 - Performance on diagnostic measures of language processing and reading skills
 - Performance on non-language based assessments (math)
 - Academic achievement measures
 - Parent reports of language & literacy abilities and practices



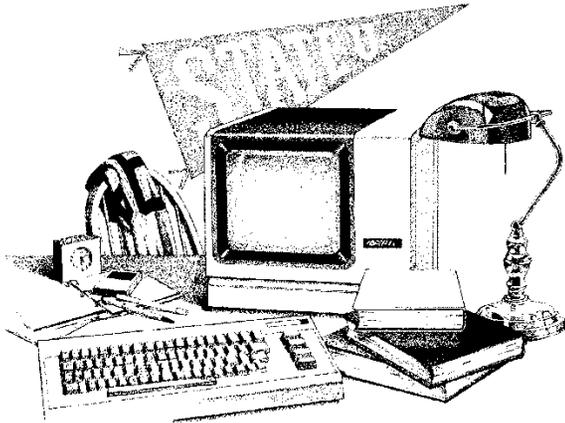
Data (cont.)

- Teacher ratings
- May do better with sight words vs nonsense word decoding
- Observation, classroom/academic



Assessment Recommendations

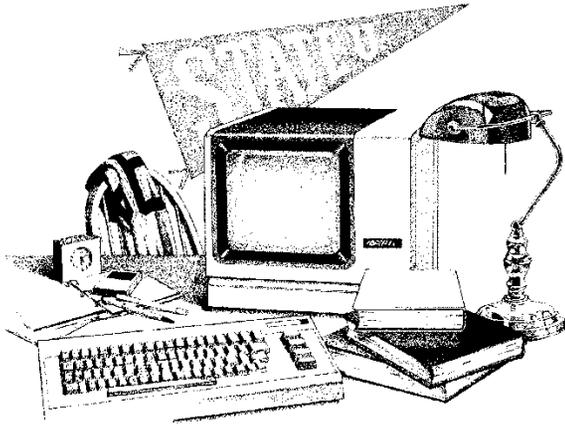
- Complete a comprehensive assessment to examine skills in both languages(L1 &L2)
- Consider sociolinguistic variables (e.g. age, differentiated instruction, opportunities for intervention) by examining the interaction among them and the bilingual child's language skills; and
- Consider providing intervention(s) in both languages in order to support the child's development of the two languages simultaneously.



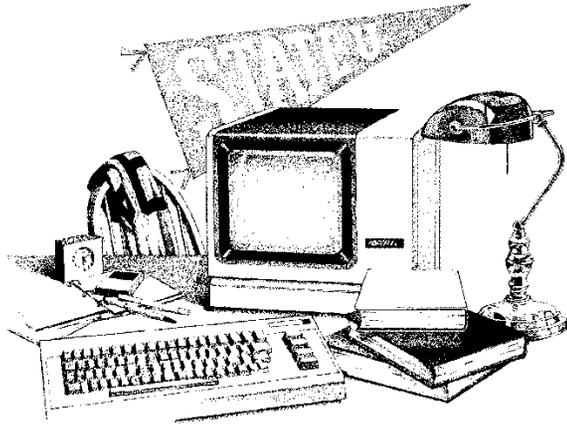
- Language/academic demands in the primary grades differ significantly from those in the secondary school.
- Providing classroom test instructions in the native language may enable some students to maximize their opportunity to demonstrate their skill/knowledge base. **Do not translate norm-referenced tests into English.**



- Tests that are translated should not be scored
- Scores from a standardized test that is given in a non-standardized manner should not be reported
- **BUT IF YOU** decide to use a standardized assessment for a starting point, be very cautious on reporting/using the information. Special education assessment must be done in students' primary language.

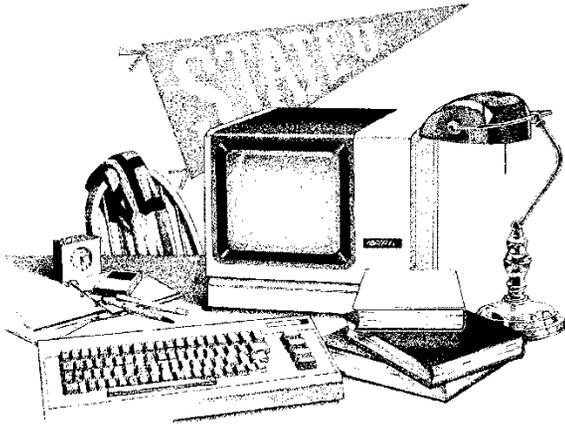


- A test-reteach-test may be the best approach to rule out lack of exposure with certain skills

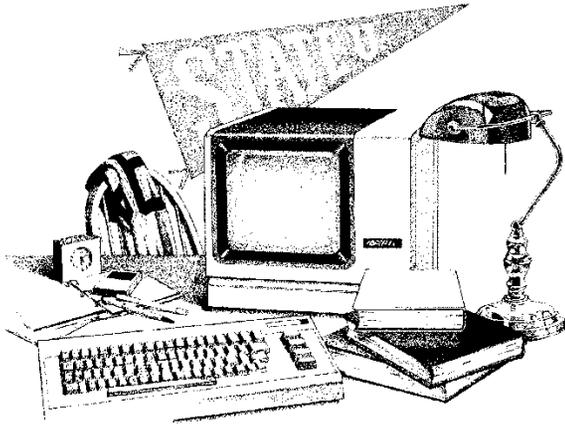


Assessments

- Bilingual Verbal Abilities Test (BVAT)
- Early Screening Inventory-Revised (ESI-R)
 - Development focus
 - Less culturally biased



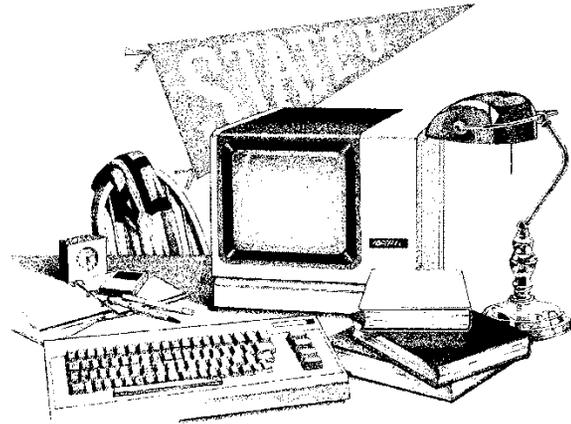
- Bilingual Early Language Assessment (BELA)
 - www.cpsd.us/BELA
- Minneapolis Preschool Screening Instrument-R
 - www.health.state.mn.us
 - Spanish, Somali, Hmong
- Ages and Stages Parent Questionnaire
 - www.agesandstages.com



- Child Development Inventory (CDI)
- Batelle Developmental Inventory-2
- Learning Accomplishment Profile-Diagnostic (LAP-D)
- Expressive One Word Vocabulary Test

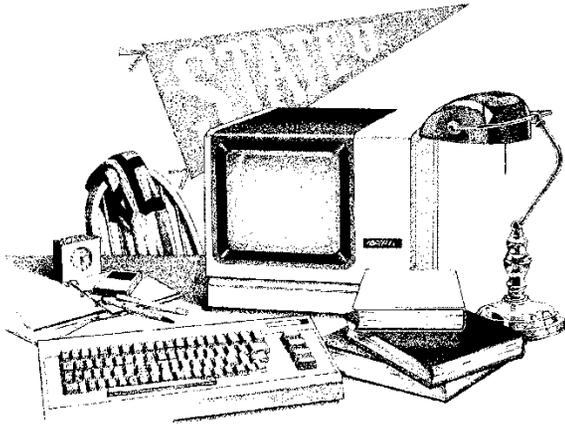


- Curriculum-Based-Measures of Reading (CBM-R) in English are as valid for Spanish speaking ELs as for English only students
- CBM-R are sensitive to the reading progress of bilingual students.
 - de Ramirez, R., & Shapiro, E (2006). Curriculum-Based Measurement and the Evaluation of Reading Skills of Spanish-Speaking English Language Learners in Bilingual Education Classrooms. *School Psychology Review*, 35(3), 356-369.

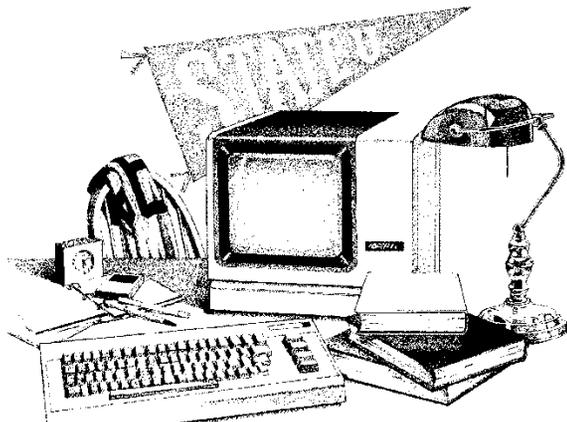


Estimator Website in Spanish

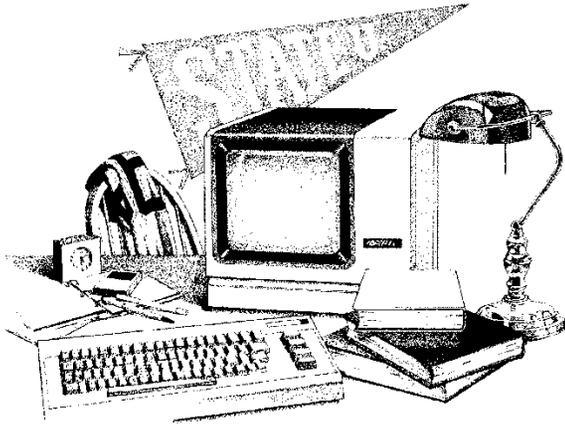
- CELF
- PLS
- Test of Auditory Processing
- WISC-IV



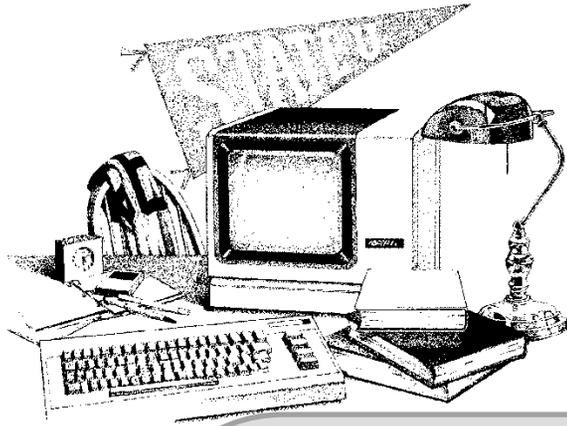
- Current best practices recommends a case study approach, not the use of a severe discrepancy.
 - BUT
- if the team decides a cognitive is needed...non-verbal is the best practice
- C-Toni or UNIT
- Achievement assessments/examiners manual



- www.rti4success.org
- National Center on Response to Intervention
- *Teaching Tolerance*



- Classroom Instruction That Works with English Language Learners (Hill & Flynn , ASCD)
- How to Teach Students Who Don't Look Like You. (Davis, Corwin Press)
- Assessing Culturally and Linguistically Diverse Students; a practical guide (Rhodes, Ochoa, & Ortiz, Guilford)



Flow Chart for ELL

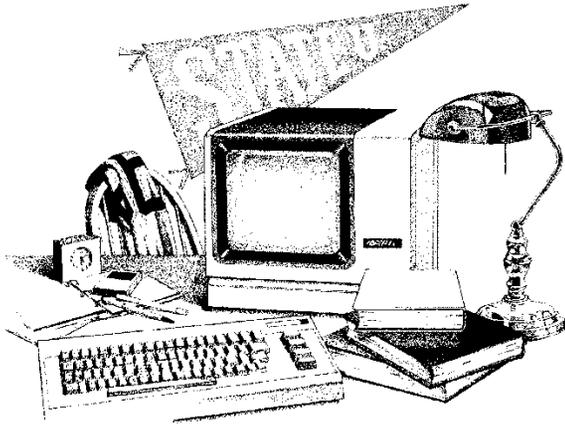
Tier 1

General education classroom

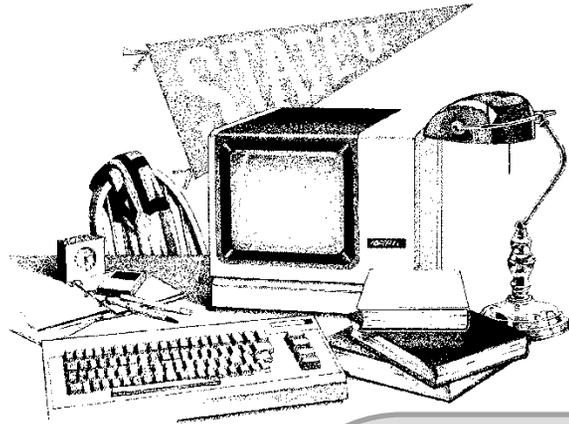
Universal screening (L1 & L2)

Culturally and linguistically appropriate instruction,
curriculum and assessment

ELL student's progress compared to "true peers"

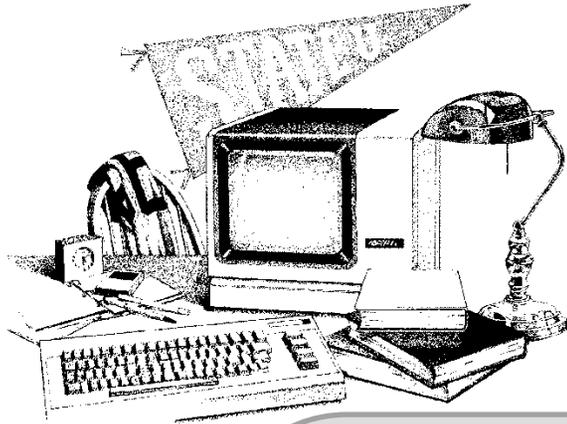


- Review of student's ecology (i.e. educational history, language proficiency in L1 & L2, family education and literacy, acculturation level, SES, etc)
 - Interventions are developmentally, culturally, linguistically and experientially appropriate for targeted students and may be the classroom curriculum but a “double dose” or extension of classroom curriculum.
 - Interventions provided by classroom teacher, instructional assistant or other specialist within the general education classroom in a small group.



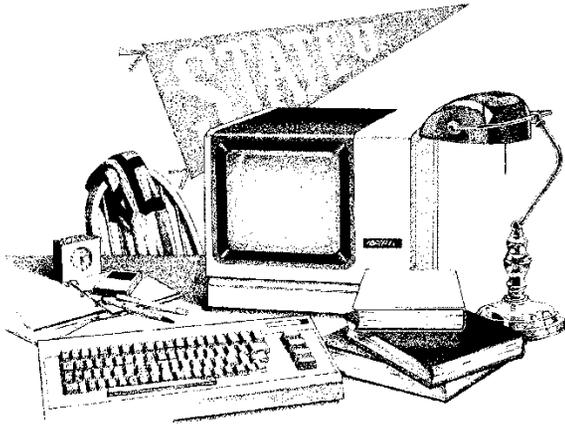
Tier 2

- Small group instruction
- Interventions are linguistically, culturally and experientially appropriate
- Interventions address specific problem areas and progress closely monitored

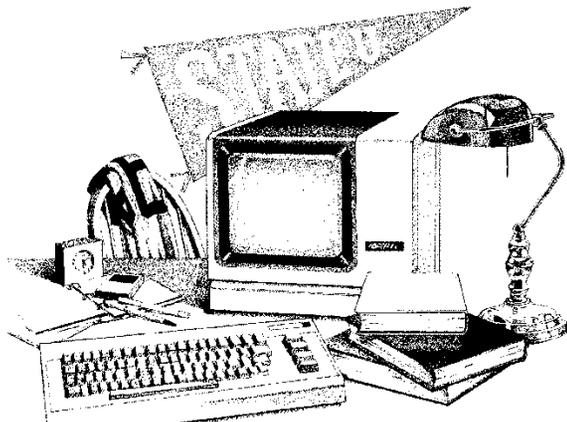


Tier 3

- Small group of 1:3 in alternative setting
- Curriculum and instruction addresses the specific deficits
 - Standardized assessments may be appropriate or considered
- Parents due process rights must be adhered to IF a comprehensive evaluation is warranted.



- “...more attention be paid to what happens *before* children are referred to special education Because to resolve the problem through alternative assessments and other interventions *after* referral were ineffective”. (National Research Center, 2002)



by Janet Gibbs

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