Considerations for English Learners Suspected & Identified with Learning Disabilities

EL Collaborative
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What EL Collaborative members want to know about English Learners . . .

K – W - L

<table>
<thead>
<tr>
<th>Know</th>
<th>What to Know</th>
<th>Learned</th>
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<tbody>
<tr>
<td></td>
<td>Identification</td>
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<td>Assessment</td>
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<td>Interventions</td>
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What do the data show?
Number of English Learners for Sonoma County

Statewide Number of English Learners
# Number of Students and Percent of Enrollment for English Learners

<table>
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<tr>
<th></th>
<th>Sonoma County</th>
<th>State</th>
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<tbody>
<tr>
<td></td>
<td># of Students</td>
<td>% of Enrollment</td>
</tr>
<tr>
<td>English Learners</td>
<td>16,307</td>
<td>23.0%</td>
</tr>
<tr>
<td>ELs Receiving SpEd</td>
<td>3,182</td>
<td>32.1%</td>
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CDE (2014); Data Quest (2014); SEIS (2014)
What does the research say?
Research data – English Learners

• Highest grade retention
• Highest dropout rate of all youth
• Limited bilingual practices
• Inappropriate referrals to Special Education
• Higher incidence categories of special education eligibility

Duran (2008); Klingner (2012); Suárez-Orozco, Roos, & Suárez-Orozco (2010); Sullivan (2011)
Tony, 4th grade student

Chapter 1 of *The Bad Beginning* by Lemony Snicket

Transcript:

In The Bad Beginning, ah um then their, in the Bad Beginning the their parents were die and the house on fire and they tried to get out but they didn’t because the house full of fire, and at the...end of chapter 1 the house...

What behaviors does Tony elicit that indicate he is an English learner? A student with learning disabilities?
Biggest error in placing ELs into special education

- Misinterpreting language acquisition as a learning or language disability (LD)

- Determining whether an EL has a LD is a process of elimination
  - Understand language acquisition process
  - Know possible characteristics associated with LD
  - Look at quality of instruction and students’ opportunities to learn
    E.g., Differentiated instruction with fidelity to research-based strategies
  - Ask parents about L1 language delay, LD characteristics

Adapted from Klingner, 2012
# Language acquisition or learning disability?

<table>
<thead>
<tr>
<th>Behaviors associated with LD</th>
<th>Behaviors when acquiring L2</th>
</tr>
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<tbody>
<tr>
<td>Difficulty following directions</td>
<td></td>
</tr>
<tr>
<td>Confused by figurative language</td>
<td></td>
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<tr>
<td>May have difficulty with attention span</td>
<td></td>
</tr>
<tr>
<td>May seem easily frustrated</td>
<td></td>
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<tr>
<td>Difficulty with phonological awareness</td>
<td>Difficulty distinguishing between sounds not in L1</td>
</tr>
<tr>
<td>Slow to learn sound-symbol correspondence</td>
<td>Confusion when sound for the symbol is different in L1</td>
</tr>
<tr>
<td>Difficulty remembering sight words</td>
<td>Difficulty when meanings not understood</td>
</tr>
<tr>
<td>Difficulty retelling story in sequence</td>
<td>Understand more than can express in L2</td>
</tr>
<tr>
<td>May have auditory memory difficulty</td>
<td>Slow to process challenging language</td>
</tr>
</tbody>
</table>

Adapted from Klingner, 2012
Reasons for ELs experiencing academic difficulties

- **Deficiencies in teaching or learning environment**
  - Lack of effective ELD instruction and support
  - Lack of effective general education instruction and support

- **Extrinsic considerations**
  - Limited formal education
  - Health/medical issues
  - Absenteeism
  - High transiency

- **In need of Special Education services**
  - Unidentified as needing special education services

Artiles & Ortiz (2002); Gersten & Baker (2000); Saunders, Goldenberg, & Marcelletii, 2013)
<table>
<thead>
<tr>
<th>Area</th>
<th>Supporting Learners’ Engagement with Complex Text</th>
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<tbody>
<tr>
<td>Background Knowledge</td>
<td>Leverage students existing knowledge</td>
</tr>
<tr>
<td>Comprehension Strategies</td>
<td>Teaching and Modeling – questioning, visualizing</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Explicitly teaching – context clues &amp; morphological knowledge</td>
</tr>
<tr>
<td>Text Organization &amp; Linguistic Features</td>
<td>Explicitly teaching – discussing text features, organizations, language resources</td>
</tr>
<tr>
<td>Discussions</td>
<td>Engaging in peer discussions</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Sequencing text &amp; tasks to build on each other; Teacher read alouds</td>
</tr>
<tr>
<td>Rereading</td>
<td>Rereading text or selected passages to look for answers</td>
</tr>
<tr>
<td>Tools</td>
<td>Teaching to develop outlines, charts, organizers</td>
</tr>
<tr>
<td>Writing</td>
<td>Modeling returning to the text as writing</td>
</tr>
</tbody>
</table>

ELA/ELD Frameworks adopted by California State Board of Education, 2014
24. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
(a) 250 board feet
(b) 500 board feet
(c) 1,000 board feet
IF YOU HAD SIX PIECES OF CANDY, AND THREE OF YOUR FRIENDS EACH WANTED A PIECE...

...HOW MANY WOULD YOU HAVE LEFT?

FRIENDS OR PIECES OF CANDY?
How do you, or staff at your school, determine when certain students are not learning as expected and identify a different way to teach them?
Assessments guidelines for identification of ELs with suspected disability

- Comprehensive, norm referenced assessments in English and native language*, to include non-verbal assessments across battery recommended in all areas of suspected disability

- Information from multiple contexts (i.e., criterion references tests, classroom-based assessments).

- Systematic observation in educational environments

- Structured interviews (i.e., student, parent, teachers)

Butterfield (2014)
Best practices for EL assessment

1. Administer cross cultural, non-discriminatory full or partial bilingual assessment in English and native language using **bilingual assessors** using evidence-based practices

2. Use structured interviews with parents, staff, and student (if possible).

3. Engage in observation of student in varied environments.


5. Engage in structured interviews (staff and family).

Butterfield (2014)
Pre-referral guidance for ELs

- **School environment** – Is there appropriate curriculum and instruction being implemented?
  - General Education
  - ELD Instruction
  - Highly qualified teachers

- **Interventions** – Have interventions been implemented and documented over time?
  - RtI – Behavioral and Academics
  - Reading Interventions
  - School wide supports

- **Referral for Special Education Eligibility** – Are students assessed in their native language and English?
  - Bilingual assessment
  - Cultural considerations
  - Bi-lingual psychologists
Identifying ELs for special education

➢ “A pupil shall be referred for special education services only after the resources of the regular education program have been considered, and when appropriate, utilized.” E. C. 56303

➢ The normal process of 2nd language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition. CCR, Title 5 3023(b)

➢ A child may not be determined to be eligible for SPED...if the determinant factor for eligibility determination is...1) lack of instruction in reading or math, or 2) limited English proficiency.... CFR 300.534
Re-classification guidelines for English Learners receiving special education services
ELP reclassification guidelines for ELs receiving special education services

- LEA establishes policies and procedures to designate team members responsible.

- Best practices for general education teachers, English Language and special education specialists, and school psychologists work in collaboration.

- Best practices for IEP team to make reclassification decisions for ELs with disabilities as long as a professional with second language acquisition (EL) expertise participates.

Butterfield (2014)
English Learner re-classification criteria checklist

- Assessment of language proficiency using an objective instrument
- Teacher evaluation
- Parent opinion and consultation
- Comparison of performance in basic skills

Butterfield (2014)
IEP team assessment considerations for ELs with disabilities

- Recommendation for accommodations, modifications, or an alternative assessment (EC Section 56345)

- Alternate ELP assessments considerations prior to determination 34 CFR §300.320 (a) (6) (i)
  - Why child cannot participate in the CELDT
  - Why the particular alternative assessment selected is appropriate
  - Made on case by case basis
  - Student’s language needs determine accommodations
  - IEP must contain statement of individual's necessary appropriate accommodations
  -Must assess in listening, speaking, reading and writing
Interventions — What does the research say?

Language and Reading Interventions for English Learner and English Learners with Disabilities

- Recommendation #3
  Early literacy interventions should focus on a combination of skills

- Recommendation #6
  Peer Assisting Learning (PALS) for primary grades

- Recommendation #6
  Focus on cognitive strategies

Rivera, Lesaux, & Francis (2009)
Practical Guidelines for the Education of English Language Learners


**Book 1:** Research-based Recommendations for Instruction and Academic Interventions

**Book 2:** Research-based Recommendations for Serving Adolescent Newcomers

**Book 3:** Research-based Recommendations for the Use of Accommodations in Large-scale Assessments
Interventions

➢ What interventions are you currently using?
➢ What are its strengths?
➢ What are its limitations?
<table>
<thead>
<tr>
<th>Framing Questions for All Students</th>
<th>Add for English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?</td>
<td>What are the English language proficiency levels of my students?</td>
</tr>
<tr>
<td>What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?</td>
<td>Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students’ English language proficiency levels?</td>
</tr>
<tr>
<td>Which clusters of CA CCSS for ELA/Literacy does this lesson address?</td>
<td>What language might be new for students and/or present challenges?</td>
</tr>
<tr>
<td>What background knowledge, skills, and experiences do my students have related to this lesson?</td>
<td>How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?</td>
</tr>
<tr>
<td>How complex are the texts and tasks I’ll use?</td>
<td></td>
</tr>
<tr>
<td>How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills?</td>
<td></td>
</tr>
<tr>
<td>What types of supports (such as scaffolding), accommodations, or modifications* will individual students need for effectively engaging in the lesson tasks?</td>
<td></td>
</tr>
<tr>
<td>How will my students and I monitor learning during and after the lesson, and how will that inform instruction?</td>
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*Supports, such as scaffolding, accommodations, and modifications are discussed in Chapters 2 and 9.
Considerations for Intervention Programs

- Be a good consumer
- Establish non-negotiables
- Network
- Collaborate within district(s)
- Explore open sources & digital text
- Explore technology tools
 Guidance from the CDE ELA/ELD Framework

➢ Toolkit for Evaluating Alignment of Instructional and Assessment Materials
In Closing…

High quality teacher preparation and professional development programs on teaching English learners with disabilities should address theoretical knowledge and pedagogical methods on second language acquisition and evidenced-based practices to accelerate academic achievement.