What Every Administrator Should Know about Separating Differences & Disabilities

A Webinar for School Administrators
January 2014

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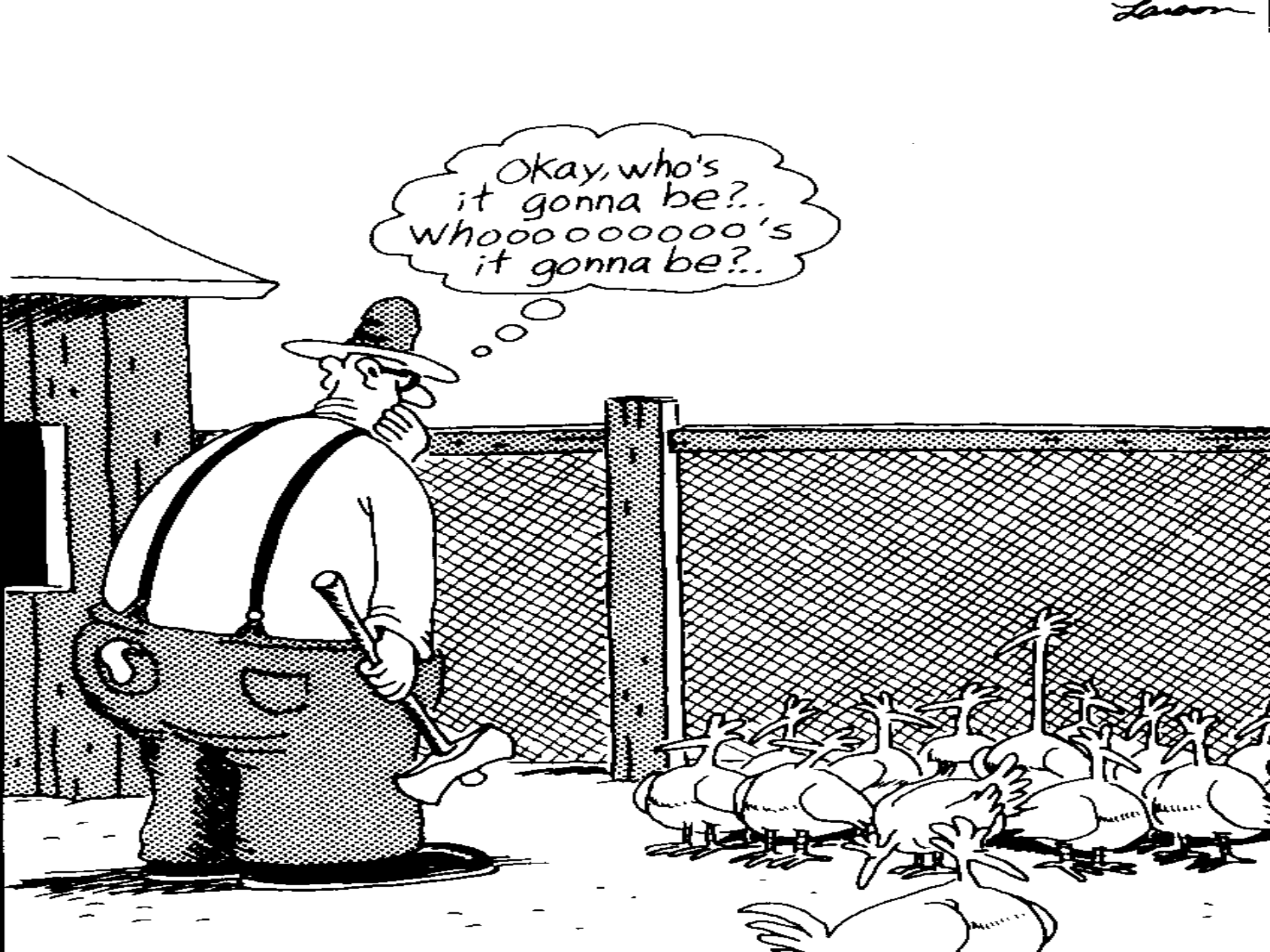
Okay, who's it gonna be?.. Whoooooooooo's it gonna be?..

Our Agenda

Basics for Decision Framing

- Current statistics
- Current laws
- Current programs

Asking the Right Questions for Decision Making

- Behavior & Culture
- Adaptation & Acculturation
- Language Proficiency, English, & Home Language
- Achievement & Education

Taking Action

- Build & Sustain a Foundation for Learning
- Establish & Support Resiliency
- Differentiate Instruction & Intervention
- Monitor Instruction & Intervention
- Resolve or Refer
- Integrate Services & Cross-cultural IEPs
- Maintain Staff & Programs Serving CLDE

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Current Statistics

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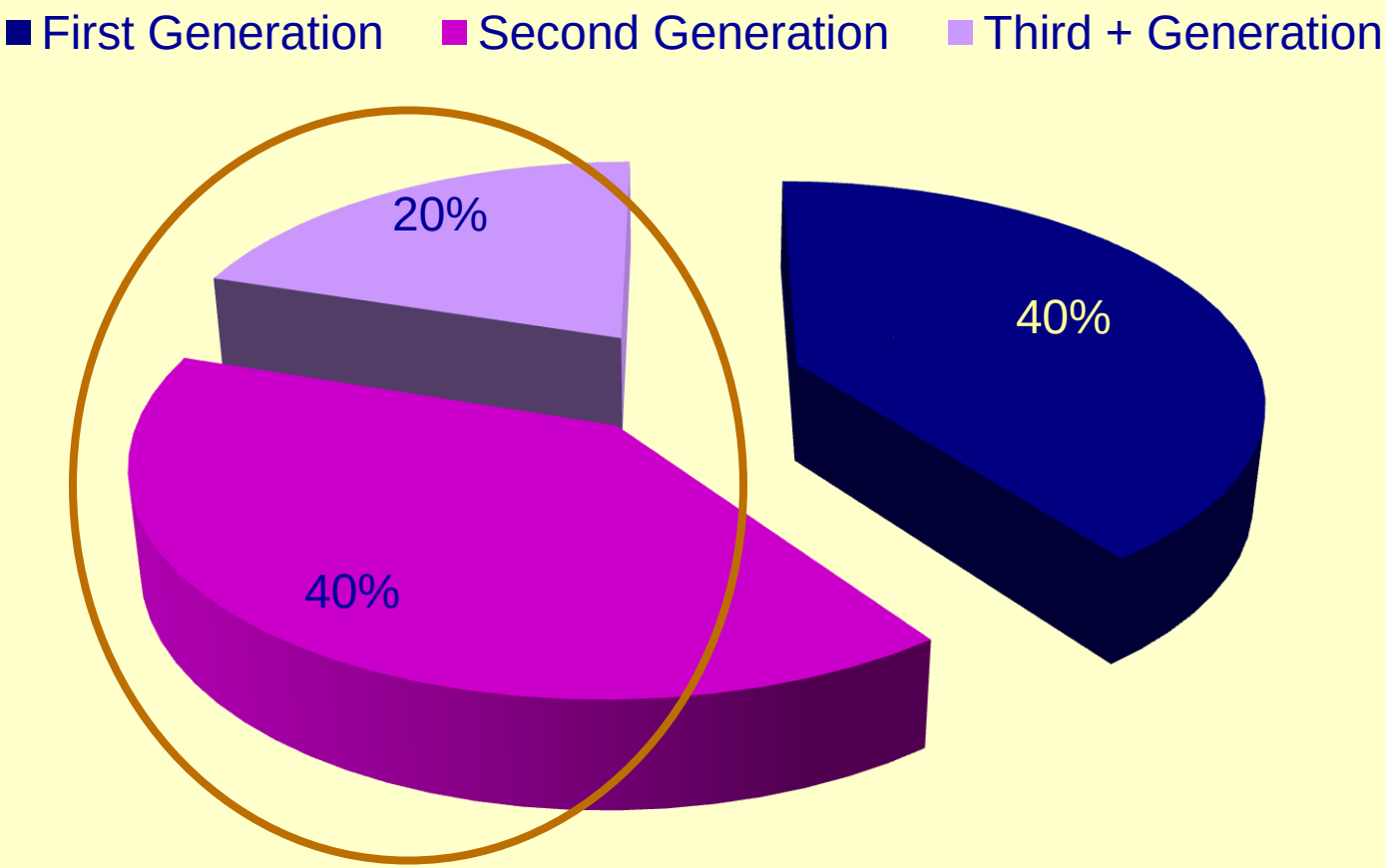
Growth in Native Born LEP



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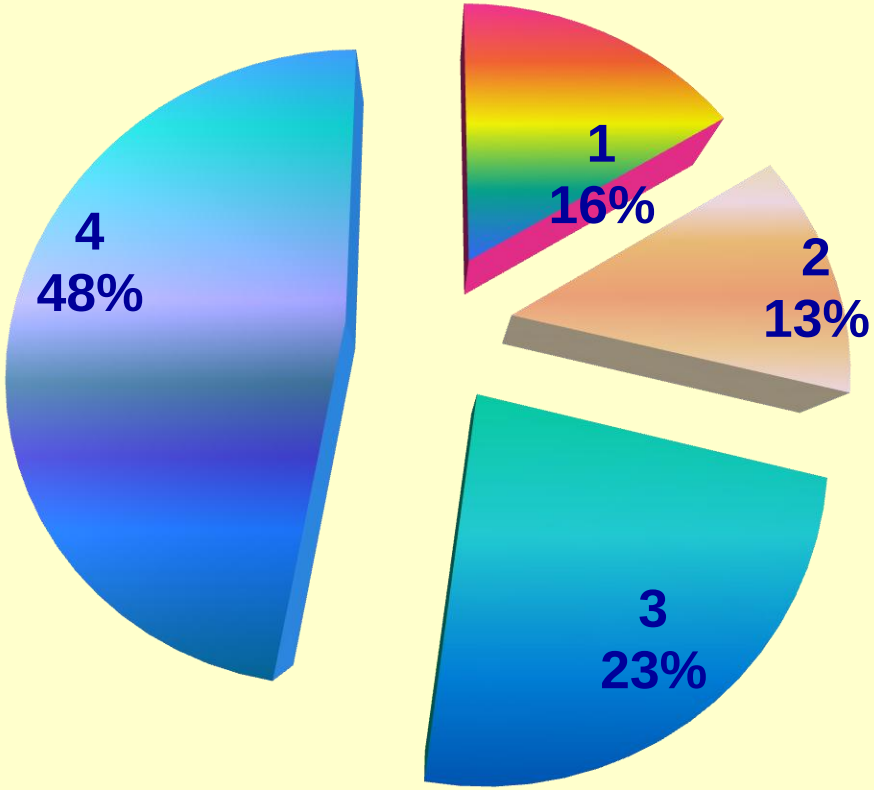
2013 Indiana LEP Data



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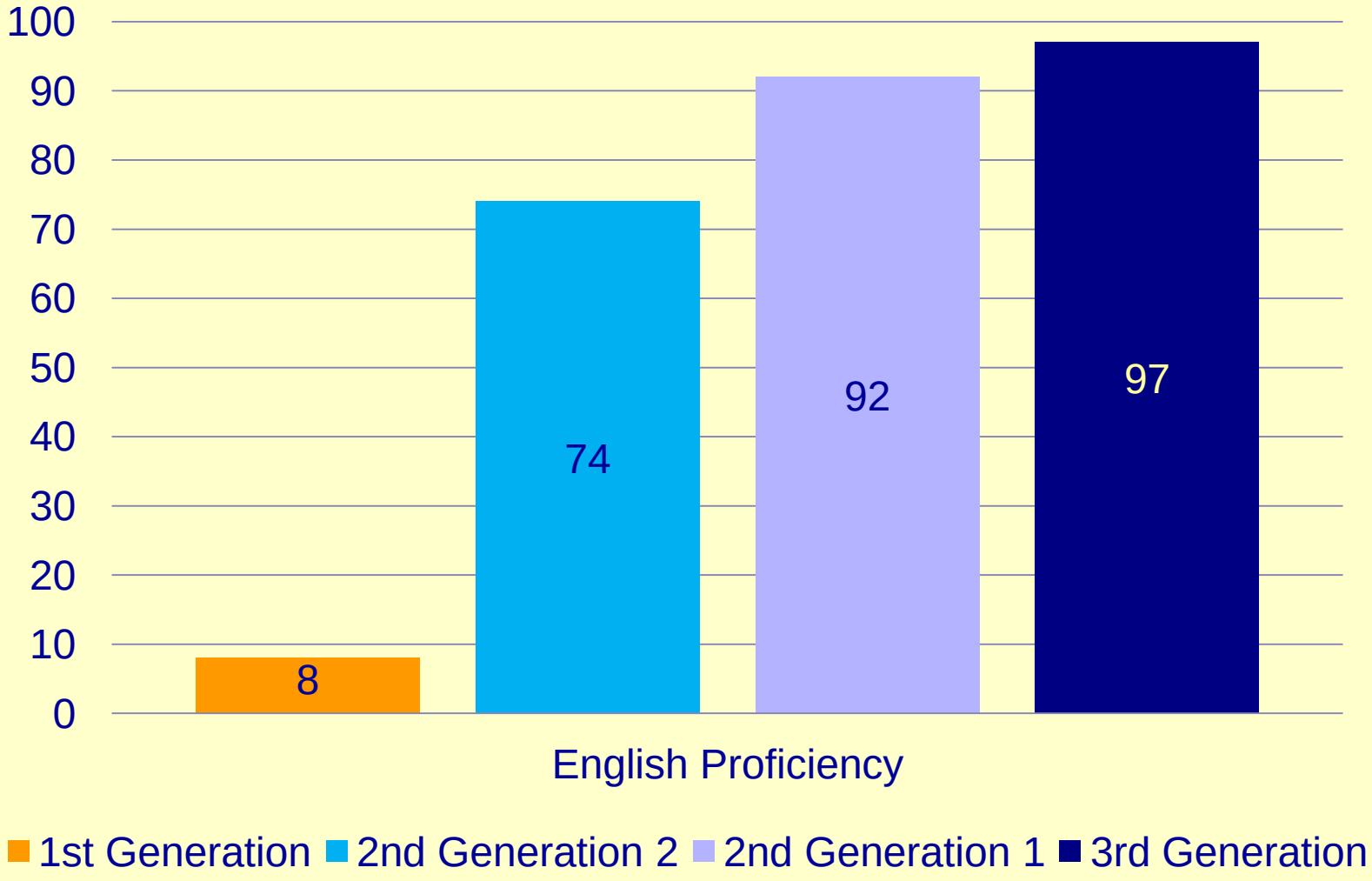
English Language by Generation



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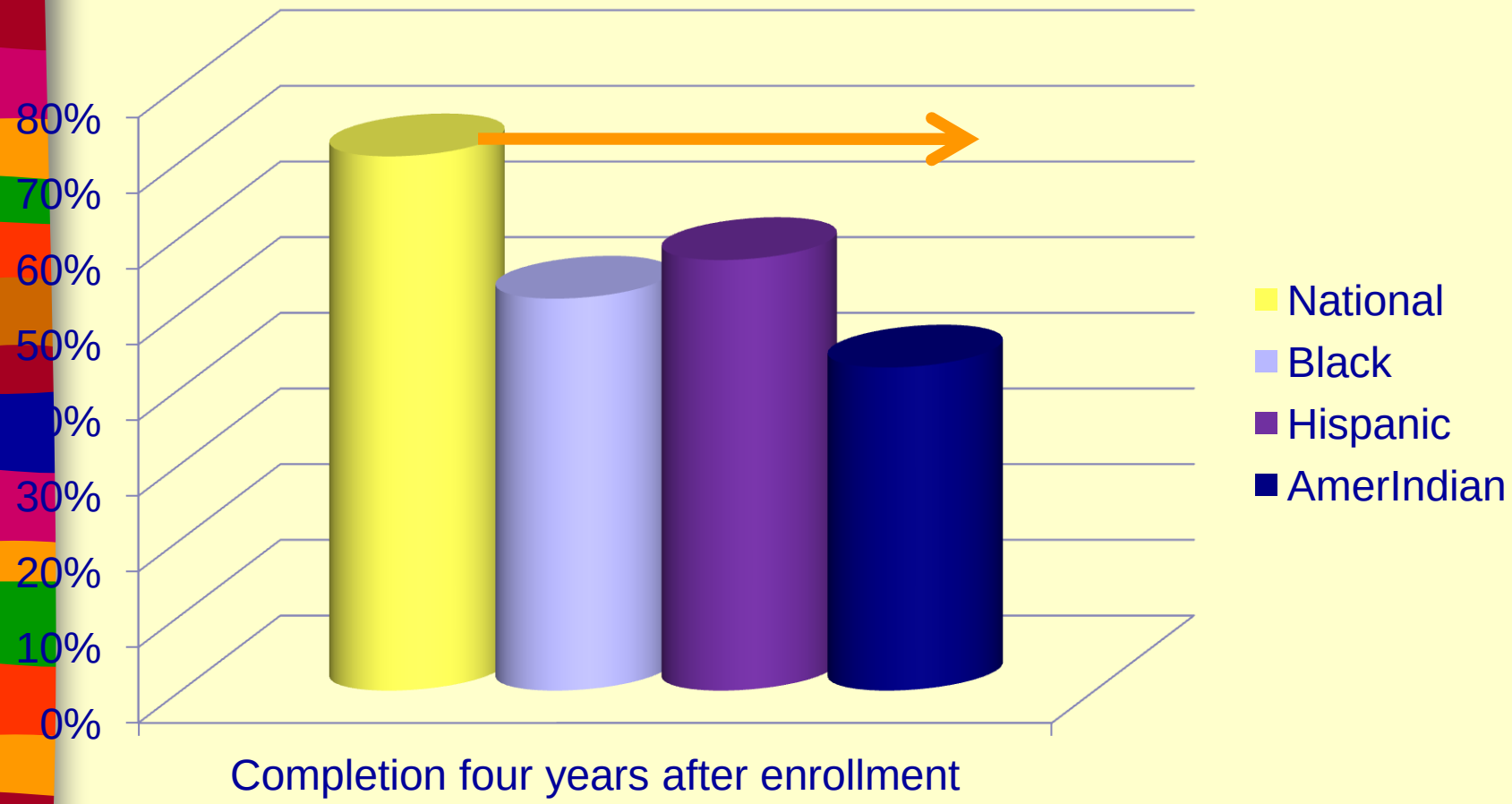
National HS Completion Rates 2013



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Disproportionality for ELL

- Underrepresented in special education overall
- Overrepresented in specific categories:
  - Speech/language Impairments (SI)
  - Learning Disabilities (LD)
  - LD/SI combination

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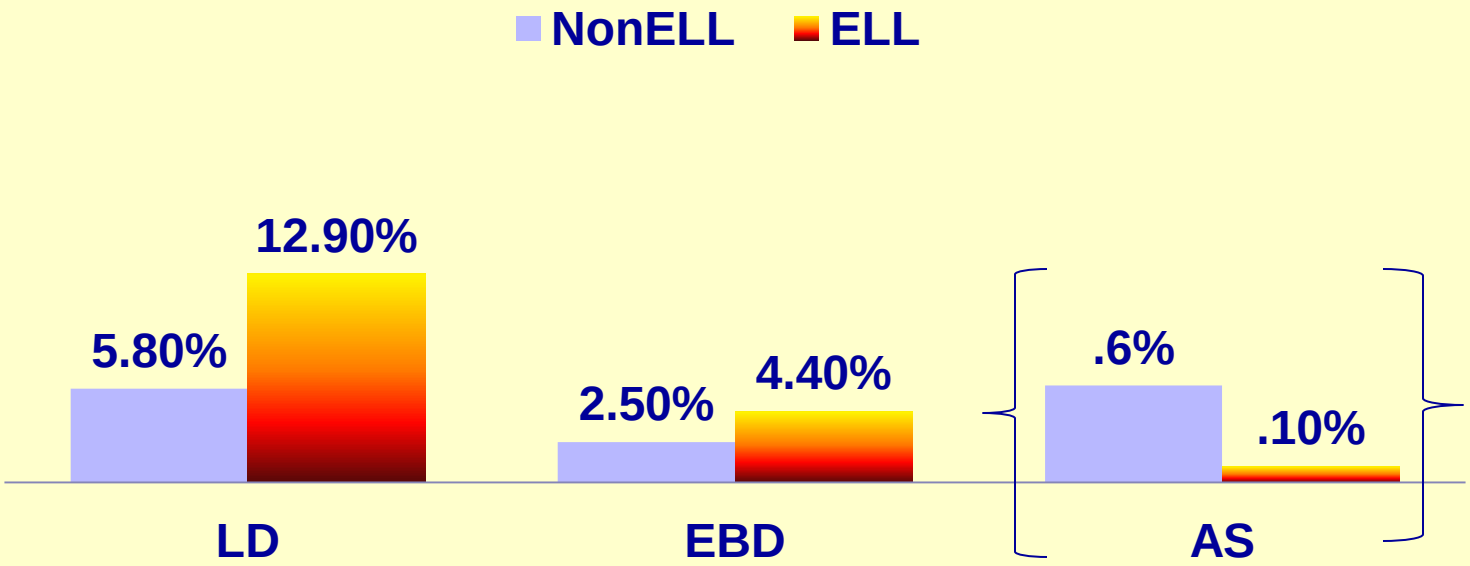
Disproportionality WA



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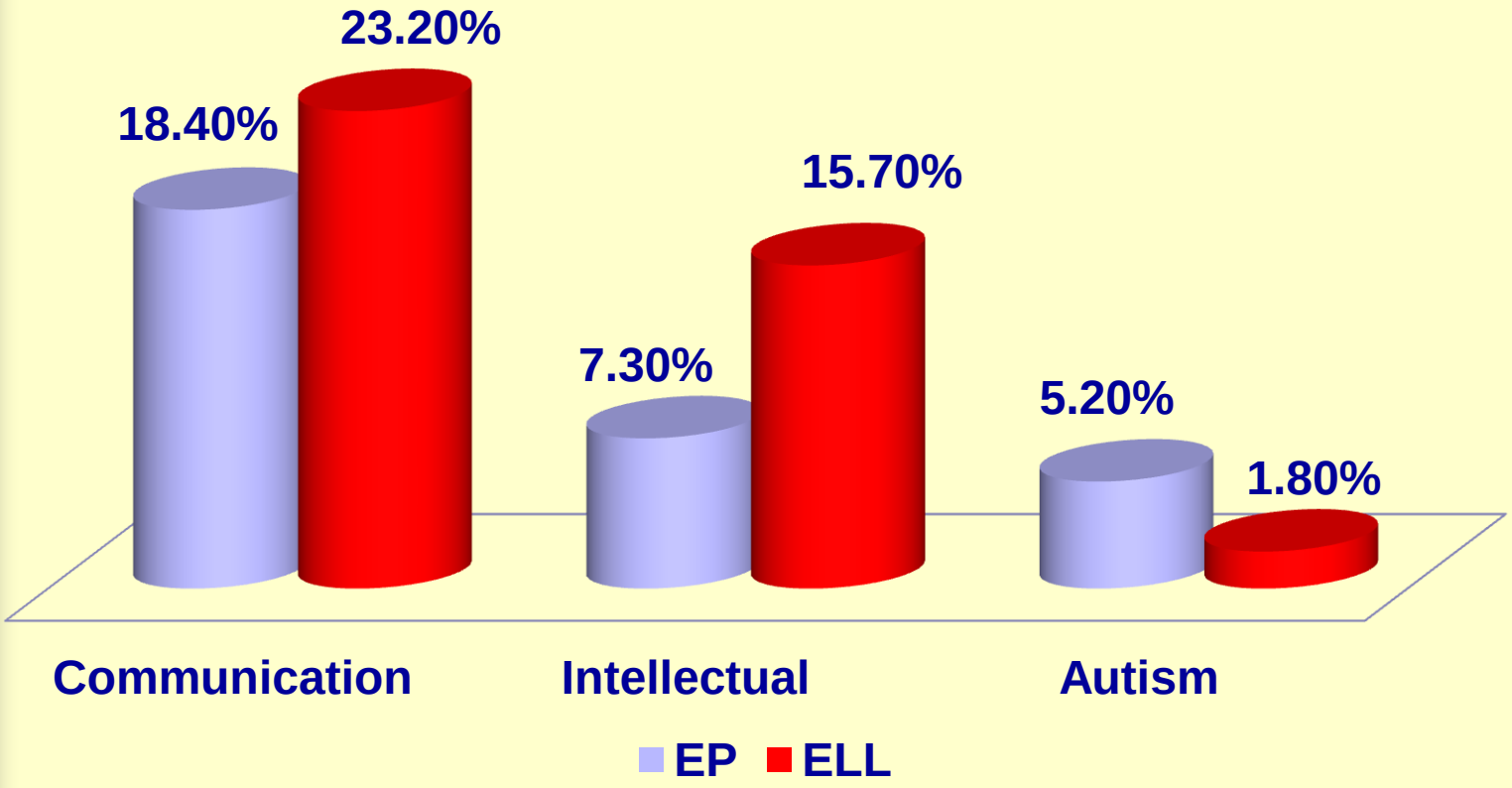
Disproportionality MA



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ELL Representation Patterns

- Students in English immersion programs are referred at higher rates than those in bilingual programs.
- ELLs who are “parent waivers” are the most likely to be referred and placed.
- Students in special education tend to have limited language skills in both L1 and L2
  - Often this is pedagogically induced
  - Inadequate instruction results in:
    - Native language loss
    - Limited English proficiency

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Current Laws

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Policy Driving Practice

- **The evaluation team may not identify a student as disabled if the discrepancy is primarily the result of an environmental, cultural, or economic disadvantage.**
- **Tests must be selected and administered so as not to be discriminatory on a racial or cultural basis;**
- **A child shall not be determined to be a child with a disability if the <u>determinant factor</u> for such determination is--**
  - **lack of scientifically based instruction practices and programs that contain the essential components of reading instruction**
  - **lack of scientifically based instruction practices and programs that contain the essential components of instruction in math; or**
  - **limited English proficiency.**

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Parent Participation

"The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English."

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IEP Development for EL Students

IEP must include:

- Specific interventions which address special education needs,
- Specific language acquisition interventions which address the EL student's L2 goals within context of his/her special education needs,
- Identification of service providers responsible for implementing and monitoring the integration of these services, and
- The time limits and scheduled specific re-evaluation formats, dates, and meetings.

§300.324(a)(2)(ii)

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Current Programs

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Problem Solving & Progress Monitoring

- **Problem solving with progress monitoring is a function of regular education that emphasizes preventing learning difficulties before they start and eliminating the need for a student to fail before intervention is available.**
- **At-risk students are assessed frequently on specific skills throughout the year to determine if the intervention being used is effective and if the student is responding as intended.**

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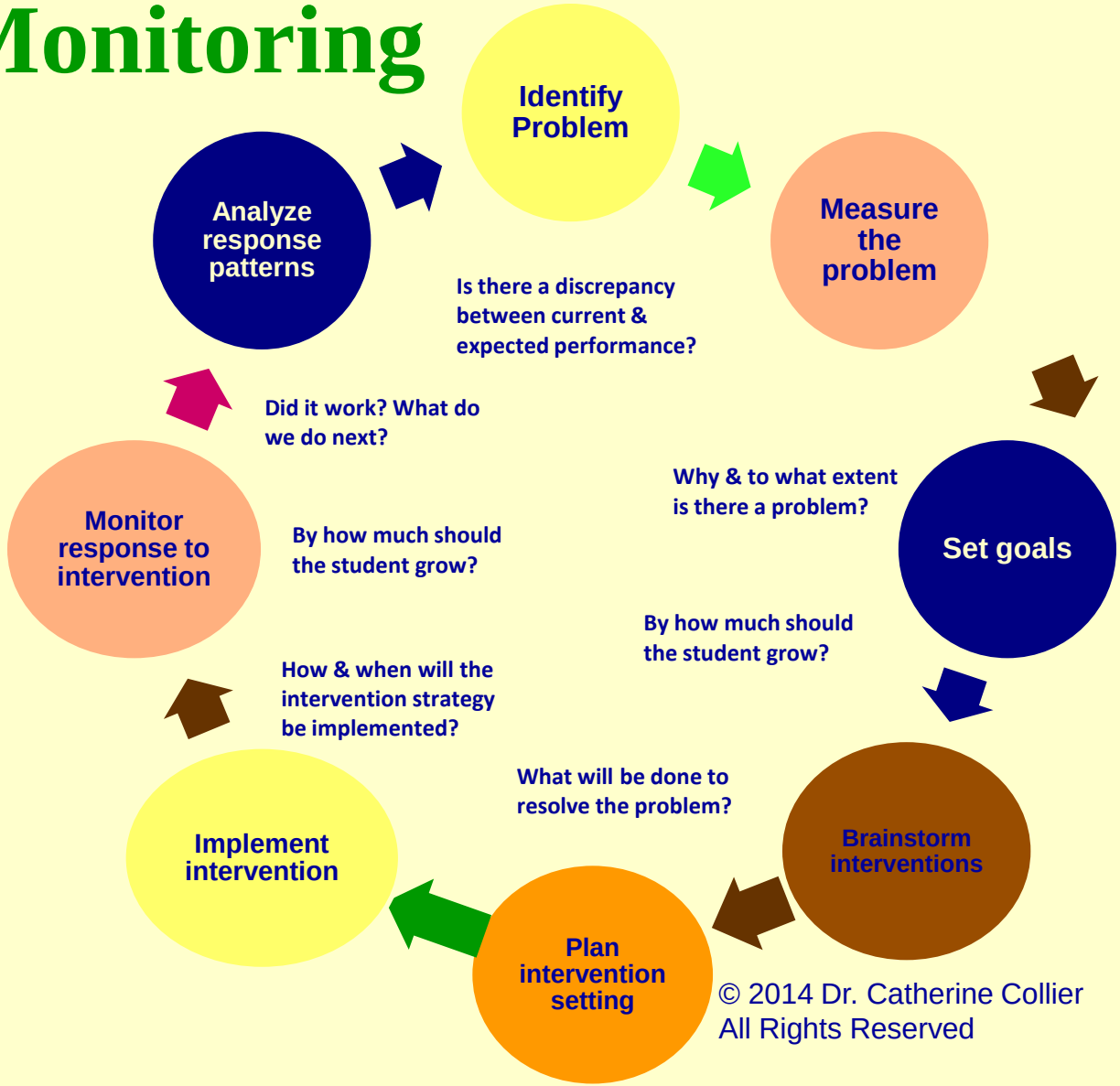
Problem Solving with Progress Monitoring



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RTI Elements

1. Early, high-quality, scientific research-based instruction & interventions.
2. Continuous monitoring of student performance and progress during instruction & interventions.
3. Use of response data to change the intensity or type of subsequent instruction & interventions.
4. Parents and families informed and involved in team decision making throughout the instruction & intervention process.

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Eight Challenges to RTI for ELL

1. Difficulties with policy guidelines.
2. Different stakeholder views about timing for referral of students who are English language learners.
3. Insufficient knowledge among personnel involved in identification.
4. Difficulties providing consistent, adequate services to students who are English language learners.

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Eight Challenges to RTI for ELL

5. Difficulty obtaining students' previous school records.
6. Lack of collaborative structures prior to referral.
7. Lack of access to assessments that differentiate between second language development and learning disabilities.
8. Lack of consistent monitoring for struggling students who are English language learners.

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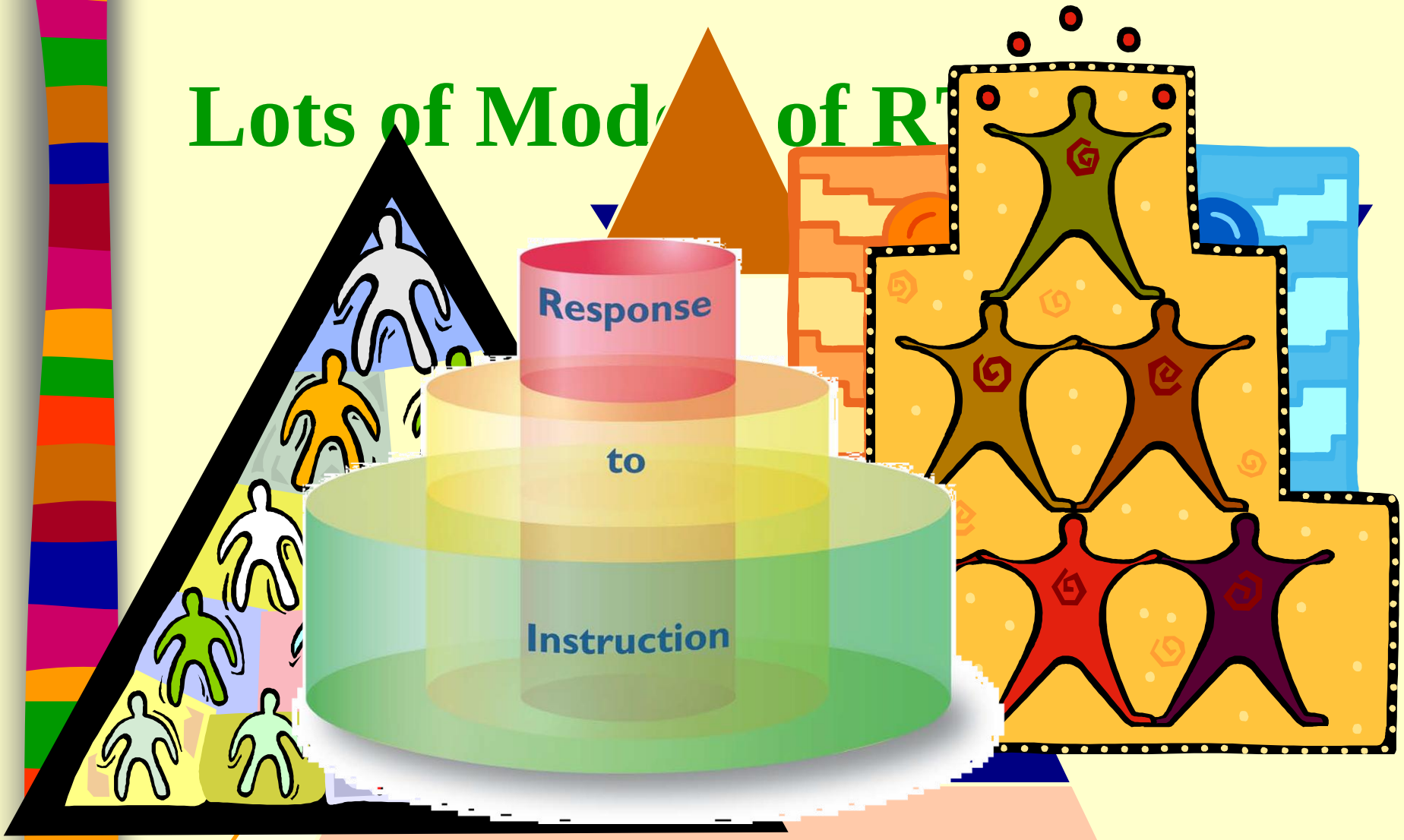
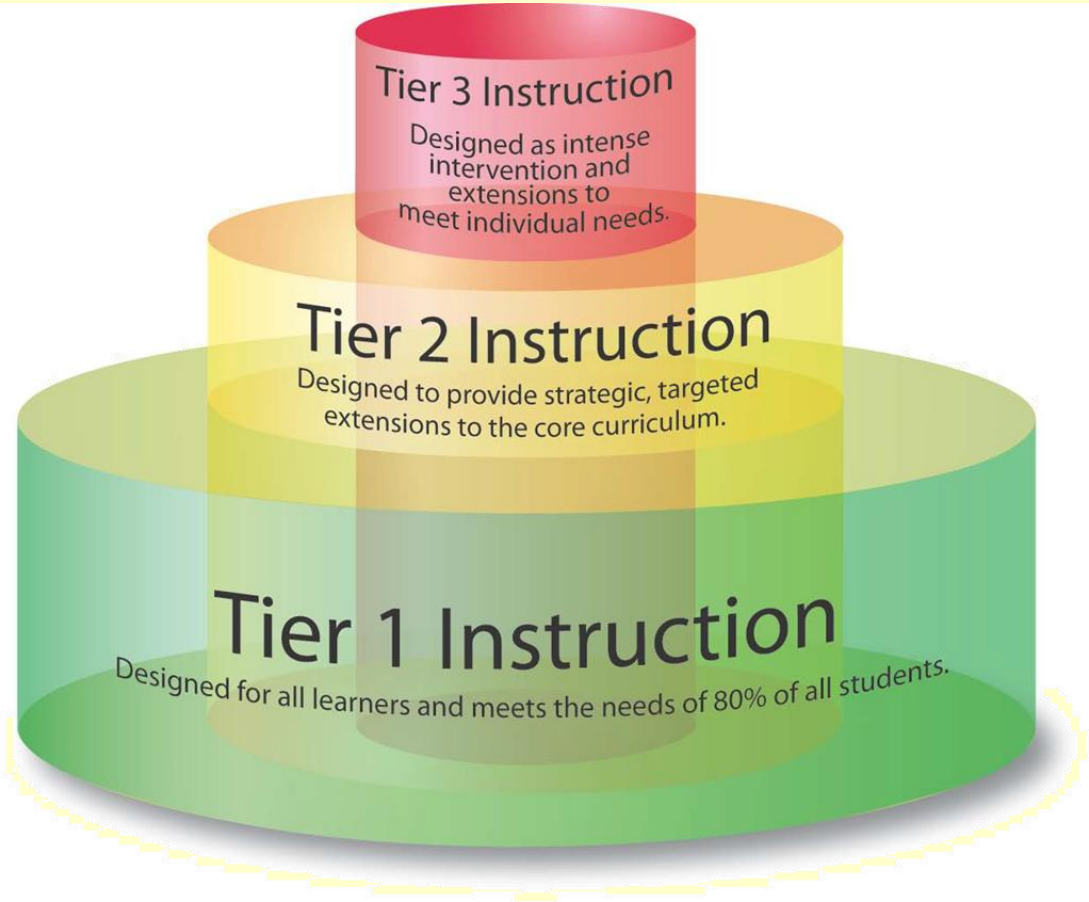
Lots of Mod of R



Indiana RTI Model



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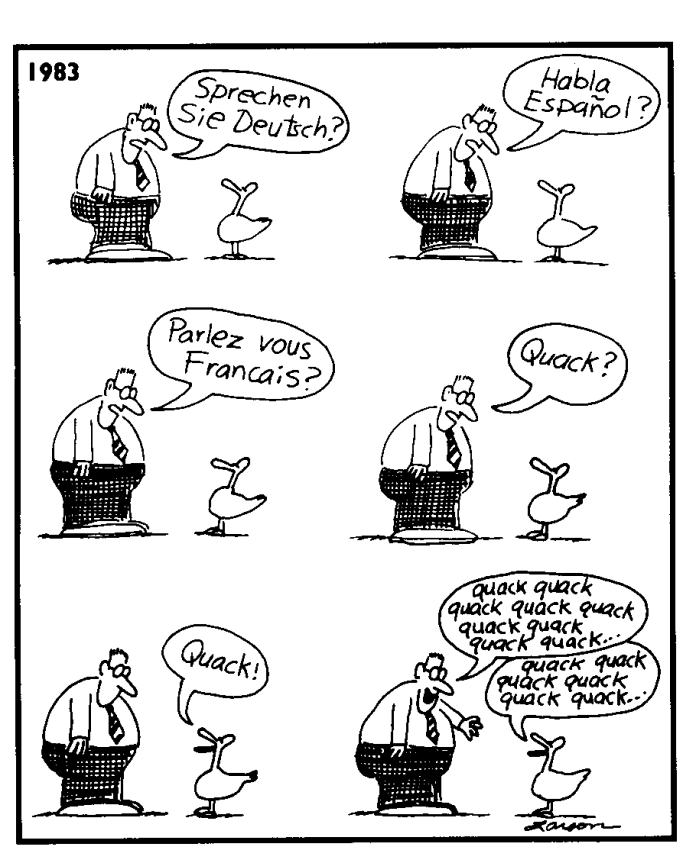
Is RTI the answer to disproportionate representation of ELL?



Only if approaches are culturally and linguistically responsive and address both system and student issues.

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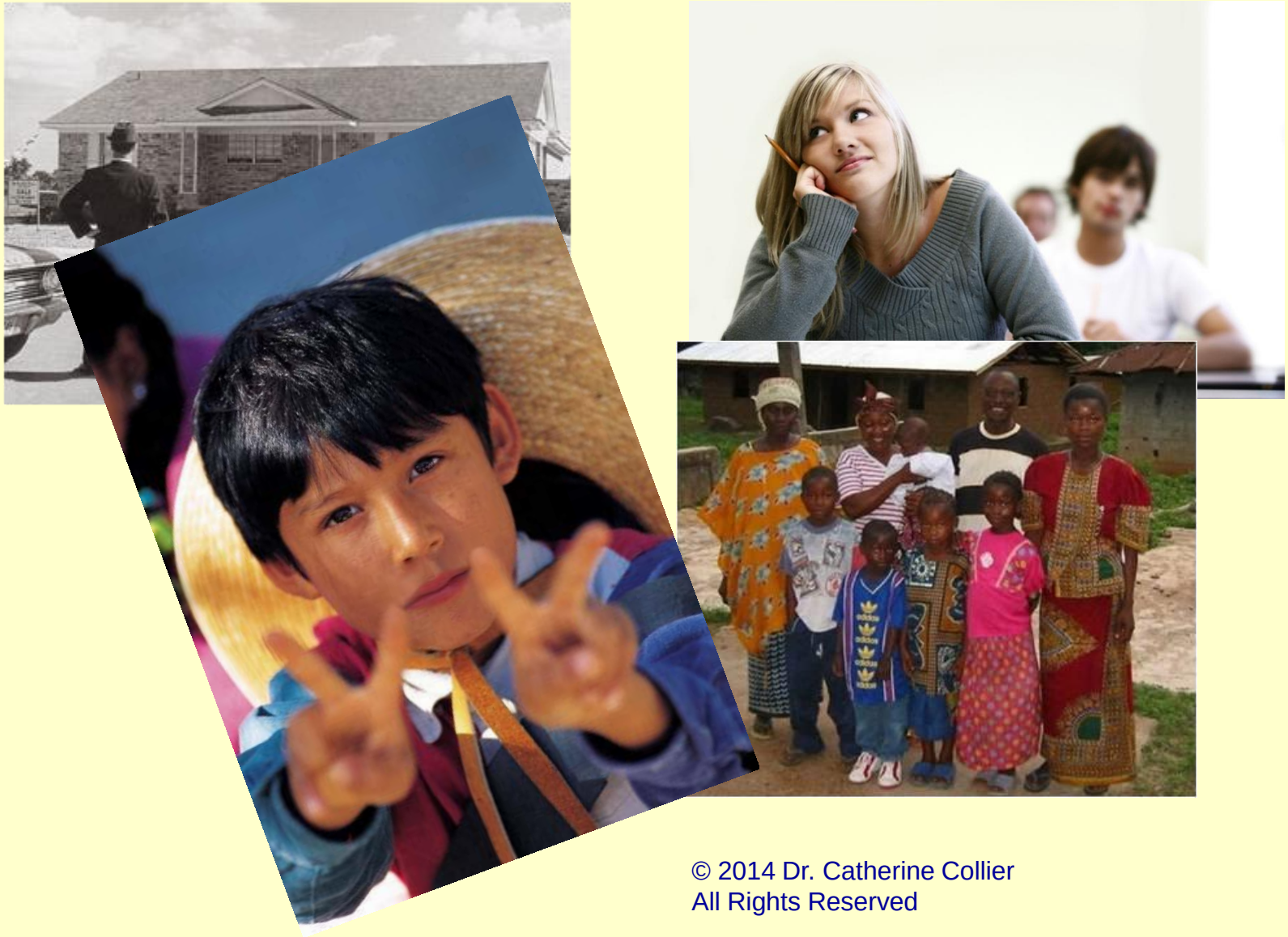
RTI is more than reading!



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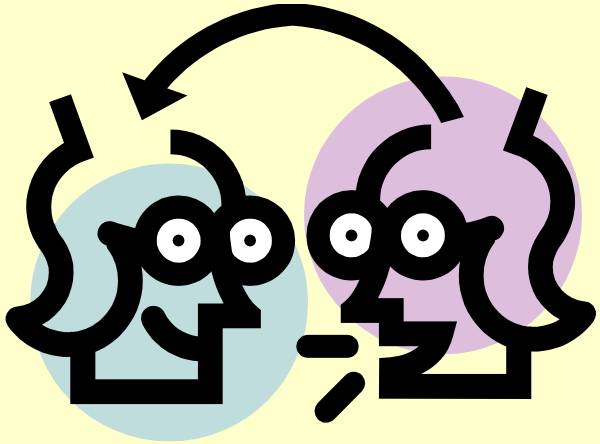
Print Is A Symbol Of A Symbol

- Print is dependent upon Speech
- Print is supported by Speech
- Print is controlled by Speech
- Print is perfected by Speech



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¿Effective Response?

Smarter RTI for CLD/EL

- Prevention first
- Multistage screening to identify risk & strategy selection for problem solving
- Multistage assessment (progress monitoring) to determine appropriate levels of instruction
  - Specific goals
  - Measurable goals & outcomes
  - Attainable objectives
  - Relevant content
  - Time-bound

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Based on progress monitoring and whether the student is achieving at an appropriate rate of progress in relation to his goals, the following factors may be changed or adjusted.

1. Research based materials.
2. Specific strategies.
3. Frequency of interventions.
4. Designated instructor.
5. Language of instruction.
6. Group size.
7. Duration of instruction.

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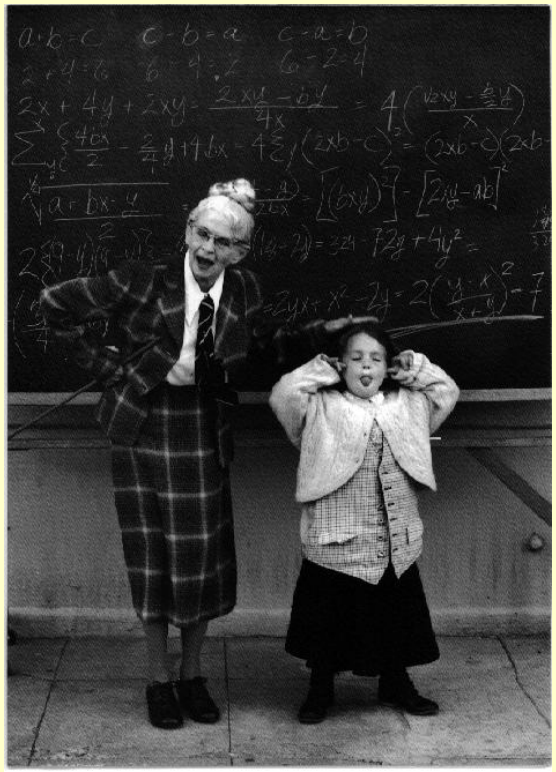
Reminder!



A CLD/ELL student may have learning and behavior problems due to language and cultural differences <u>and</u> problems due to a possible disability.

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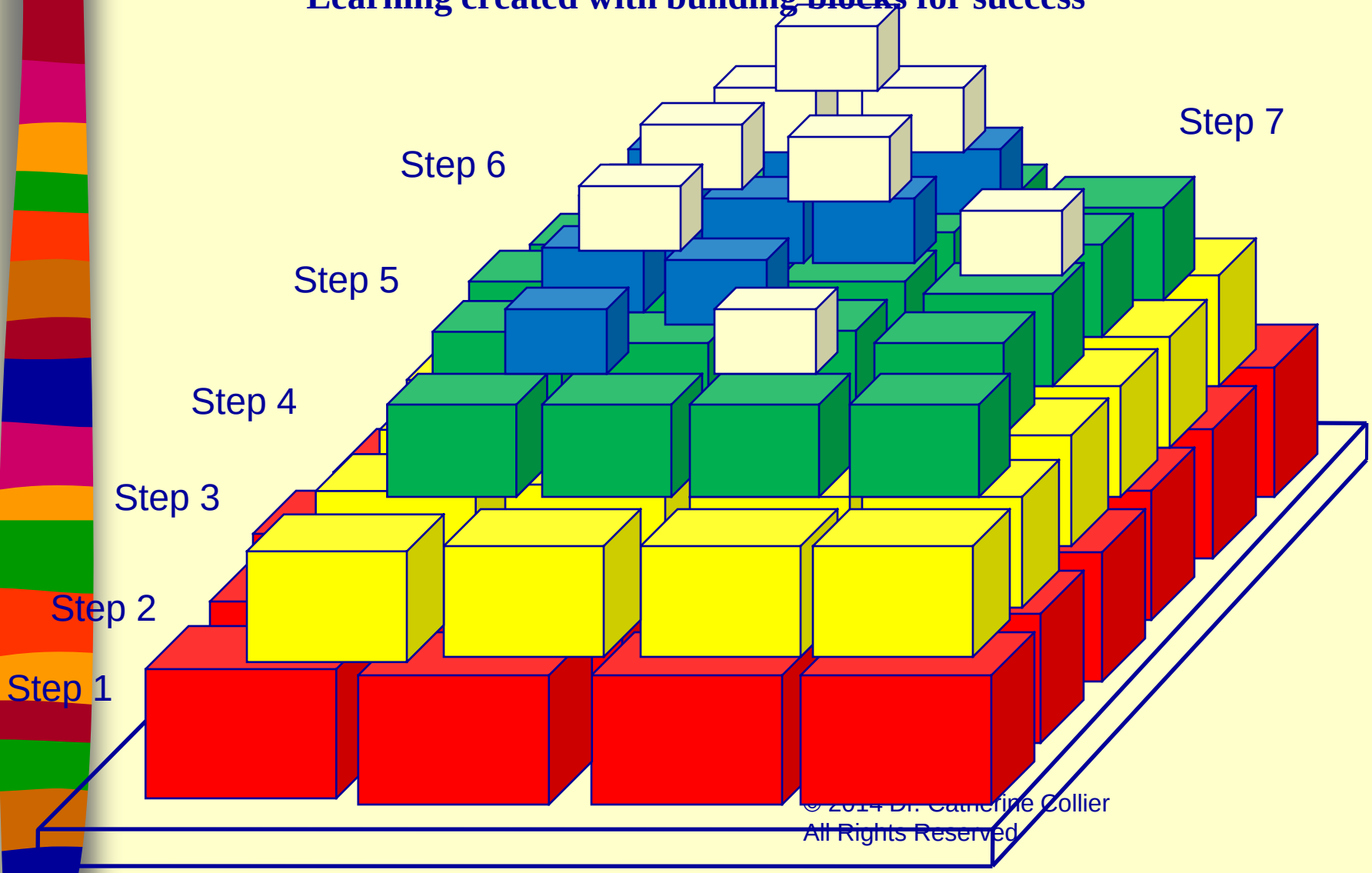
How to weigh yourself

Collier

PRISIM: Pyramid of Resilience, Instruction, Strategies, Intervention & Monitoring

Learning created with building blocks for success



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Asking the Right Questions for Decision Making

Achievement
Adaptation
Behavior
Culture
Education
English
Home Language
Language Proficiency

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Know Your Students

- Know the individual's qualities, interests, aspirations, and areas for growth.
- Know the sociocultural contexts the student brings to learning, and how s/he reacts to the instructional contexts of the school and your classrooms.

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What we know

- We need to know more than what works…..

- We need to know what works with WHOM

BEHAVIOR & CULTURE

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NURTURE

INDIVIDUAL
Unique experiences, insights, personal reflections.

ACCULTURATION

Communicative, ADD/ADHD

new group(s).

ENCULTURATION

Perceptions, social and behavior patterns

Behavioral, linguistic, cognitive, PDD

THE BASICS OF BEING HUMAN
Sensory abilities, linguistic wiring, genetic and biologic

Organic, physical, motor, sensory, neurological

Ways we are less like other people.

Ways we are more like other people.

NATURE

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The role of culture

- Educators have become increasingly aware in recent years of the central role that culture plays in learning and teaching. Staff and students bring to the classroom values about education, work habits, interaction norms, and ways of knowing that were learned in the home and community.
- No one leaves their cultures at the school door. It is, therefore, imperative that education professionals gain greater awareness of how their culture affects their behaviors, and how the intersection of diverse cultures can impact classroom dynamics and outcomes.

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Definitions

Culture

The concept of things that particular people use as model perceiving, relating, and interpreting the environment.

Learning Disability

Difficulty in perceiving and manipulating patterns in the environment, whether patterns of sounds, symbols, number behaviors

Cognition

The process by which individuals perceive, relate to, and interpret their environment.

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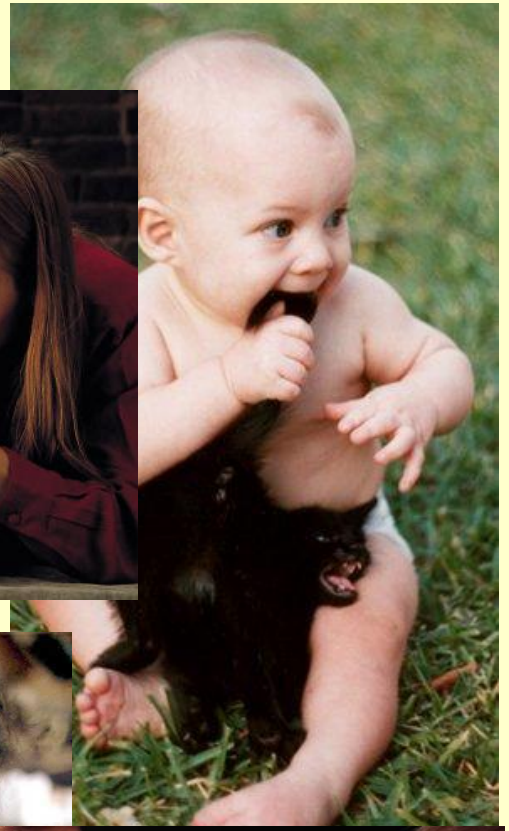
Culture & Ch

- Vertical vs horizontal
- Instruct vs allow
- Indulgent vs strict
- Adult vs peers
- Inward vs outward
- Nuclear vs communal



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But avoid stereotyping!

- **Sometimes it is easier to understand culturally diverse families in terms of group attributes. But individual families are constantly negotiating their identity and their culture within their peer groups and their community culture is not static.**

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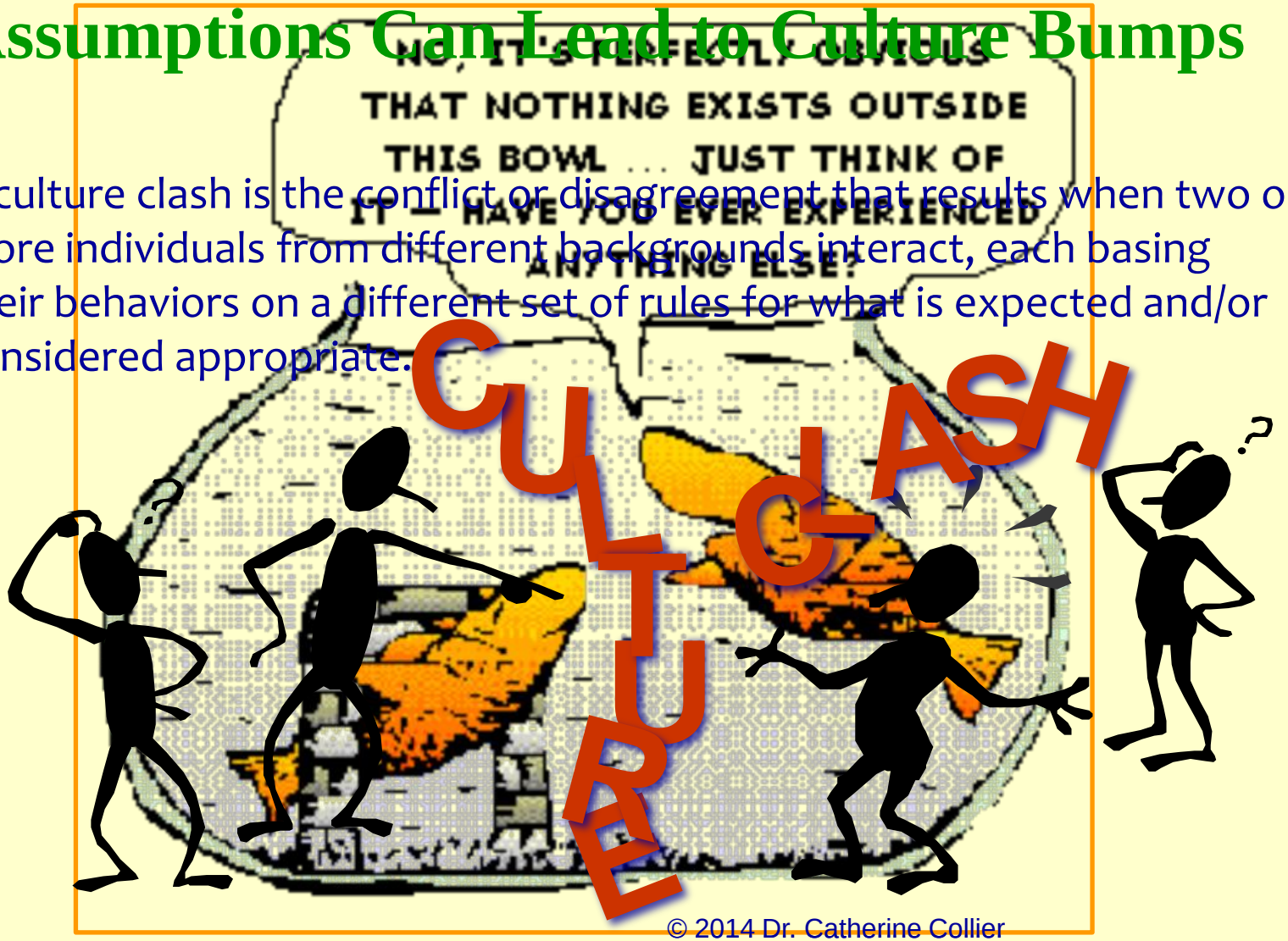
Operating From Our Cultural Assumptions Can Lead to Culture Bumps

A culture clash is the conflict or disagreement that results when two or more individuals from different backgrounds interact, each basing their behaviors on a different set of rules for what is expected and/or considered appropriate.



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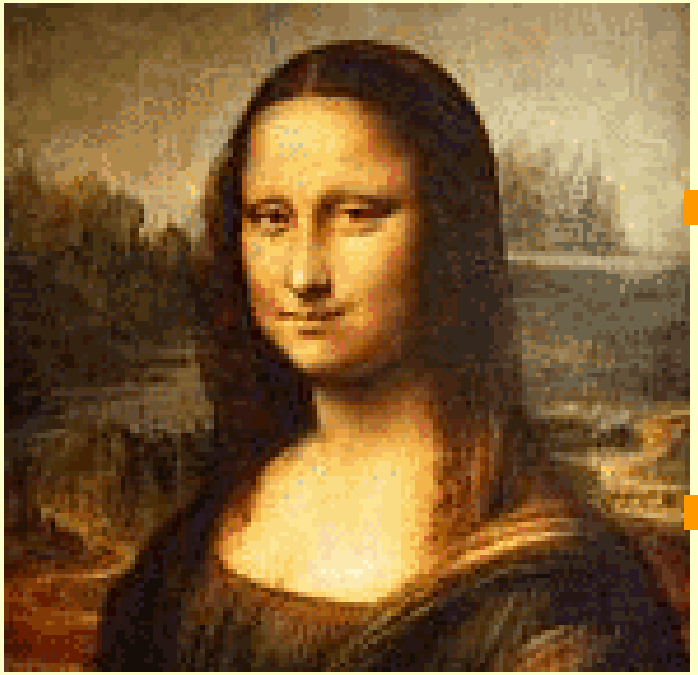
Human Universals



- The ability to feel sadness, happiness, anger, fear and disgust is universal.
- Classification: kin, age, behavioral propensities, body parts, emotions, & more.
- Logical notions: ‘not’, ‘opposite’, ‘same’, ‘part/whole’, ‘and’, ‘general/particular’, & ‘equivalent’.

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ADAPTATION & ACCULTURATION

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Culture Shock

Behavior

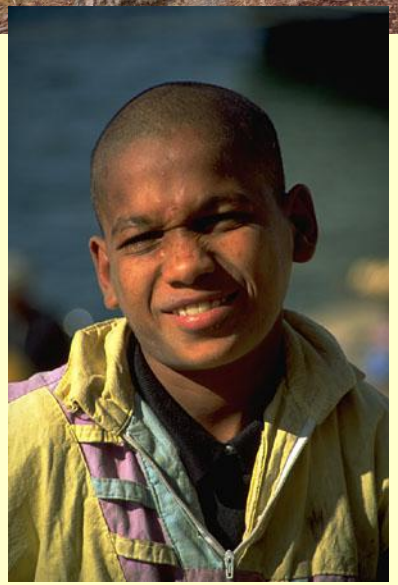
Heightened Anxiety
Confusion in Locus of Control
Withdrawal
Silence/unresponsiveness
Response Lag
Code-switching
Distractibility
Resistance to change
Disorientation
Stress Related Behaviors

Attention

Language

Control

Knowledge



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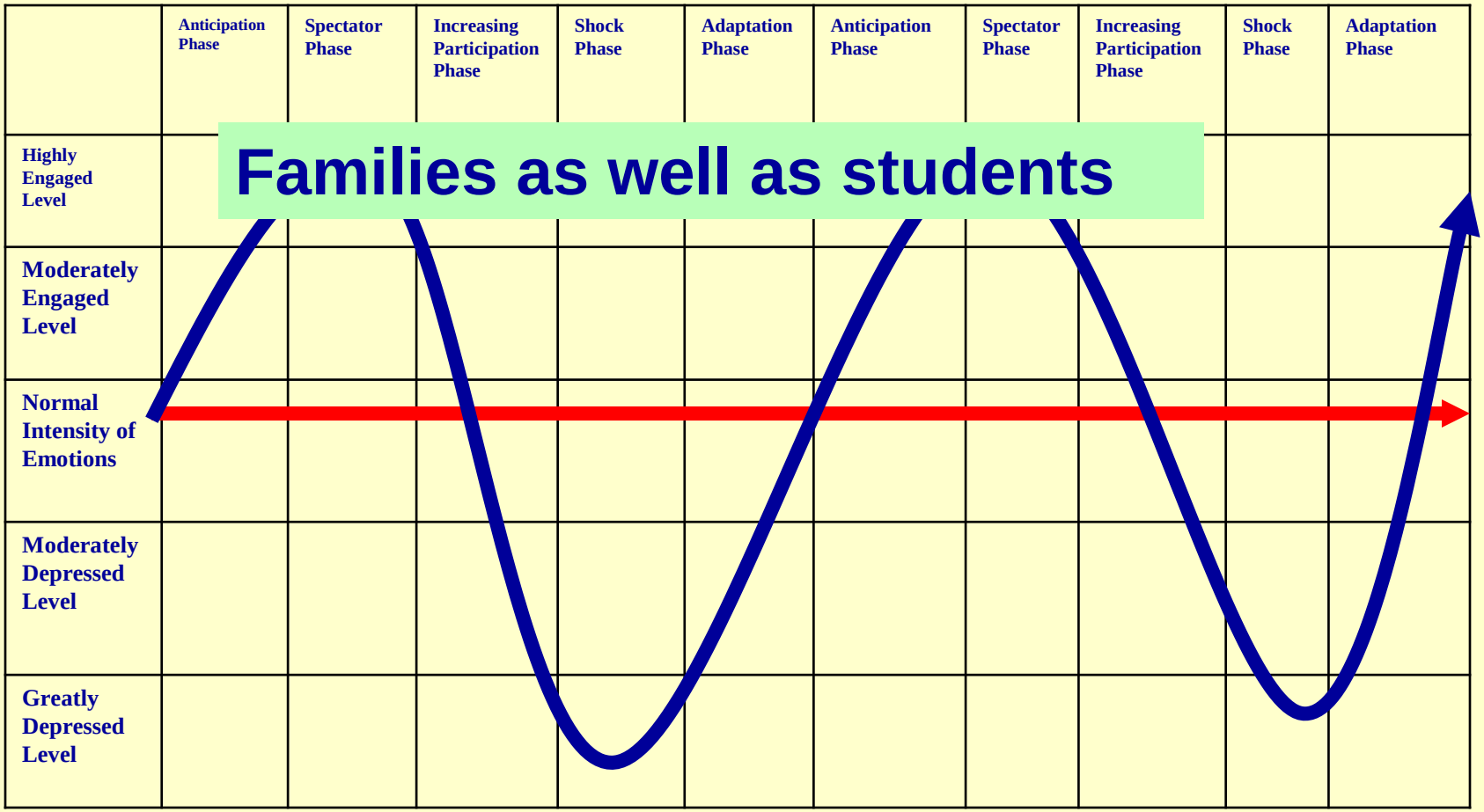
The Intensity of Culture Shock is Cyclical



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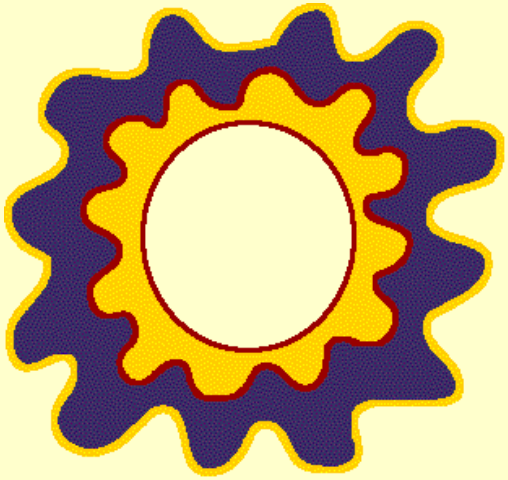
Culture Shock Cycle

- It is at some point during this process, however, that culture shock frequently occurs. This is a kind of crisis of personality, or identity, a period when the individual feels balanced precariously between home and school. It is at this Shock Phase that learners' efforts can seem artificial and pointless to them.



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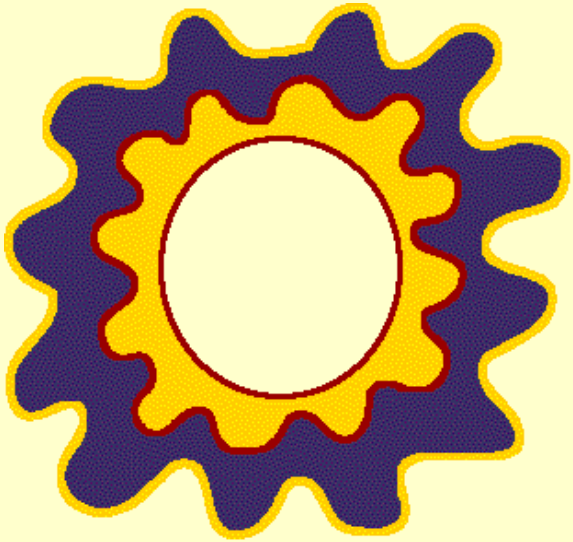
Culture Shock Cycle

- **The disenchantment common at the end of the Observation Phase often leads to a sense of isolation during the Increasing Participation Phase. Some theorists refer to this as the Mental Isolation stage of acculturation.**



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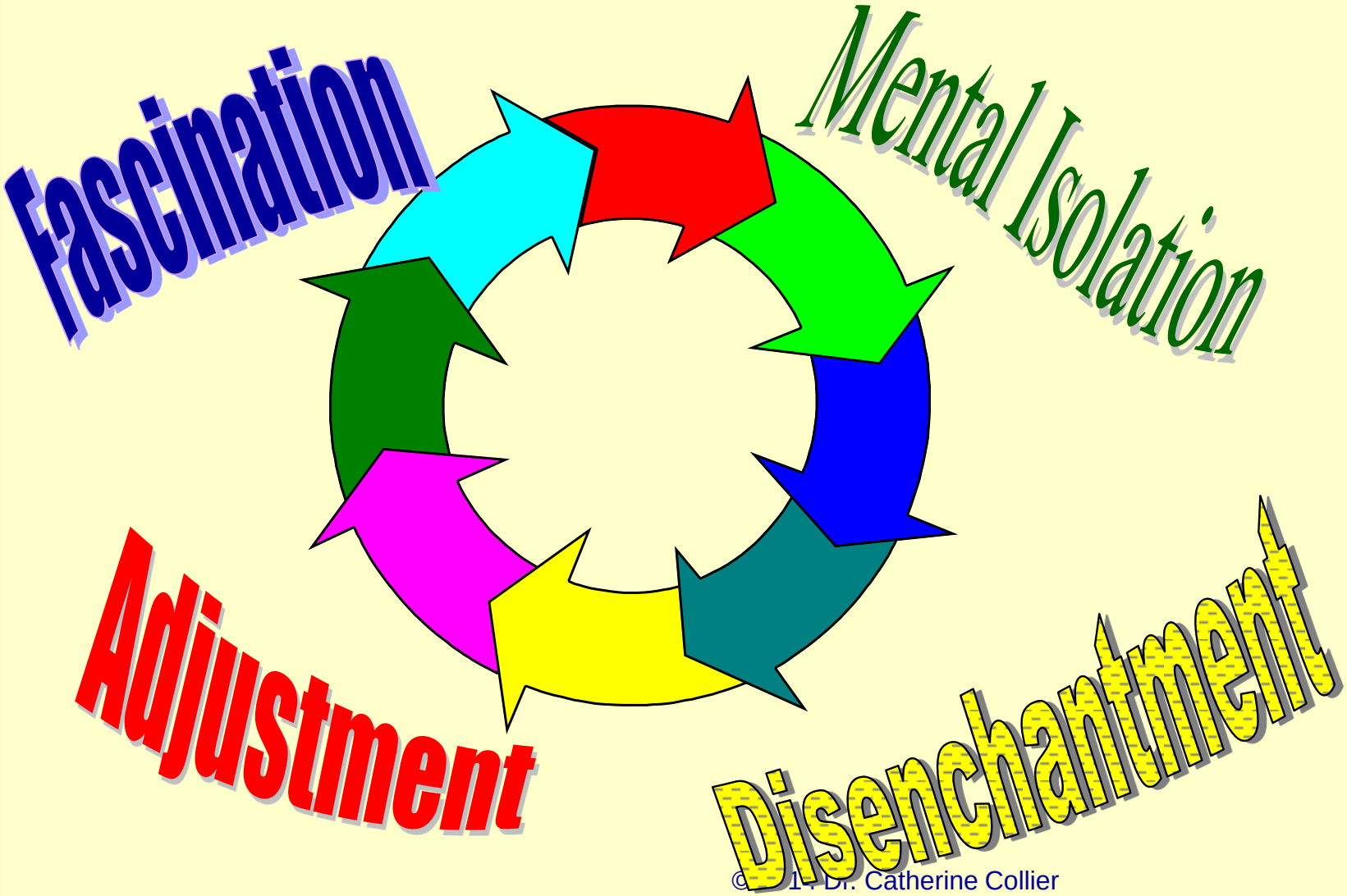
Culture Shock Cycle



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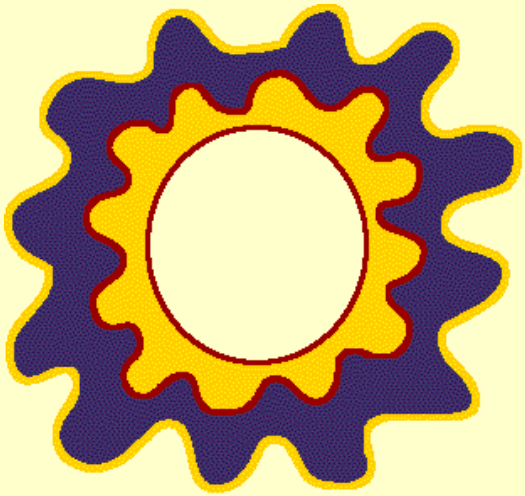
Culture Shock Cycle

- **Voluntary minorities such as Chinese immigrants to America generally consider education to be an important route to succeeding in society and are less concerned with prejudice and discrimination, as opposed to involuntary minorities such as African Americans.**



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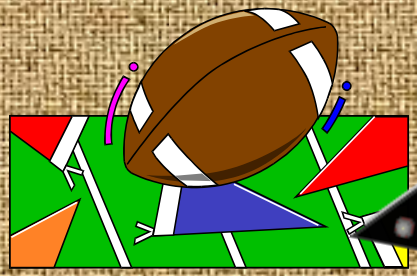
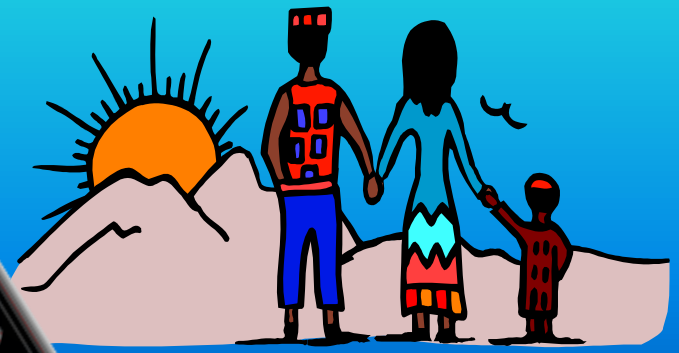
Assimilation

C1/L1 replaced by C2/L2



Integration

C1/L1 blended with C2/L2



Deculturation

Neither C1/L1 nor C2/L2

Rejection

Intentionally C1/L1 without C2/L2 or C2/L2 without C1/L1

Another way to see this

	–	+
+	Assimilation: football replaces *futbol*	Integration: football and *futbol* in context
–	Deculturation: gang turf instead of ball games	Rejection: only football or *futbol*

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Acculturation Measurements

- Acculturation Quick Screen (AQS)
- Acculturation Rating Scale for Mexican Americans (ARSMA)
- Latino Youth Acculturation Scale (LYAS)
- Societal, Attitudinal, Familial, & Environmental Acculturative Stress Scale (SAFE)
- Suinn-Lew Asian Self-identity Acculturation Scale
- The African American Acculturation Scale II
- Short Acculturation Scale for Hispanic Youth (SASH-Y)
- Orthogonal Cultural Identification Scale (OCIS)
- Behavioral Acculturation Scale

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Acculturation measures typically include

1. **Length of time in country, geographic region, locale**
2. **Language proficiency in home language**
3. **Language proficiency in host country language**
4. **Ethnic or religious self identity**
5. **Proportion of target group represented in situation**
6. **Proportion of target group in host locale**
7. **Access to appropriate services**

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LANGUAGE PROFICIENCY, HOME LANGUAGE, & ENGLISH

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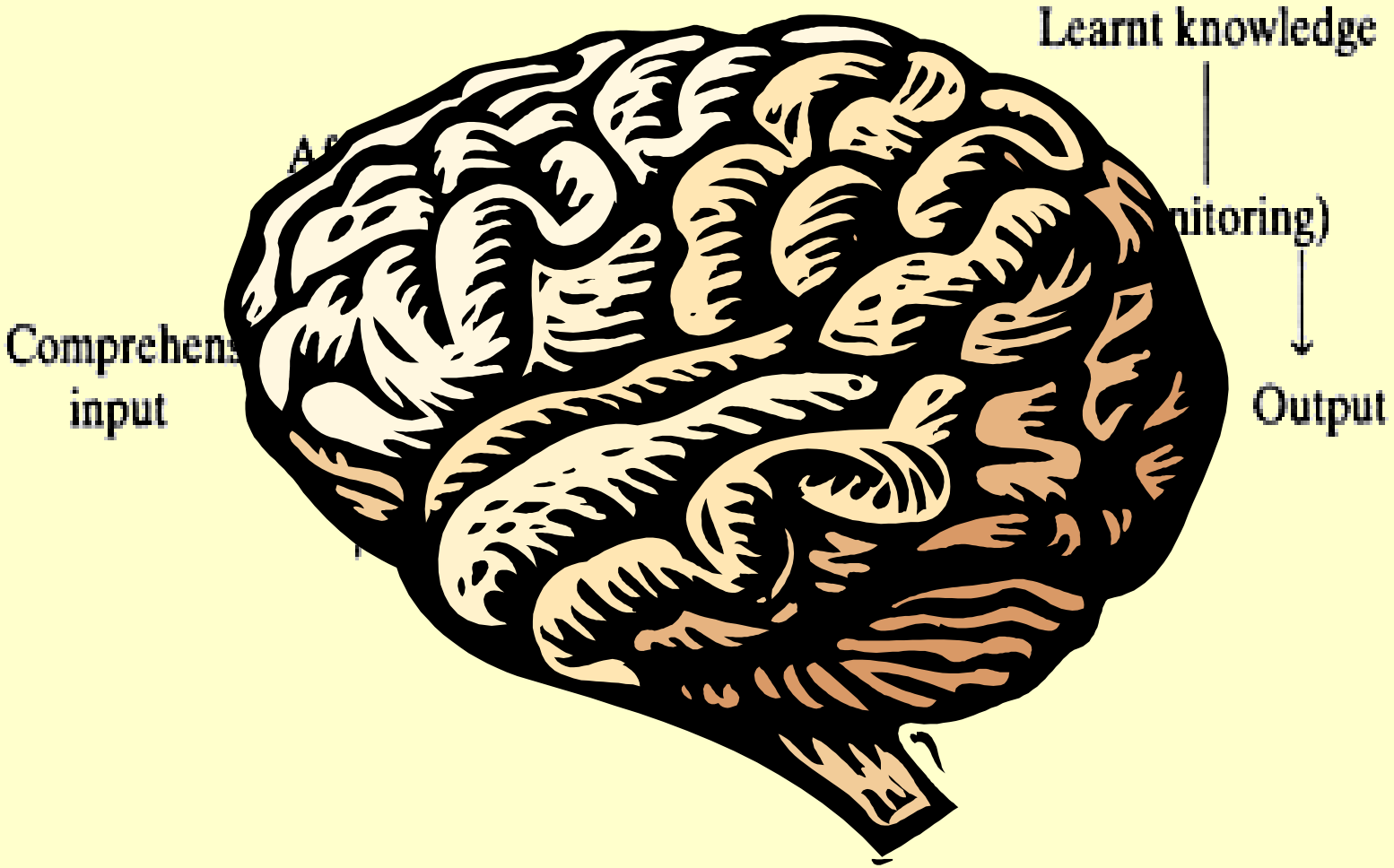
Second Language Acquisition



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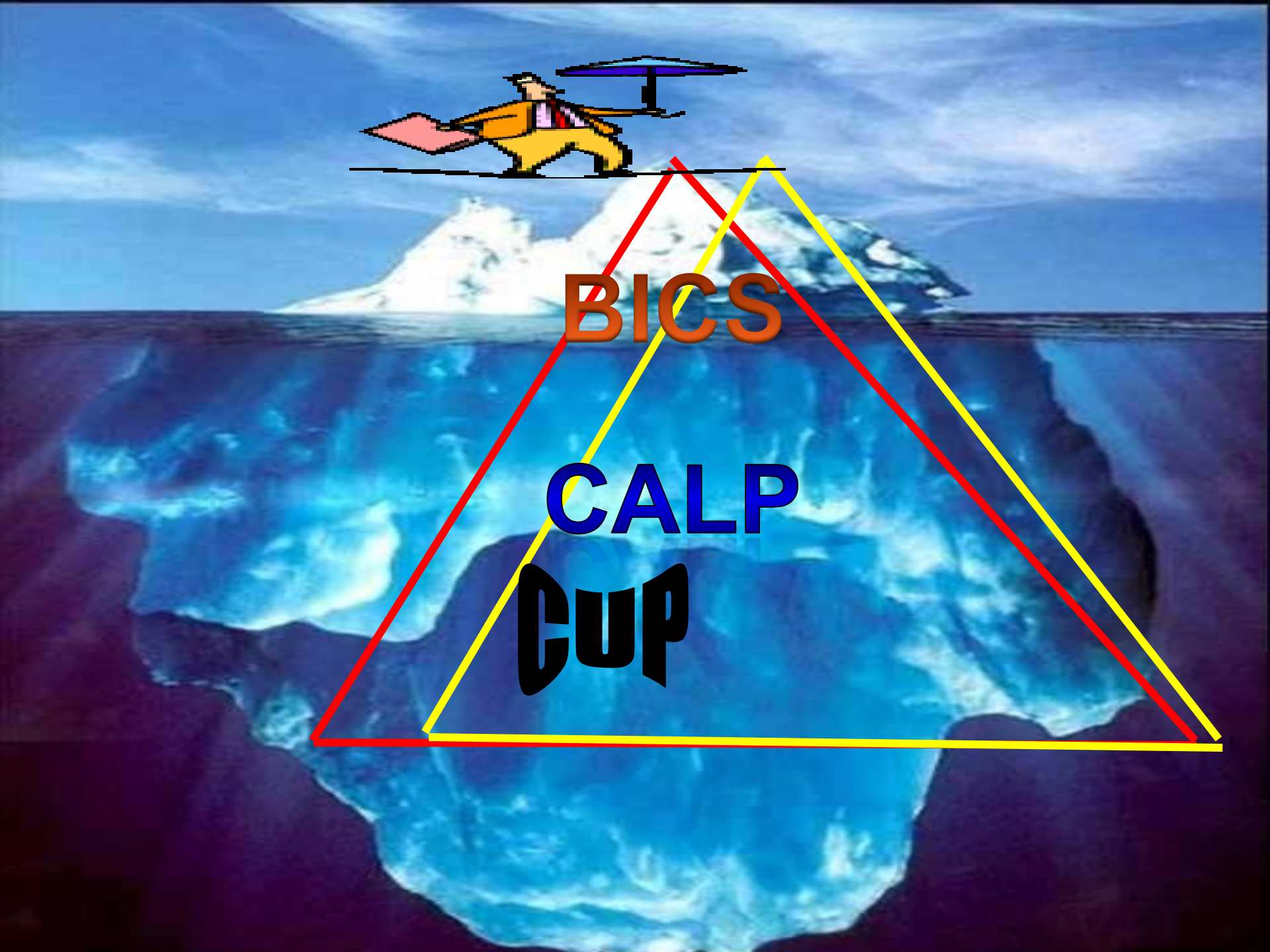
BICS
CALP
CUP

English (as an L2) Acquisition

Pre-Production	Early Production	Speech Emergent	Intermediate Fluency	Advanced Intermediate Fluency	Advanced Fluency
0-6 months	**6 months-1 year**	**1-2 years**	**2-3 years**	**3-5 years**	**5-7 years**
Depends on context Has minimal receptive vocabulary Comprehends key words only Points, draws, or gesture responses May not produce speech Adjusting to US culture 0-500 receptive word vocabulary Able to observe, locate, label, match, show, classify, sort.	Depends heavily on context Produces words in isolation Verbalizes key words Responds with one/two word answer or short phrases Points, draws, or gesture responses Mispronunciation Grammar errors 500-1000 receptive word vocabulary Able to name, recall, draw, record, point out, underline, categorize, list.	Short phrases Many mistakes in grammar Responds orally Hears smaller elements of speech Functions on social level Uses limited vocabulary Between 1000-6000 receptive vocabulary Able to share, retell, follow, associate, organize, compare, restate, role-play.	Simple sentences Produces whole sentences Makes some pronunciation & basic grammatical errors but is understood Responds orally and in written form Uses limited vocabulary Initiates conversation and questions Shows good comprehension Up to 7000 receptive word vocabulary Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions.	Can communicate thoughts Engage in and produce connected narrative Shows good comprehension Uses expanded vocabulary Makes complex grammatical errors Functions somewhat on an academic level Up to 12,000 receptive & active word vocabulary Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model.	Functions on academic level with peers Maintains two-way conversation Demonstrates decontextualized comprehension Uses enriched vocabulary Beyond 12,000 word vocabulary Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge.
WIDA ACCESS Level 1 Entering		**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**

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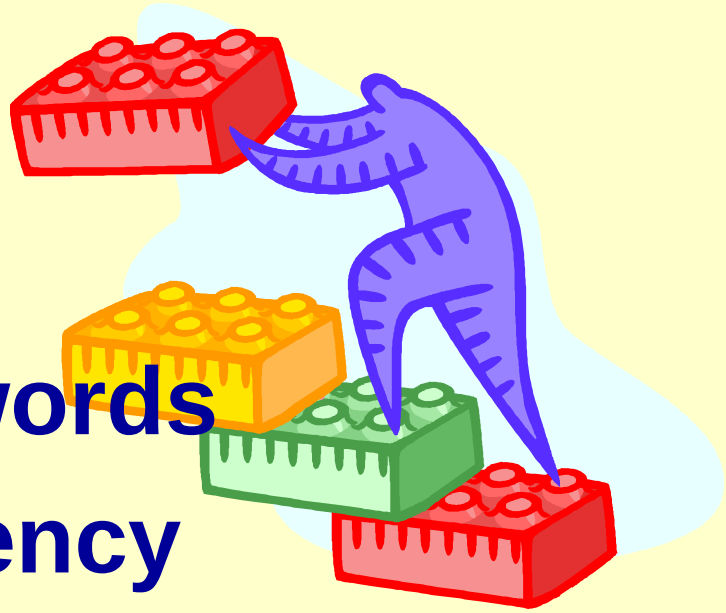
Beyond BICS and CALP



- Tier 1 - Everyday words
- Tier 2 - High frequency
- Tier 3 - Content specific

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Bricks and Mortar

"Some scientists believe that *because of* global warming, many glaciers in the Himalayas are melting."

- **Bricks:** The content specific words
- **Mortar:** The words that link the content words together to form meaning.

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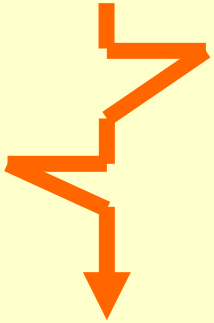
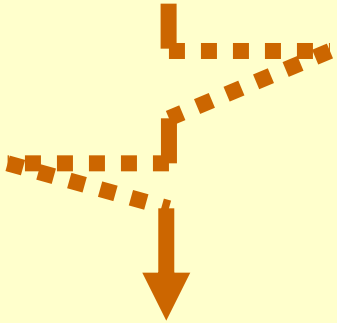
Cultural Perceptions: Discourse

English

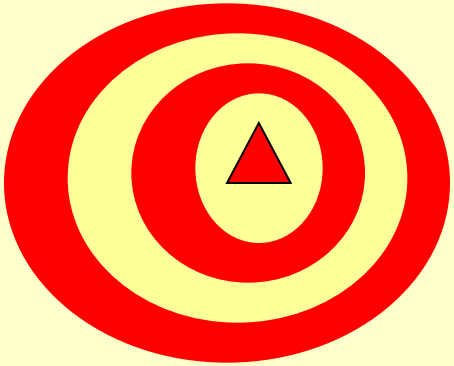
Spanish



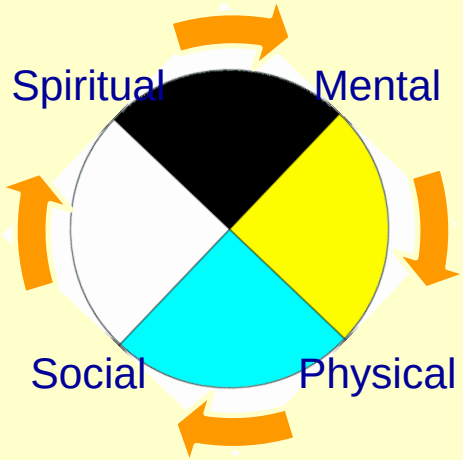
Slovak



Chinese



Navajo



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Parent Participation & Language

- Each public agency shall ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child.
- The public agency shall make reasonable efforts to ensure that the parents understand, and are able to participate in, any group decisions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness or whose native language is other than English. [§300.501(c)(5)]

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Prior Notice in Understandable Language

Gracias

Cordialement

Hola

Bienvenido

Obrigado!

Sinceramente

Fröhliche Weihnachten

Written notice must be given to the parents of a child with a disability a reasonable time before the public agency proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child.

This written notice must be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

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Prior Notice in Understandable Language (cont.)

If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure...

- that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- that the parent understands the content of the notice; and
- that there is written evidence that these two requirements have been met.

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Shared Characteristics of ELLs & Students with Disabilities

- Articulation, pronunciation errors
- Poor comprehension
- Forgets easily
- Cannot follow directions
- Poor oral language skills
- Syntactical and grammatical errors
- Low vocabulary
- Reading below grade level
- Poor spelling
- Short attention span frequently off-task
- Cannot work independently
- Does not complete tasks
- Anxious
- Poor motivation
- Distractible
- Low self-esteem
- Shy, withdrawn

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Urban Legends about SpedLEP

1) **Fallacy**: Students with exceptionalities cannot learn two (or more) languages.

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Urban Legends about SpedLEP

- **Fallacy**: Parents of CLD students, with and without exceptionalities, should speak with their children at home in English in order to increase the child's exposure to the second language.

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Urban Legends about SpedLEP

- **Fallacy**: Acquiring more than one language is “difficult” and can lead to academic problems. For this reason, all energy should be spent on having CLD students focus on English, and further natal language development should be halted.

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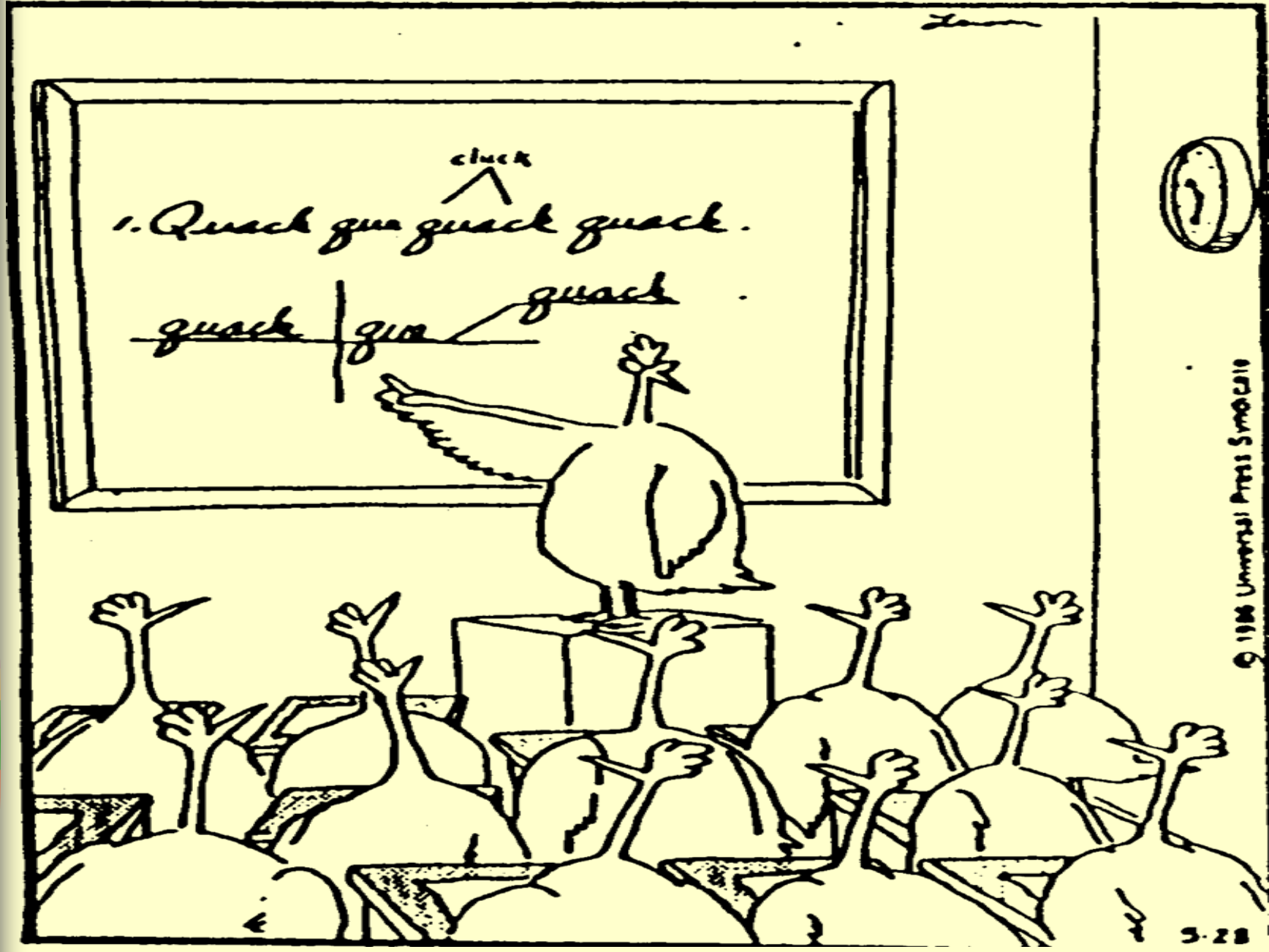

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ACHIEVEMENT & EDUCATION

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Beyond Reading & Writing

Functional Literacy = Development of the skills needed in reading and writing to function in society. Dependent on changes in society.

Cultural Literacy = Focuses on particular content or knowledge that is basic to meaningful text interpretation in particular cultural contexts

Critical Literacy = Encourages using reading and writing to identify the power structures in place and to work towards ending discriminatory practices.

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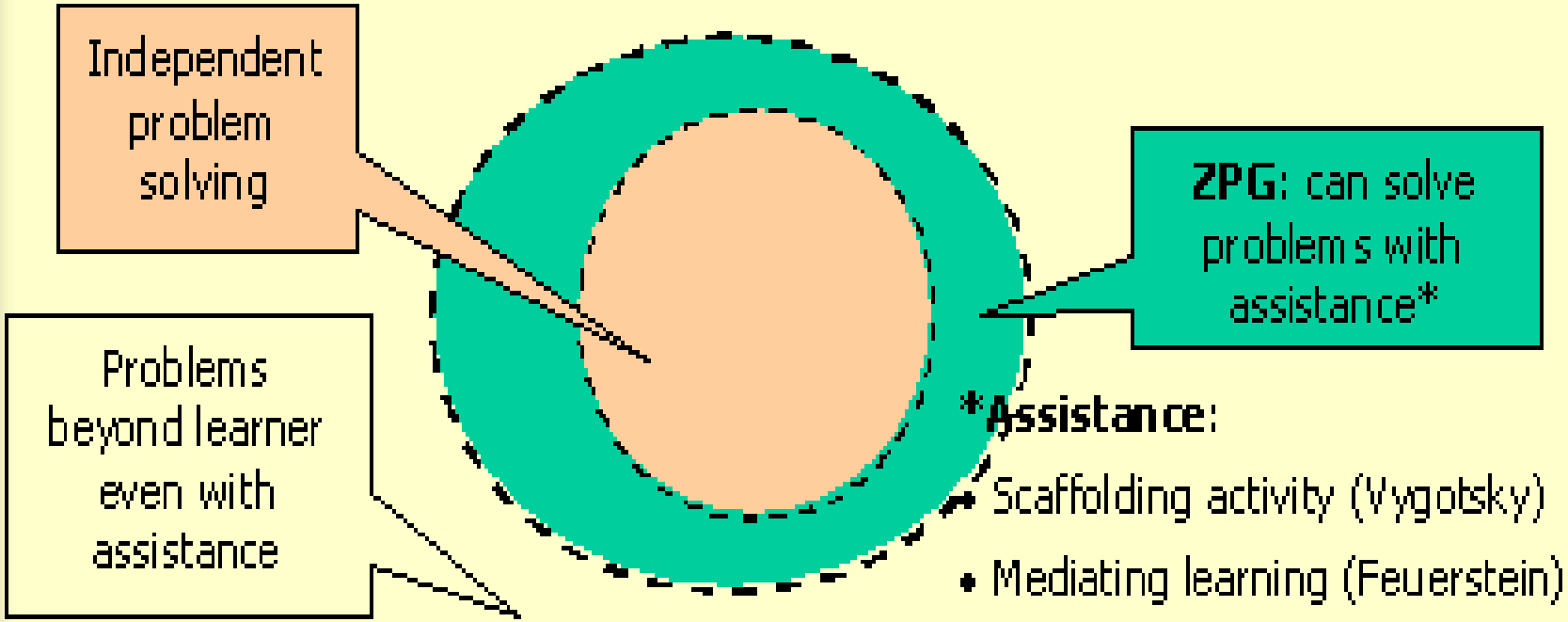
Teaching and the Zone of Proximal Development (ZPD)



With assistance learners can solve problems even outside their independent problem solving level.

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Revisiting the ZPD

1. Understand that all learners have levels of competence in their fields within a certain range.

2. An educator's understanding of the concept of ZPD will play a pivotal role in determining whether newcomers or learners are engaged or disengaged in the process of learning and development.

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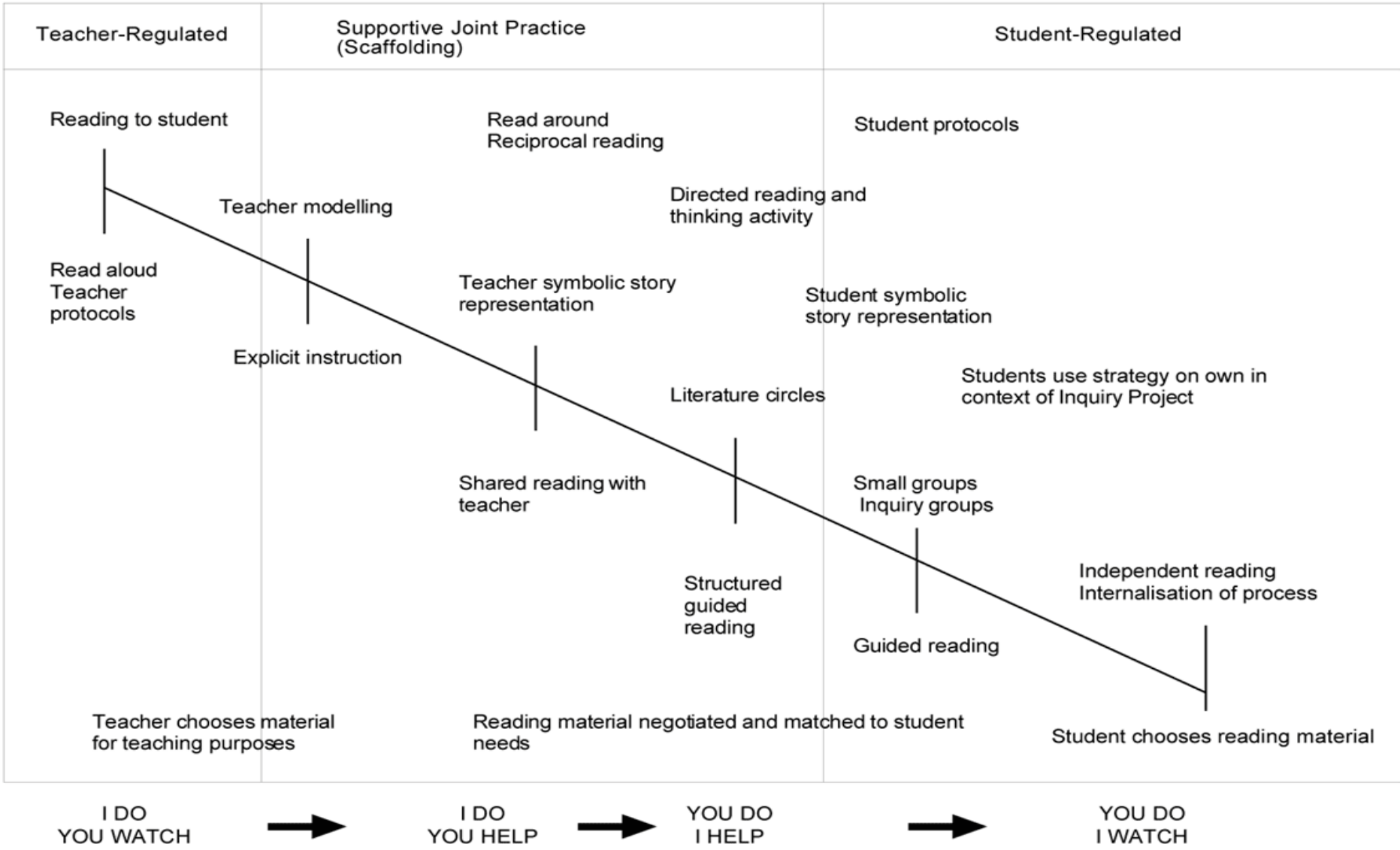
Scaffolding and ZDP

Ways of Assisting Readers Through Their Zones of Proximal Development: Modes of Scaffolding



Krashen's Critical Elements for SLA

1. **Provide Comprehensible Input in Second Language**
2. **Lower Affective Filter**
3. **Maintain Subject Matter Education**
4. **Maintain and Develop Student's Home Language**

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Comprehensible Input

- **Second languages are acquired by receiving comprehensible input slightly ahead of the learner's current state of knowledge (*i + 1*)**
- **Only input of *i + 1* will activate LAD**
- **"If input is understood, and there is enough of it, the necessary grammar is automatically provided".**

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The Deadly Plateau

- Texts are at i + 10, not i + 1
- Growth in reading and academic achievement levels off
- Motivation decreases

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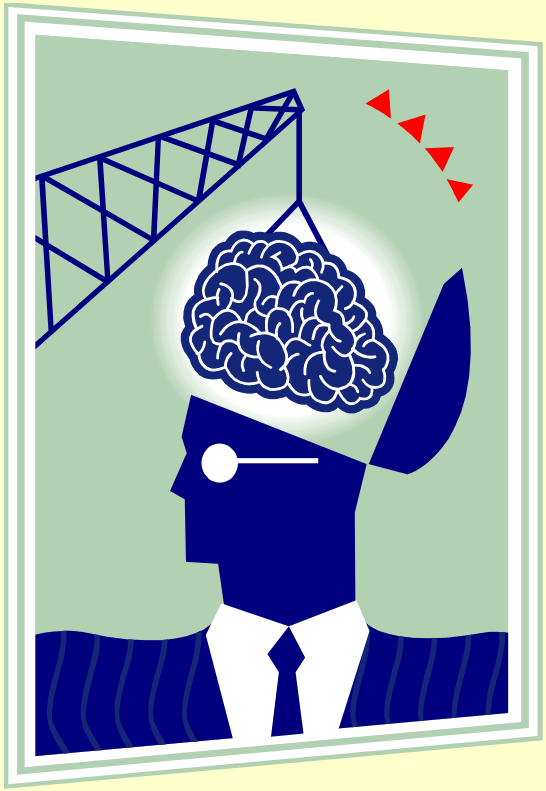
Implications for Instruction in SLA

- Instruction helps when it is the primary source of comprehensible input
- Examples of successful teaching methods which supply lots of comprehensible input
  - Total Physical Response
  - Natural Approach
  - Structured Immersion programs
  - Bilingual programs
- Successful bilingual programs provide
  - Solid subject-matter teaching in L1
  - Comprehensible input in the target language
- Transfer of CALP developed in L1 subject teaching to L2



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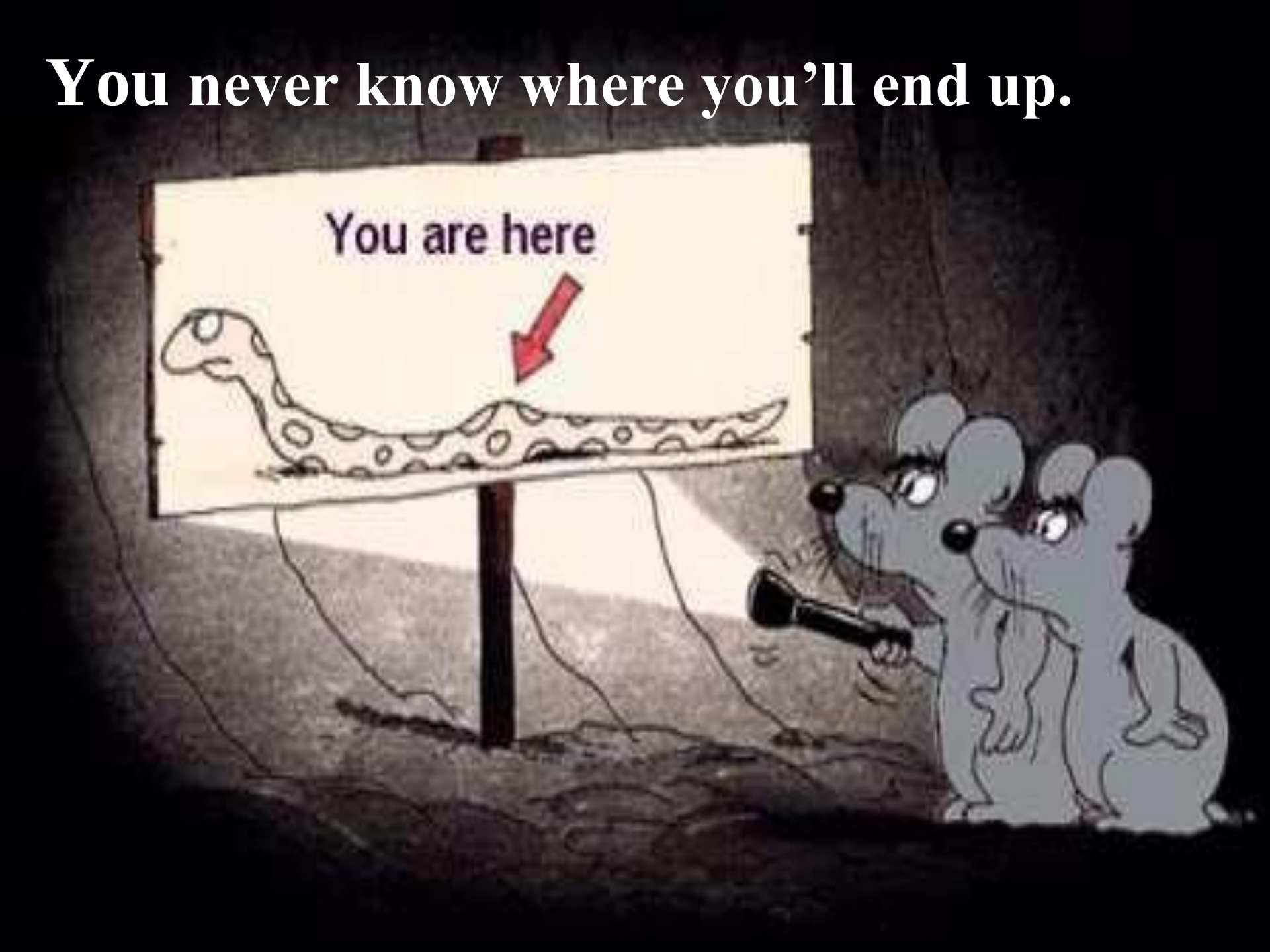
You never know where you'll end up.



What we covered

Basics for Decision Framing

- Current statistics
- Current laws
- Current programs

Asking the Right Questions for Making Decisions

- Behavior & Culture
- Adaptation & Acculturation
- Language Proficiency, English, & Home Language
- Achievement & Education

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What we will cover next

Taking Action

- Build & Sustain a Foundation for Learning
- Establish & Support Resiliency
- Differentiate Instruction & Intervention
- Monitor Instruction & Intervention
- Resolve or Refer
- Integrate Services & Cross-cultural IEPs
- Maintain Staff & Programs Serving CLDE

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Thank you! Come visit us at www.crosscultured.com

- Over 45 years experience.
- Research on impact of acculturation on referral & placement of CLD students.
- Research on effectiveness of specific cognitive learning strategies for diverse learners.
- Classroom teacher, diagnostician, faculty, administrator.
- Social justice advocate, author & teacher educator.

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WHAT EVERY ADMINISTRATOR SHOULD KNOW ABOUT SEPARATING DIFFERENCES & DISABILITIES

PART TWO

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Taking Action

Build & Sustain a Foundation for Learning
Establish & Support Resiliency
Differentiate Instruction & Intervention
Monitor Instruction & Intervention
Resolve or Refer
Integrate Services & Cross-cultural IEPs
Maintain Staff & Programs Serving CLDE

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7 Steps for Separating Difference & Disability

Step 1 Build & Sustain a Foundation for Learning

Step 2 Establish & Support Resiliency

Step 3 Differentiate Instruction & Intervention

Step 4 Monitor Instruction & Intervention

Step 5 Resolve or Refer

Step 6 Integrate Services & Cross-cultural IEPs

Step 7 Maintain Staff & Programs Serving CLDE

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PRISIM Step 1: Build & Sustain a Foundation for Learning

Systems & policies promote and sustain:

- Access to safety, food, clothing, & shelter
- Quality preparation of effective education professionals & support staff
- Adequacy of school facilities & resources
- Consistent use of culturally & linguistically responsive, evidence-based practices
- Supportive responsive relationships
- Other effective practices & procedures

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Example Strategies For the Foundation

- **For Students**
  - Bilingual aides
  - Bilingual peers
  - Bilingual texts
  - Content Language materials
- **For Teachers**
  - Training in context embedding
  - Training in demonstrations
  - Training in guided practice in classroom behavior expectations & survival strategies
  - Training in guided practice in constructive quality interactions
- **For Families**
  - Cross-cultural counseling for families
  - Cross-cultural counseling for families
  - Family-centered learning activity
  - Guided practice w/ service personnel from school/government agencies
  - Home activities
  - Survival strategies for parents/families
  - Videotapes & booklets about schools, communities, social service providers, laws

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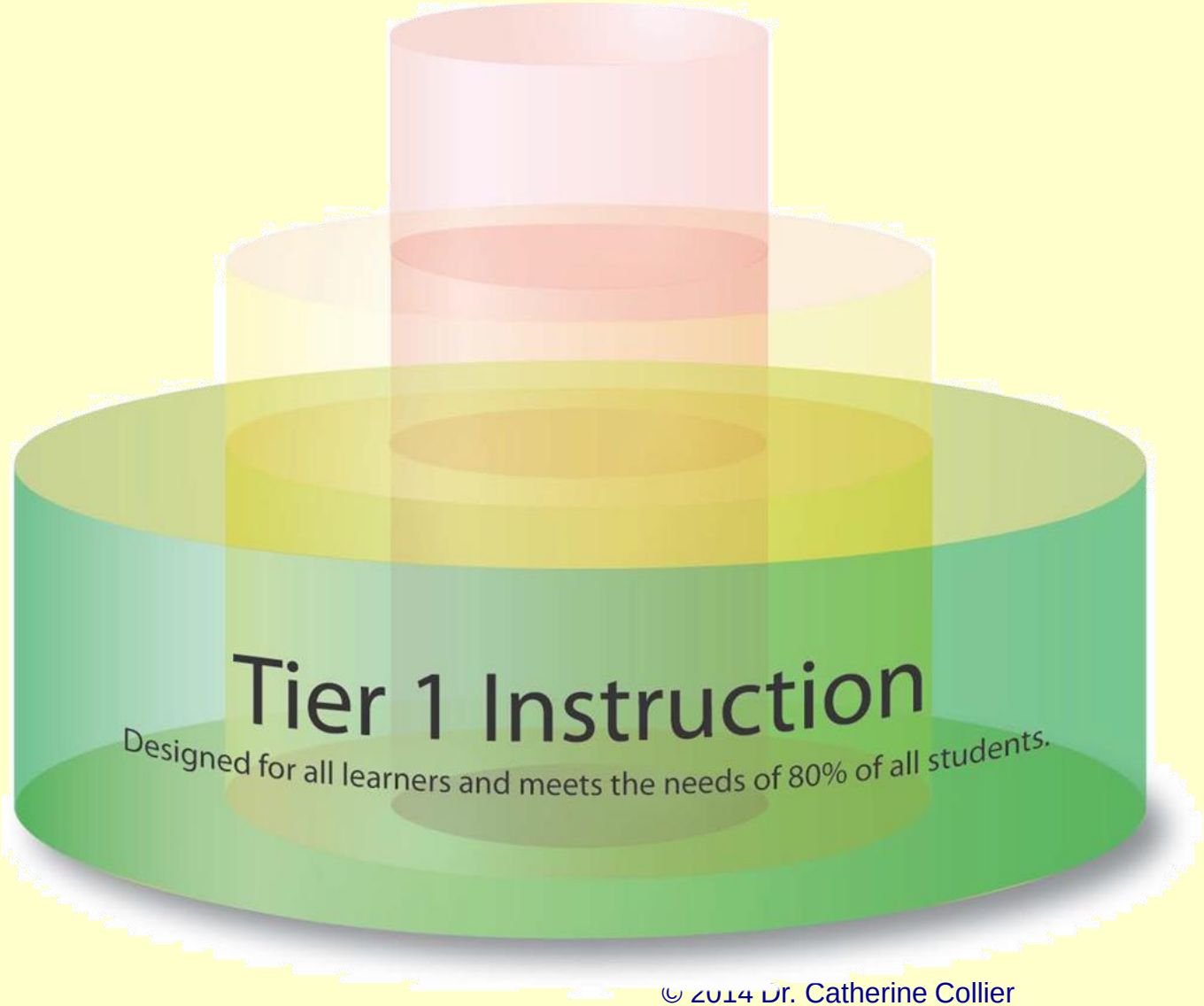
PRISIM Application 1

Build & Sustain a Foundation for Learning

What happens when a student from a linguistically or culturally diverse background enrolls in your school district or in your school?

1. When the student and the adults accompanying him/her arrive at the school, who receives the student and parents? What occurs to put the family at ease? Who is responsible for this?
2. Who is responsible for deciding if the student comes from a diverse background? How is the student's language and ethnicity or culture identified?
3. Who decides if an interpreter is needed or if translated materials are to be used? If translation is necessary: who provides this, when is it provided, and where is it provided? Who monitors the accuracy of the interpretation and translated materials?
4. What background information about the student is documented as part of the enrollment process? What data is collected concerning his or her language, acculturation, and other learning needs? How and when is this information collected? How is the information shared with instructional personnel?
5. What criteria are used to determine eligibility for bilingual or ESL services? Who is responsible to decide if the student is eligible for specific language services? How and when is the decision made? What are the criteria for specific lengths of time for such services?

Indiana RTI Model



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PRISIM Step 2: Establish & Support Resiliency

Bilingual Instructional support

Sustaining Oral Proficiency L1

Building Literacy foundation

Facilitating Readiness Skills

Sustaining Readiness to learn

TPR in all content areas

Scaffolding in all content areas

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Why do they do that?

Error in English Possessive forms

- No marker for possessive forms: “my friend’s house”
  - “house my friend”
- Avoid use of ‘s to describe possession: “my sister’s children”
  - “the children of my sister”

Non English language

- Khmer, Vietnamese
  - A noun’s owner comes after the object
- Navajo, Apache
  - Only specific things can be “possessed” or “owned”
- Hmong, Spanish, Tagalog
  - Use of a prepositional phrase to express possession reflects a more common structure

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Definition of “Consent”

Included in the meaning of “consent” is that...the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language or other mode of communication...

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Two questions you should be able to answer about acculturation at enrollment

1. **What is the student's current level of acculturation?**
2. **What is the caregiver's current level of acculturation?**

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Five Strategies for Effective Instruction

- Joint Productive Activity
- Language & Literacy Development
- Contextualize to Make Meaning
- Challenging Activities
- Instructional Conversation

Center for Research on Education, Diversity & Excellence at Univ of California at Santa Cruz

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Strategy Fitness!

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Getting Strategy Fitness!

- Identify top needs
- Write specific objectives to be achieved
- Look in RTI book for strategies that fit
- Plan duration and tweaks
- Plan progress monitoring & criteria for when to tweak or stop

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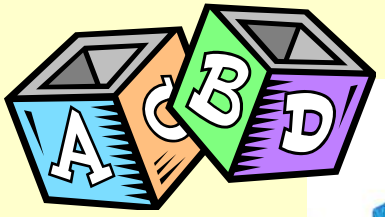
Example Strategies For Building & Facilitating Resiliency



- Resiliency
  - Active processing
  - Advanced organizers
  - Belonging activities
  - Mediated stimuli
  - Scaffolding
  - Sorting
- Language Strengths
  - Home language
    - Bilingual peers
    - Bilingual aide
    - Language games
  - Schooled language
    - Bilingual texts
  - English
    - Cognates vocabulary games
    - Wordless picture books

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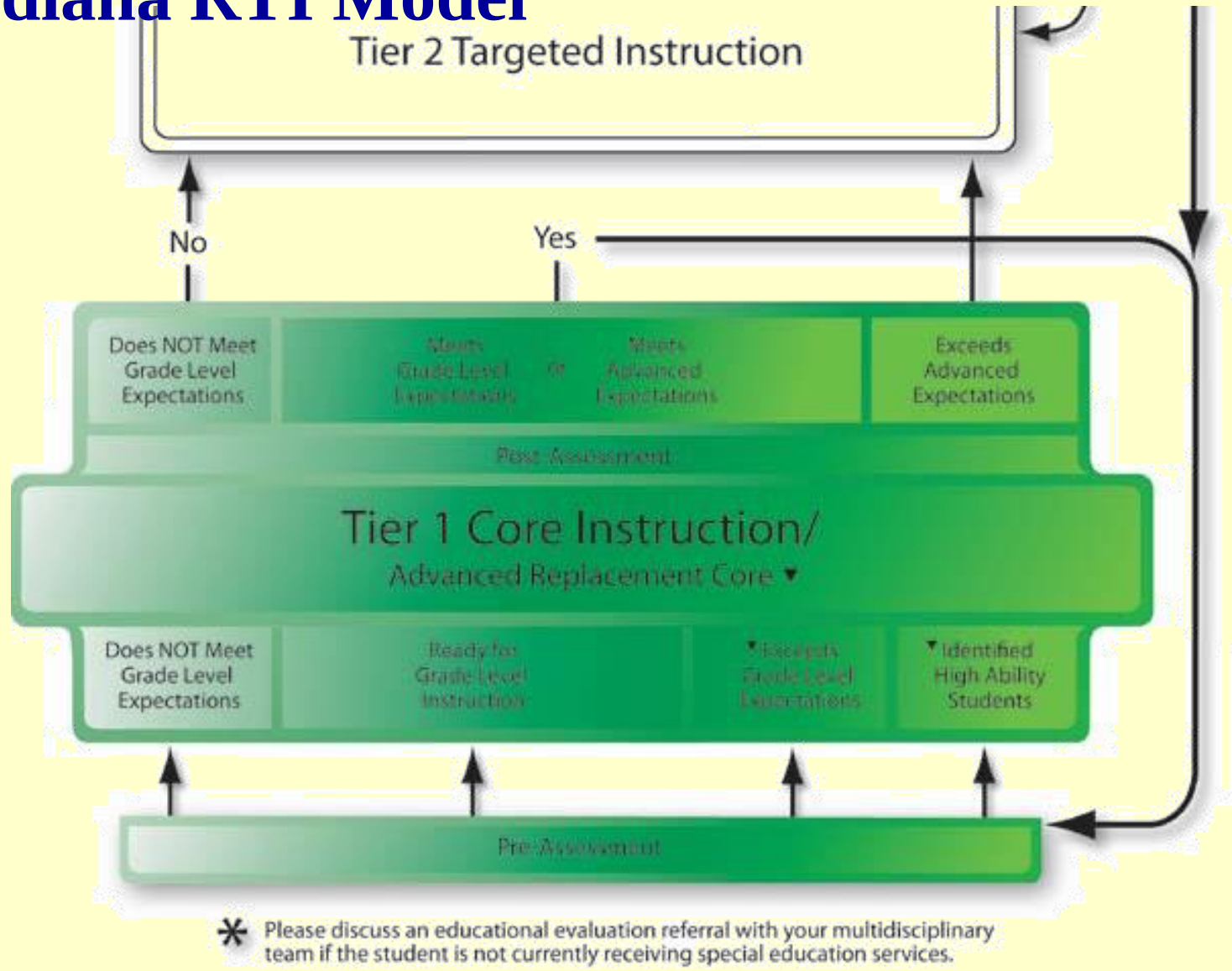
PRISIM Application 2

Establish & Support Resiliency

What is the comprehensive differentiated learning approach or plan in place to provide strength based instruction for all students? What happens to the culturally and linguistically diverse (CLD) student?

1. How have teachers been trained in the ability to support and enhance the ability of CLD students to speak their home language outside the classroom and in appropriate learning situations?
2. How have teachers been trained in the ability to teach and sustain student use of effective, stronger, learning strategies for literacy?
3. How have teachers been trained in the ability to identify and individualize for diverse cognitive learning styles? How have teachers been trained in the ability to teach and sustain student use of effective cognitive learning strategies in content instruction?
4. Who monitors the effectiveness of learning support implementation with CLD students? How is the effectiveness monitored and how is the information shared with other people, organizations or communities?

Indiana RTI Model



* Please discuss an educational evaluation referral with your multidisciplinary team if the student is not currently receiving special education services.

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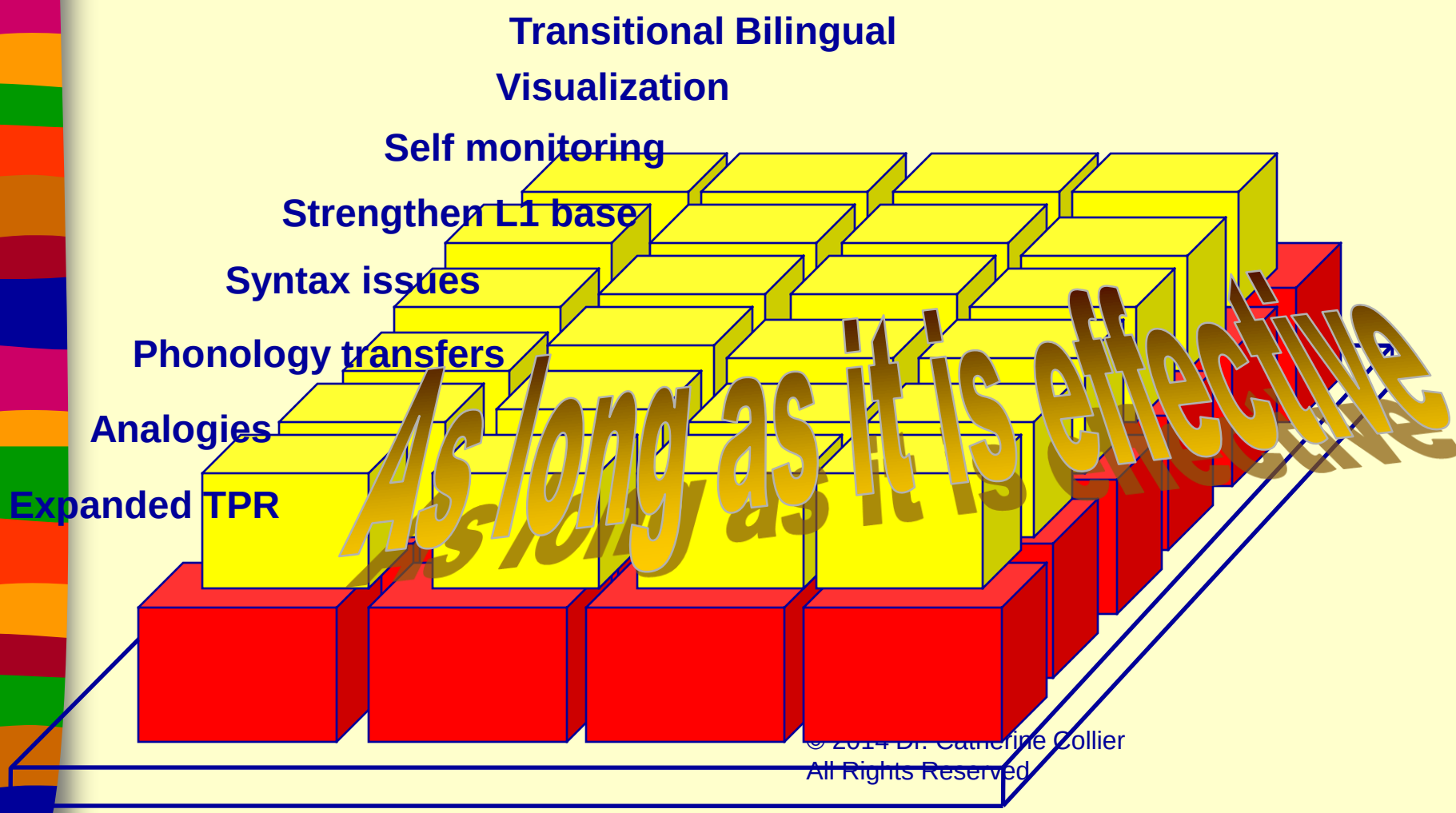
PRISIM Step 3: Differentiate Instruction & Intervention



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Strategy Fitness!

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Smarter RTI for CLD/EL

- Prevention first
- Multistage screening to identify risk & strategy selection for problem solving
- Multistage assessment (progress monitoring) to determine appropriate levels of instruction
  - Specific goals
  - Measurable goals & outcomes
  - Attainable objectives
  - Relevant content
  - Time-bound

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Based on progress monitoring and whether the student is achieving at an appropriate rate of progress in relation to his goals, the following factors may be changed or adjusted.

1. Research based materials.
2. Specific strategies.
3. Frequency of interventions.
4. Designated instructor.
5. Language of instruction.
6. Group size.
7. Duration of instruction.

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SMARTER, Too!

Expansive
Responsive

Ala George T. Doran, 1981

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Specific Needs → Specific Strategies

- Doesn't get work in = Self checklist
- Does not take time to think = "STOP" strategies
- Mixes t/d/th sounds = Froot loops strategy
- Makes noises to distract = Guided practice
- Misses beginning sounds = Rehearsal activities
- Does not initiate work = Active processing
- Confuses English & Spanish phonemes = Compare & contrast, rhymes, games

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Getting Strategy Fitness

- Identify top needs
- Write specific objectives to be achieved
- Look in RTI book for strategies that fit
- Plan duration and tweaks
- Plan progress monitoring & criteria for when to tweak or stop
- Check that you have considered how to implement these with the 5 Principles for Effective Instruction

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Data Considerations: Objective Descriptors

Objective

Subjective

Talking during seatwork

Disobedient

Passing notes

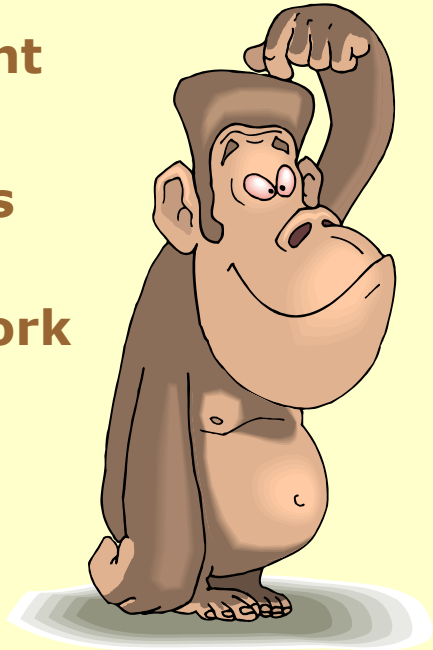
Hurrying through work

Five times each day

Sometimes

Every ten minutes

Twice each period



Seldom

Repeatedly

Once or twice a week

Leaning back in chair

Bothering a neighbor

Continuously

Bizarre

Tapping pencil on desk

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Data Considerations: Data to Collect

How often does the behavior occur?

Frequency

Intensity

Duration

Context

How extreme is it?

How long does it last?

Under what circumstances does it occur?

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Two questions you should be able to answer about acculturation when planning intervention.

1. **What is the current level of acculturation?**
2. **Is the rate of acculturation normal?**

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Five questions you should be able to answer about instructional needs

1. What are the student's instructional needs?
2. What interventions are needed?
3. In what order should the interventions be implemented?
4. For how long should the interventions be implemented?
5. How will I monitor their effectiveness?

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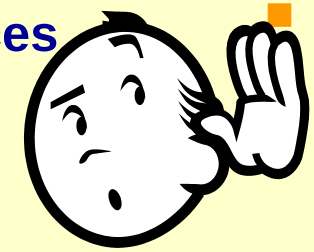
Example Strategies For Level of Acculturation & Language

- **Phonological differences**
  - "bitch" vs "beach"
  - /θ/ vs /t/ and /d/
  - /l/, /r/, /ɫ/
  - Points of articulation
- **Language Strengths**
  - Home language
    - Bilingual peers
    - Bilingual aide
    - Language games
  - Schooled language
    - Bilingual texts
  - English
    - Cognates vocabulary games
    - Wordless picture books



- **Level/Rate of Acculturation**
  - AQS 8-14 = TPR, modeling, L1 support, demonstrations
  - AQS 15-22 = context embedding, L1 scaffolding, guided practice
  - AQS 23-29 = advanced organizers, role-playing, leveled readers
  - AQS 30-36 = active processing, analogies, expansions, TQLR
  - AQS 37-43 = evaluation, rehearsal, self-monitoring, choices
  - AQS 44-48 = cognitive learning strategies, cross-cultural competence, bilingual strategies

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Example Strategies For Families re: Level of Acculturation & Language

- Cross-cultural counseling for families
- Cross-cultural counseling for families
- Family-centered learning activity
- Guided practice w/ service personnel from school/government agencies
- Home activities
- Survival strategies for parents/families
- Videotapes & booklets about schools, communities, social service providers, laws

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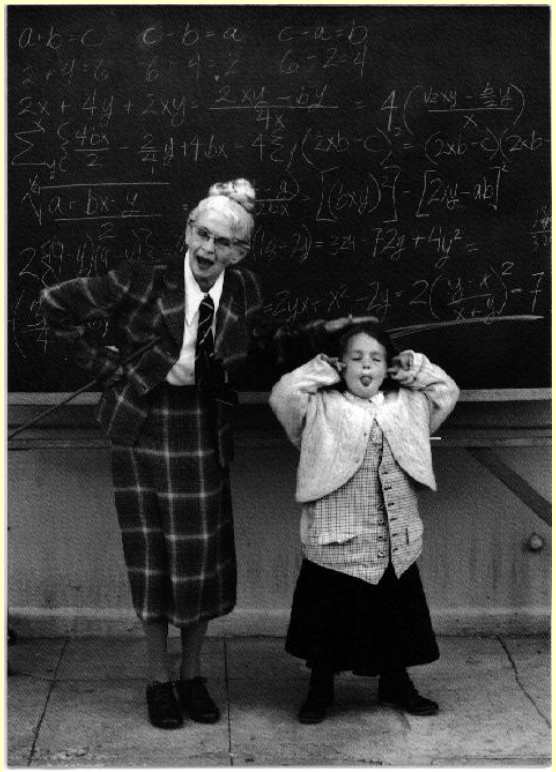
PRISIM Application 3

Differentiate Instructio & Intervention

How are the student's diverse learning and behavior issues addressed within the instructional program? How does the system respond when someone is concerned that the CLD student has a learning or behavior problem?

1. How are the CLD student's instructional needs addressed within the core curriculum? What range of supplemental or differentiated services are available within the core curriculum for all students including CLD and at risk students?
2. What interventions are normally considered for language, acculturation, adaptive behavior, and other areas of concern? Who monitors the effectiveness of their implementation?
3. What instruments or sources of information are used to identify appropriate interventions for the level of acculturation, language, adaptive behavior and other areas of concern?
4. How are the interventions selected? Who decides which are the most appropriate, the length of time to implement them, and how these will be monitored?
5. Who determines whether a student needs instructional intervention and how is this decision made? What happens after someone decides instructional intervention is needed?

Reminder!



A CLD/ELL student may have learning and behavior problems due to language and cultural differences <u>and</u> problems due to a possible disability.

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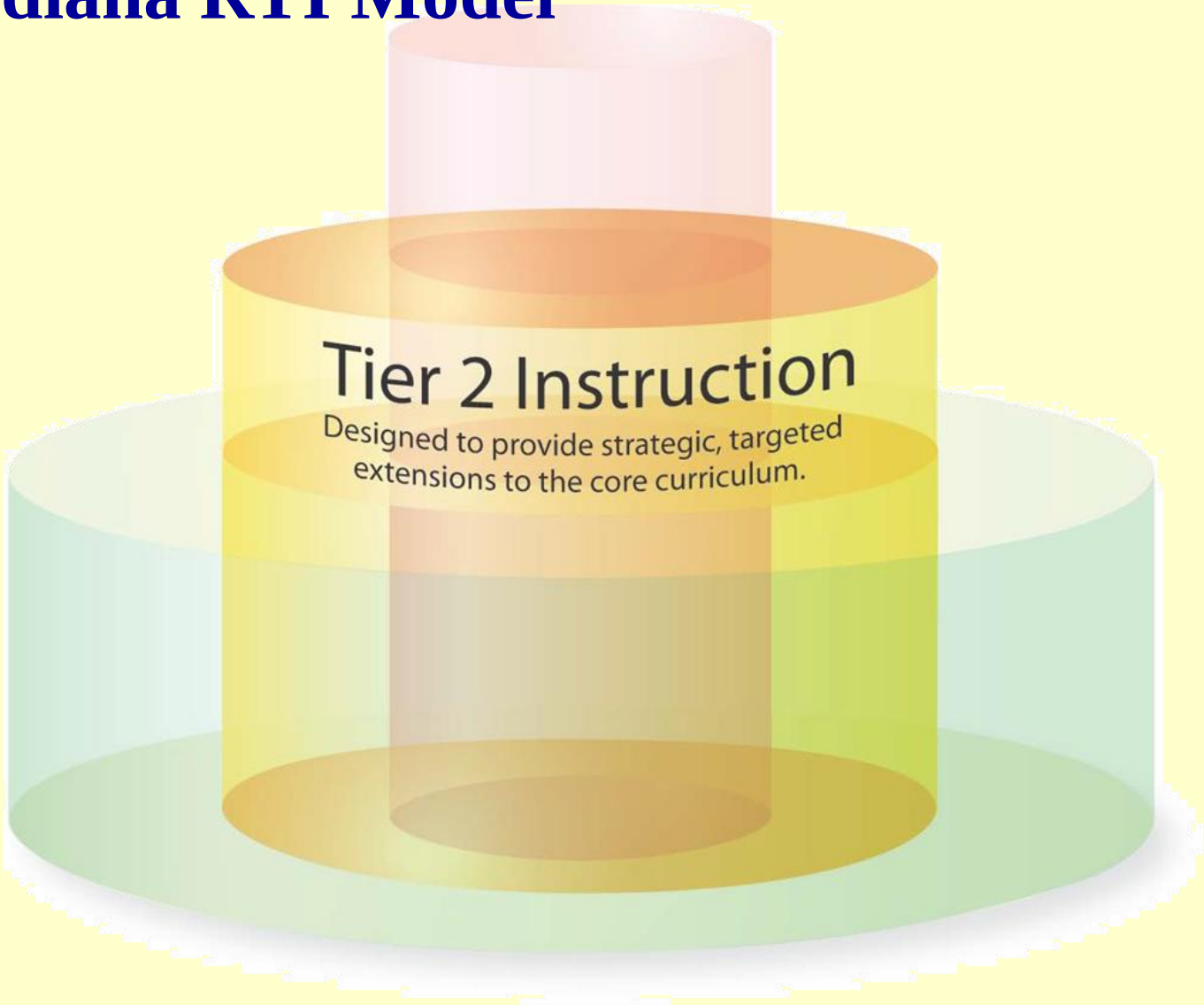
Indiana RTI Model



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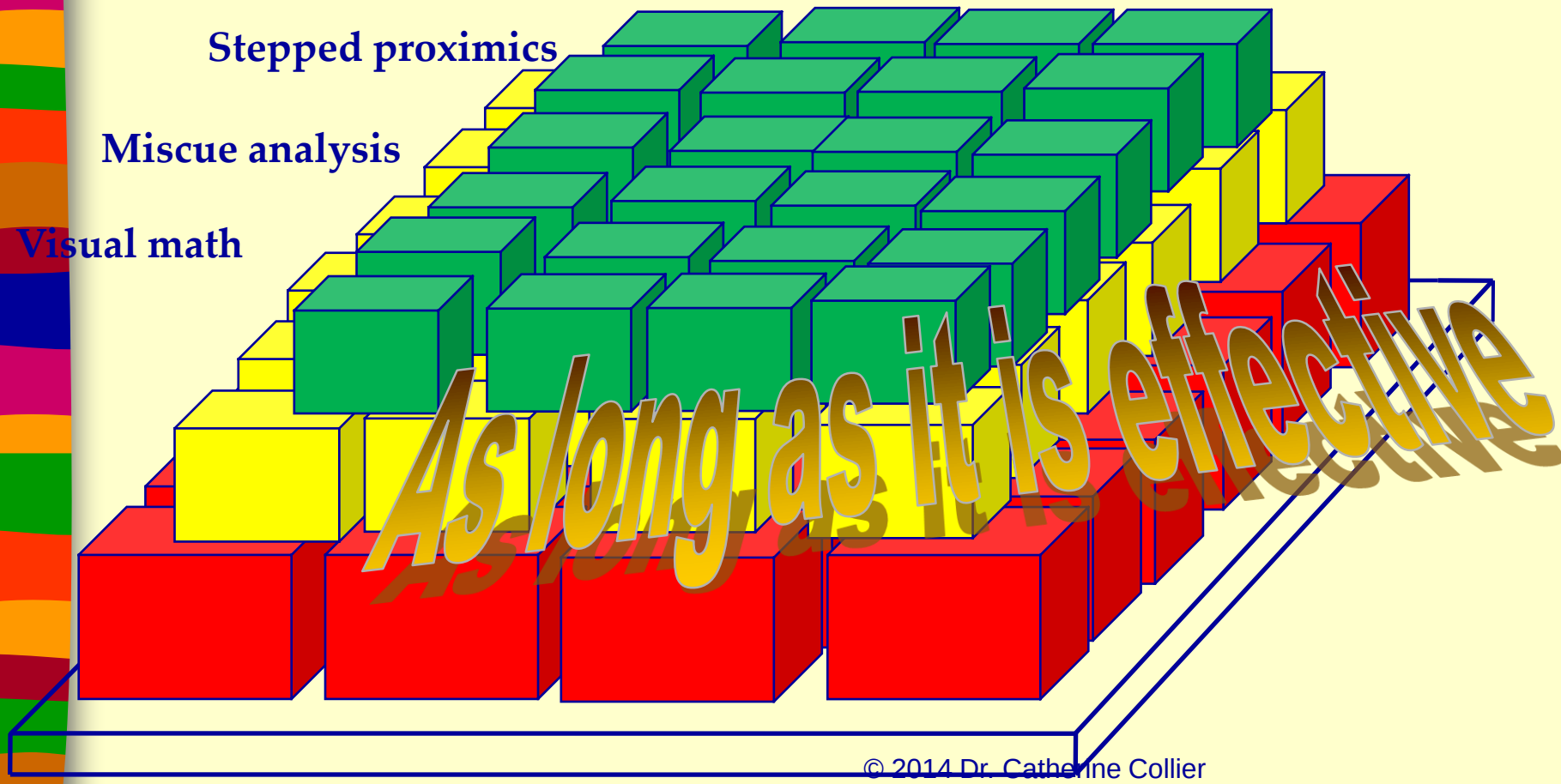
PRISIM Step 4: Monitor Instruction & Intervention

Individualized dynamic analysis

Stepped proximics

Miscue analysis

Visual math



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Four questions you should be able to answer about language

1. What is the student's current social language proficiency in both languages?
2. What is the student's current academic language proficiency in both languages?
3. Is the rate of development & acquisition normal?
4. What are the most effective instructional strategies to use?

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Example Strategies For Intensified Intervention

- Miscue analysis
- Dynamic Assessment*
  - Reading
  - Phonics
  - Math
  - Retention
  - Control
- Behavior
  - Planned ignoring
  - Proximics
  - Self monitoring

- Test/Teach/Test
- In-situ Modifications
- Authentic

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Academic Area(s)	Order of Concern	Intervention Selected	Duration of Intervention	Outcomes of Intervention
Acculturation				
Cognitive Learning				
Culture & Language				
Experiential Background				
Sociolinguistic Development				

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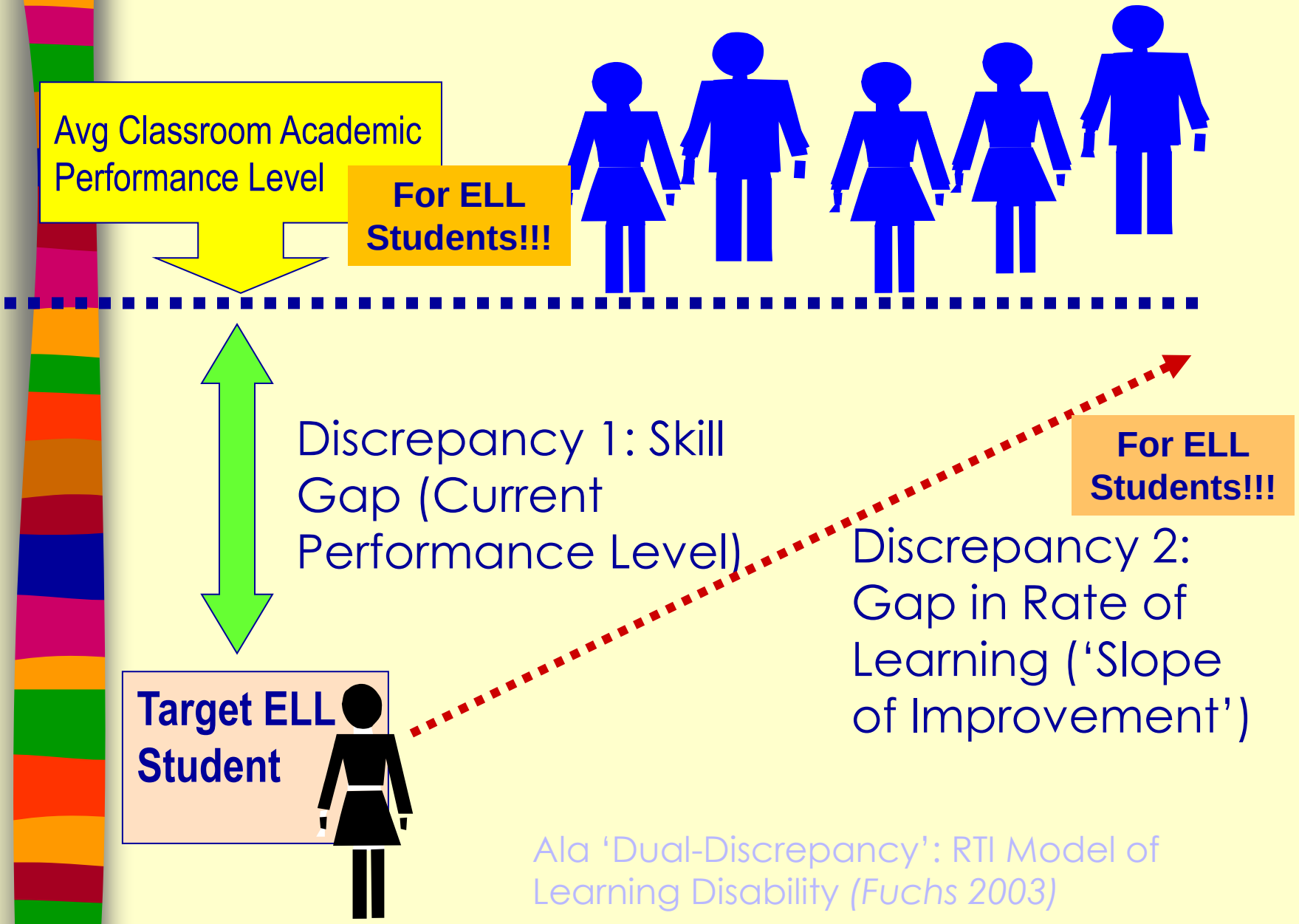

Ala 'Dual-Discrepancy': RTI Model of Learning Disability *(Fuchs 2003)*

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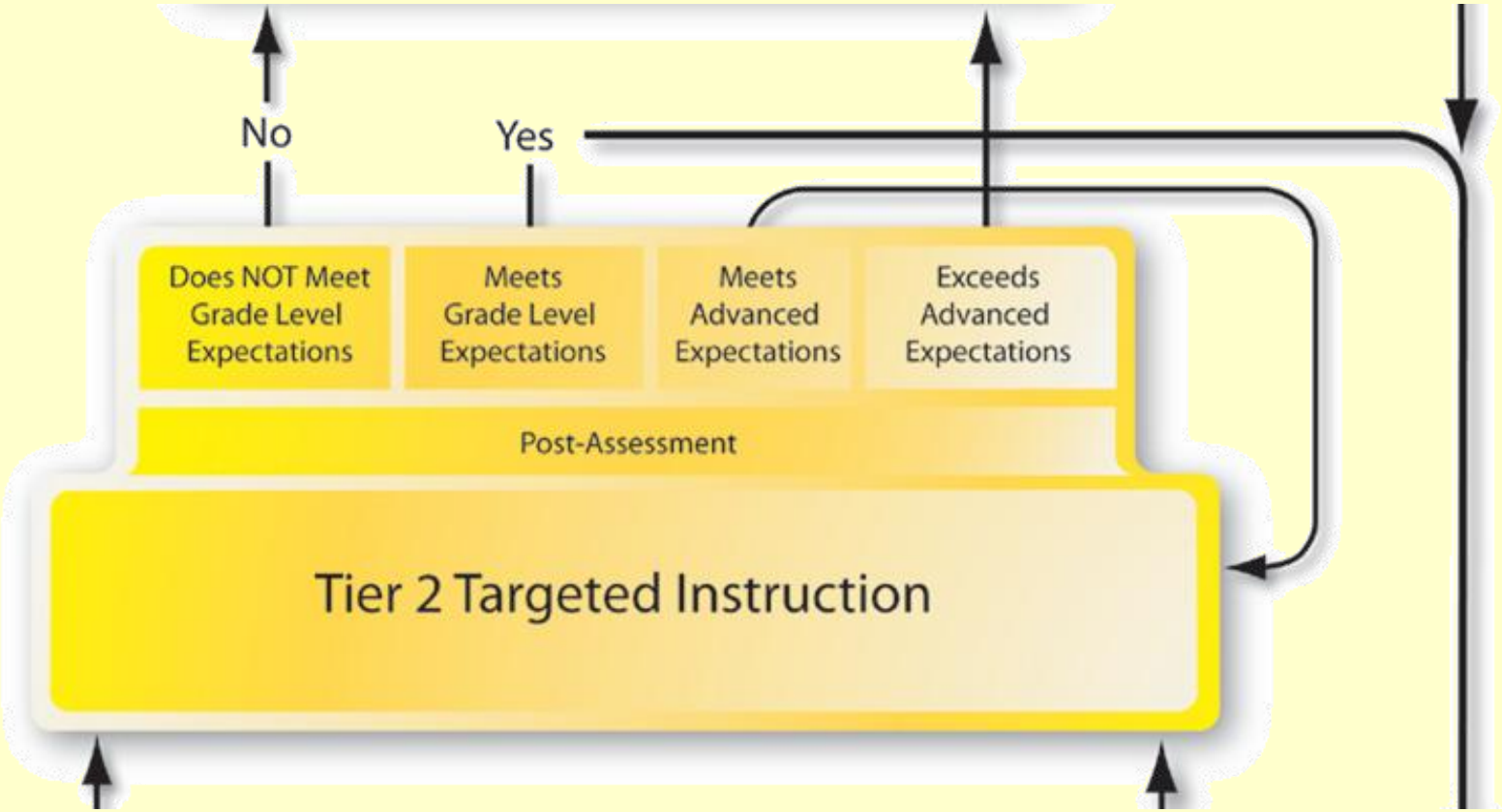
Indiana RTI Model



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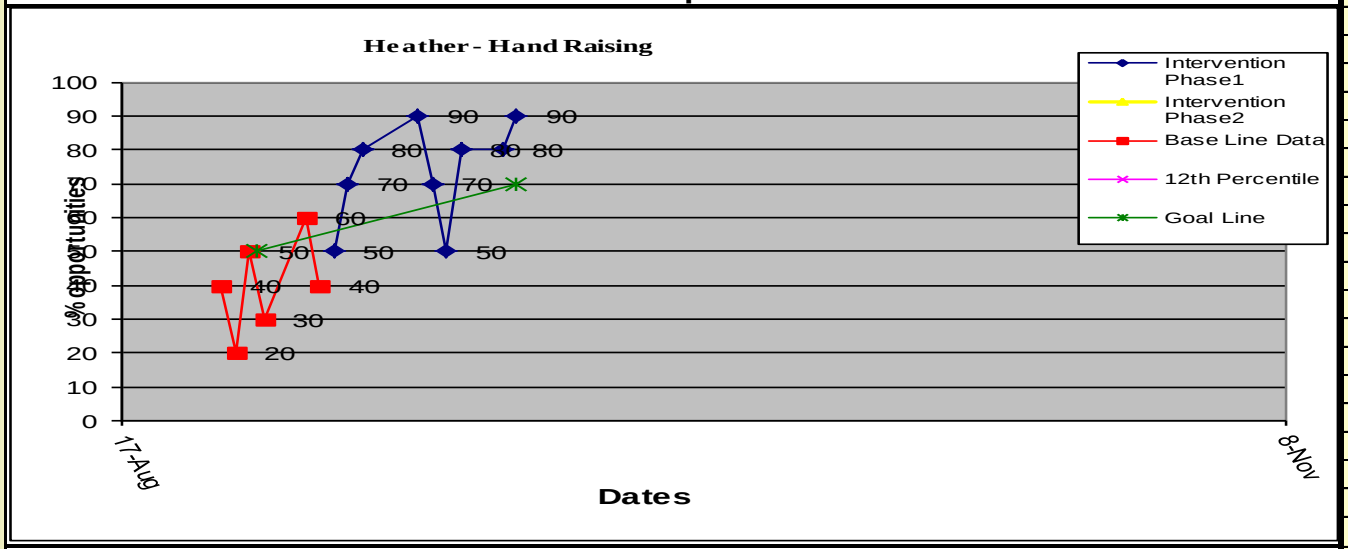
Individual Student Data Tracking

Goal Info		12th %tile	BaseLine				
Goal:	70		Date:	Data:		Date:	Data:
Goal Start Date:	25-Aug		25-Aug	40		28-Aug	30
Goal End Date:	10-Dec		26-Aug	20		31-Aug	60
Goal Unit:	% opportunities		27-Aug	50		1-Sep	40

INTERVENTION

Graph



Date:	Data:
Phase1:	
2-Sep	50
3-Sep	70
4-Sep	80
8-Sep	90
9-Sep	70
10-Sep	50
11-Sep	80
14-Sep	80
15-Sep	90
Phase2:	

Intervention Phase1 Notes:

Group Contingency: If Heather meets 80% goal for three of 5 days/ week the entire class earns 5 minutes extra during recess.

Intervention Phase2 Notes:

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Direct Assessment – Frequency Counts

Behavior Counting

Name ____Shamel_____ Week of __Nov 5, 20xX_____

Behavior to be counted ____Negative Comments to Peers: (Get out of my face.)

	Mon.	Tue.	Wed.	Thurs.	Fri.	Total
Arrival	IIII	IIIII II	II	IIIII IIIII IIIII I	I	40
Math	I	I		I		3
Science	II	I	III	IIII	I	11
Art	IIII	IIIII	IIIII III	IIIII IIII	I	24
Reading		I	II	III		6

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Direct Assessment – Duration Recording

Record the elapsed time, usually in minutes, from onset to conclusion of target behavior. Be sure to indicate the date, and the activity in which the student was engaged when the target behavior began to escalate.

Student Name: Shamel **Week of / Day : Nov 15, 20xX**

Target Behavior: Tantrum (screams, lays on floor, throws items)

Behavior Incident Briefly describe, making sure to note date, time, and any circumstances you think noteworthy.	Transition	Large Group	Small Group	Individual Work	Read Aloud	Read Silently	In Crowds	Library	Specials	Specific Subject
#1 9:45-10:15, Mon, Nov 15 Group was doing read aloud		X								
#2 9:35-10:15, Tue, Nov 16 Went to an assembly in the gym							X			
#3 9:28-10:05, Fri, Nov 19 Oral vocabulary test		X								

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Context Checklist

Social/Emotional

- ❑ Response to demand/request
- ❑ Transition between tasks/ setting
- ❑ Interruption in routine
- ❑ Change in home/family dynamics
- ❑ Lack of social attention
- ❑ Negative social interaction w/peers
- ❑ Negative social interaction w/adults
- ❑ Social skills deficits
- ❑ Consequences imposed for negative behavior
- ❑ Other (specify): _____

Academic/Instructional

- ❑ Specific subject: _____
- ❑ Grade level : on/above/below
- ❑ Activities: too easy/ too difficult
- ❑ Work completion: finishes quickly/ average / rarely finishes

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Analysis of the Intervention Plan

EVALUATE the DATA

Progress monitoring is essential

- Examine student performance <u>in relation to peers</u>
- Evaluate the effectiveness of instruction <u>in relation to peers</u>

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Initiate strategy

- Preview, do, review
- Stop if no response after 5 days, review

Modify strategy

- Make minor revisions
- Preview, do, review
- Stop if no response after 3 days, review

Start new strategy

- Preview, do, review
- Stop if no response after 5 days, review.

Monitor process

- Measure and analyze
- Identify what worked and what didn't

Initiate strategy

- Preview, do, review
- Stop if no response after 5 days, review.

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Five Things that Work in RTI for ELL

1. Adequate Professional Knowledge
2. Effective Instruction
3. Valid Assessments & Interventions
4. Collaboration Between District Departments
5. Clear Policies

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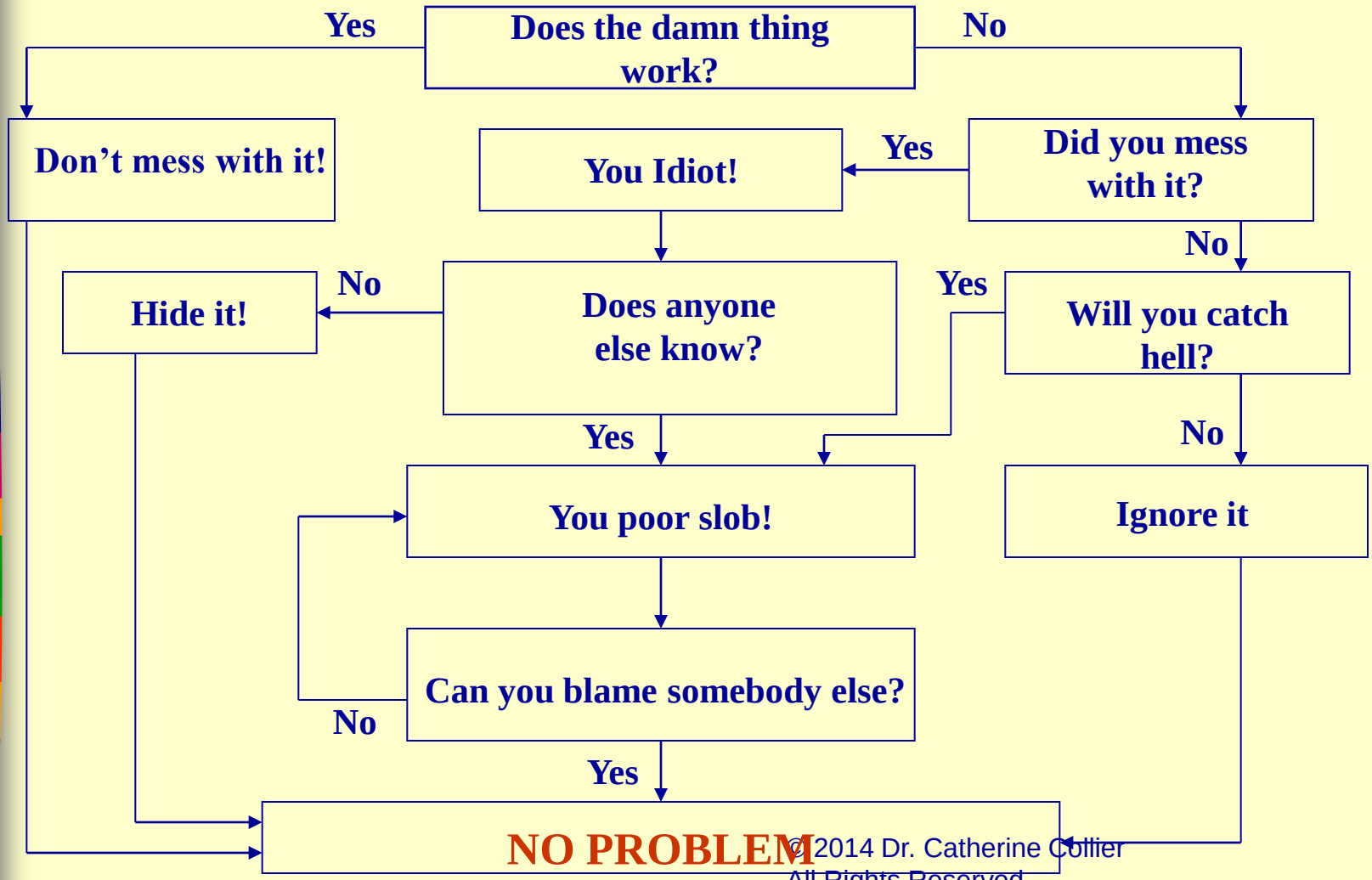
PRISIM Application 4

Monitor Instruction & Intervention

How is the response of the diverse background student monitored while receiving intensive intervention? What happens with unresolved learning or behavior problems?

1. Who makes the decision that the instructional intervention and differentiated instruction are not meeting all the CLD student's needs? How is this determined?
2. Who initiates intensive individualized interventions? How is the need for intensive individualized interventions determined? What documentation is considered adequate or appropriate to modify instructional intervention or differentiated activities and who decides this? Who evaluates the sufficiency of the documentation?
3. Who monitors the individualized intensive intervention and determines if it is effective?
4. What process is used to assure that this particular student has received appropriate and adequate prior instruction to address his/her language and acculturation needs? What documentation is considered sufficient to determine the degree to which specific language and acculturation issues are contributing to the presenting learning or behavior problem?
5. What documentation is kept on file justifying a decision to terminate intensive individualized intervention and implement a full individualized evaluation?

PROBLEM SOLVING CHART



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Indiana RTI Model

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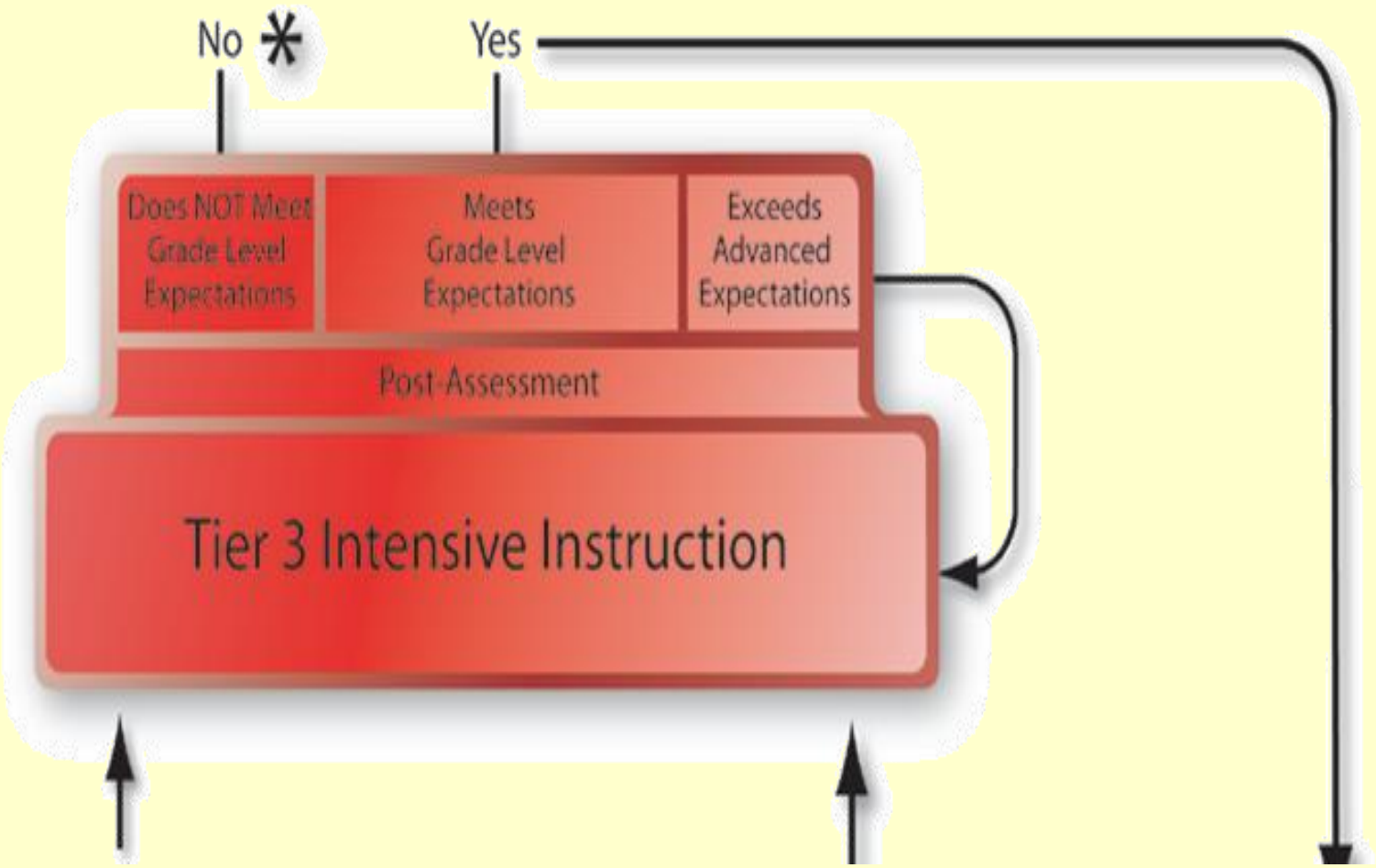
Indiana RTI Model



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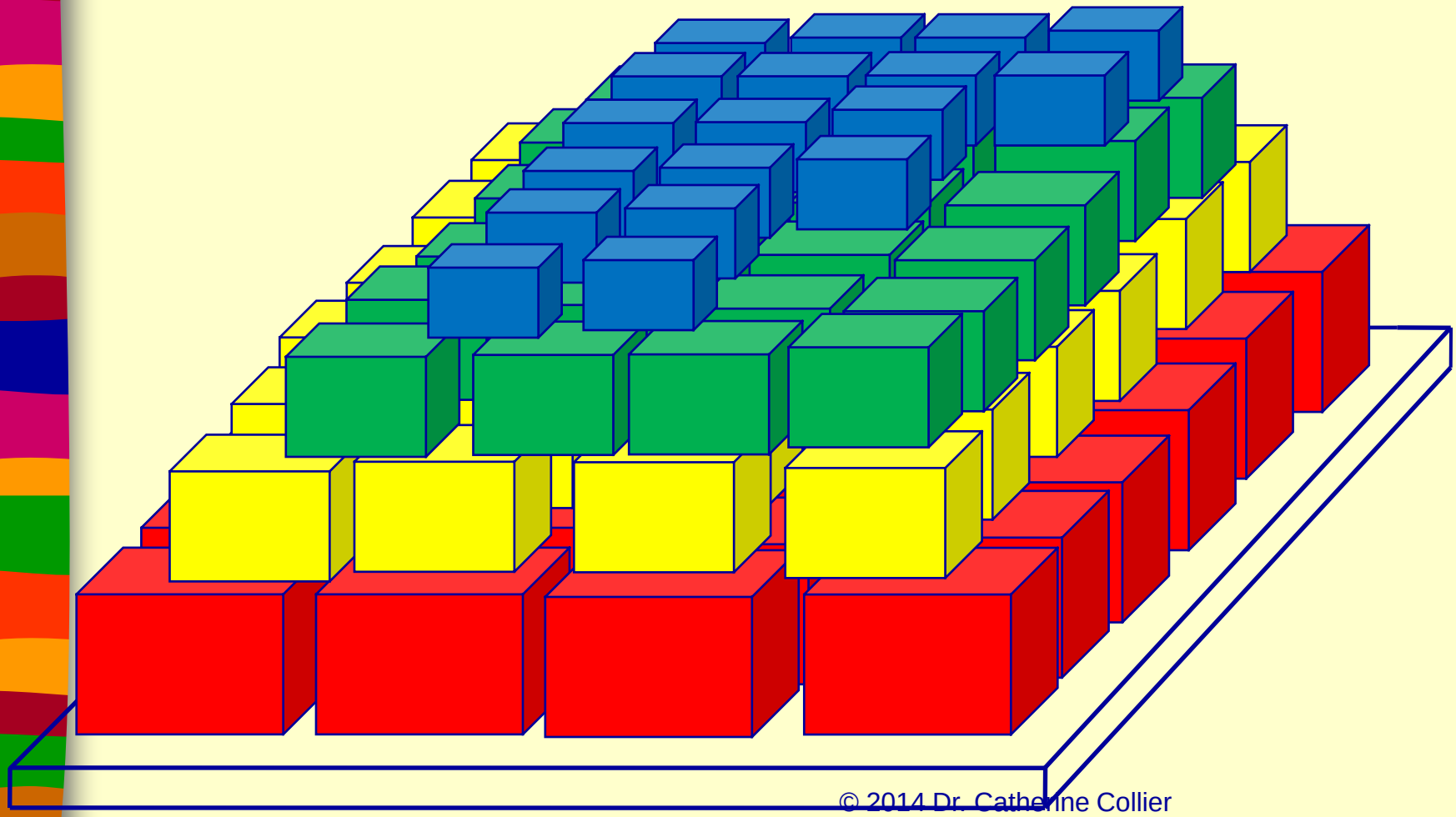
PRISIM Step 5: Resolve or Refer



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First Things First

- There is no such thing as a nonbiased test.
- Assessment is more than testing.
- Prevention is better than failure.
- Measure progress, not ‘achievement.’

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Indicators that validate the need for SPED evaluation

- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this lack is noticed by the parents.
- English language development that appears to be significantly different than that of peers who are also learning English as a additional language.
- Documentation that student's acquisition of English is within normal range for his peer group, age, culture/language population, length of time in ESL, etc. but there are specific learning and/or behavior problems unrelated to culture shock or language transition.
- Specific sensory, neurological, organic, motor, or other conditions that impact learning and behavior when having reliable documentation that culture shock or language transition contributes but is not the determining factor for the learning and behavior problems.
- Student is demonstrating limited phrasing and vocabulary in both languages indicating that she has not acquired morphologic structures by the appropriate age. Again, both languages may be marked by a short length of utterance
- Student's response to specific structured interventions addressing his presenting problem is documented to be more than 40% below ELL/CLD peers within individualized instructional intervention.

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Prior to Formal Evaluation

1. **Screen standardized instruments for cultural and linguistic bias.**

2. **Review administration options for accommodation of language and culture issues.**

3. **Document how you have accounted for linguistic and cultural differences, and in regard to procedures and instrument selection.**

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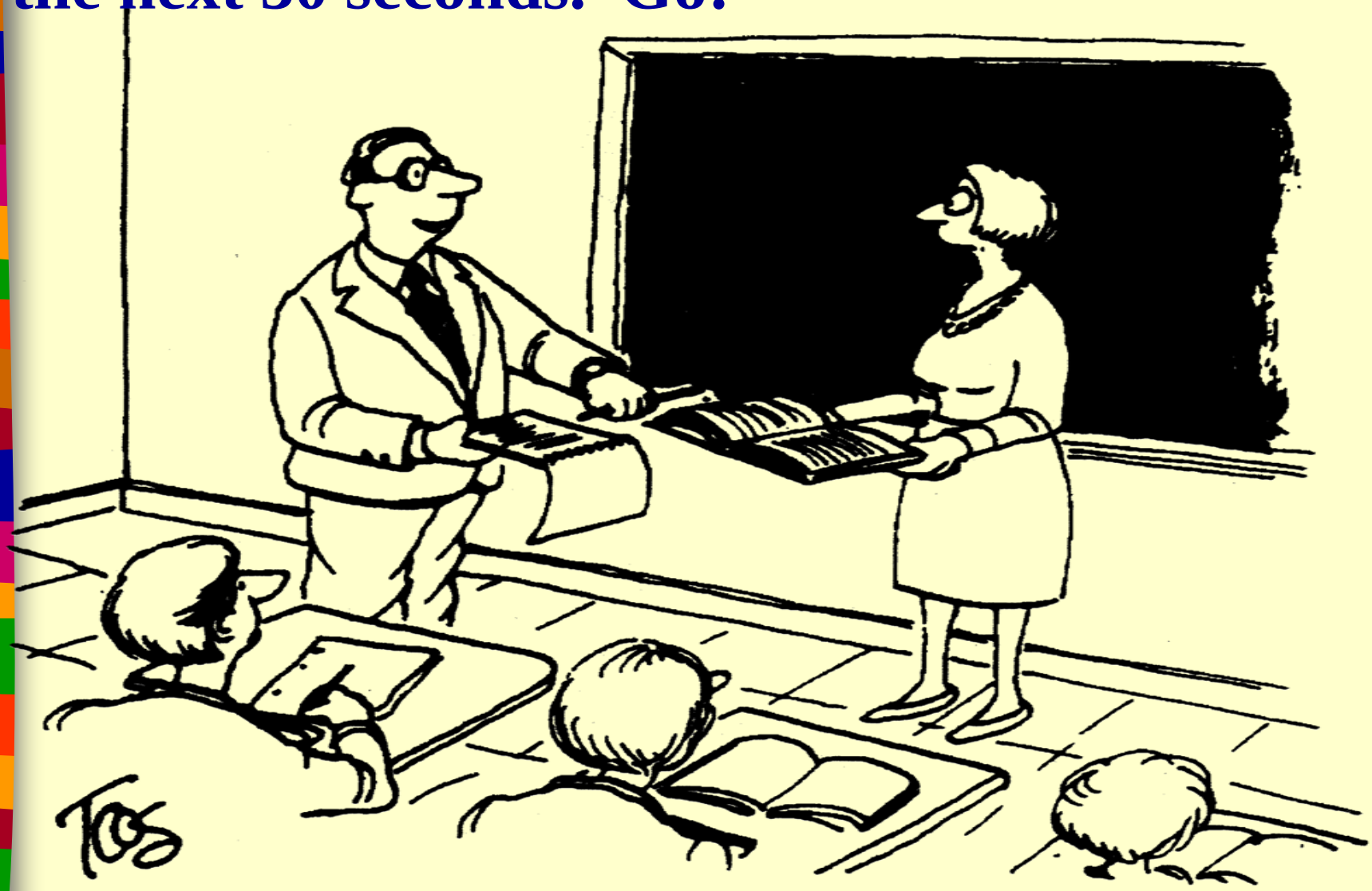
Your evaluation is based on what you do in the next 30 seconds. Go!



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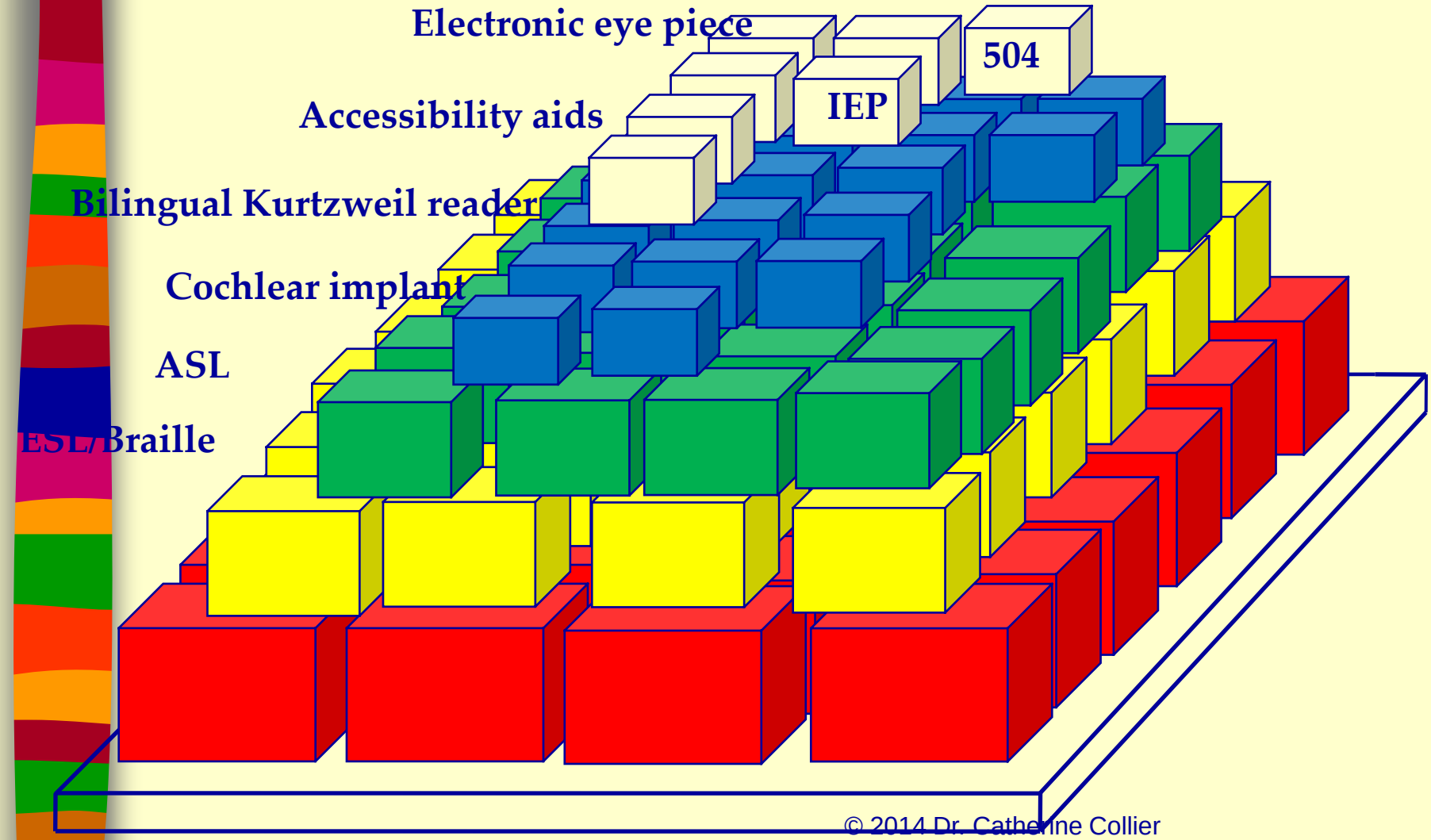
PRISIM Application 5

Resolve or Refer

What happens if the learning and behavior problems of the diverse learner cannot be resolved within existing problem solving services? How does the system respond when a diverse background student is formally referred to a full and individualized evaluation for their unresolved learning or behavior problem?

1. Who decides that there are unresolved learning and behavior problems? How is this done and what happens when it is determined the presenting problems cannot be effectively addressed within the general curriculum even with instructional interventions?
2. What documentation is used to certify that this particular student has received appropriate and adequate prior instruction which addressed his/her language and acculturation needs? Who determines this and maintains the documentation?
3. How is “atypical” performance determined for CLD students? To whom is the CLD student being compared? What data is used for the peer comparison?
4. What documentation is used to certify that any identified disability is not due to the student’s culture, language, experience, or to his/her level of acculturation?
5. How are parents and family involved in the evaluation process? To what extent are parents involved?

PRISIM Step 6: Integrate Services & Cross-cultural IEPs



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IEP Development for EL Students

IEP must include:

- Specific interventions which address special education needs,
- Specific language acquisition interventions which address the EL student's L2 goals within context of his/her special education needs,
- Identification of service provide responsible for implementing an monitoring the integration of these services, and
- The time limits and scheduled specific re-evaluation formats, dates, and meetings.

§300.324(a)(2)(

- With respect to a child with limited English proficiency, the IEP team shall consider the language needs of the child as those needs relate to the child's IEP, when:
  - the team develops the child's IEP, and
  - the team conducts a meeting to review and, if appropriate, revise the child's IEP.
- In considering the child's language needs (as they relate to the child's IEP), if the IEP team determines that the child needs a particular device or service … the IEP team must include a statement to that effect in the child's IEP.
- For a LEP child with a disability, the IEP must address whether the special education and related services that the child needs will be provided in a language other than English.

IEP Development for EL Students

Team members must include:

1. Parents
2. Regular Educ teacher of student
3. Special Educ teacher of student
4. Agency representative w/ specific qualifications
5. A person who can interpret the instructional implications of evaluation results
6. At discretion of parent/agency, individuals who have knowledge or special expertise regarding the student

From the Director of OSEP/OSERS

"Certainly, it would be a best practice to include the participation of an ELL teacher in the development of the IEP of a child who is LEP…"

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IEP Development

The steps involved in IEP development for ELL students with special needs include the development of objectives related to:

(a) native language development and English language acquisition,

(b) the facilitation of acculturation,

(c) special education,

(d) the integration of specific culture/language interventions which address special education needs,

(e) identification of service providers responsible for implementing and monitoring the integration of these services, and

(f) the time limits and scheduled specific re-evaluation formats, dates, and meetings.

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Including Diverse Issues on the IEP

- A. Does the student have behavior, which impedes his/her learning or the learning of others? Yes No
- If yes, consider, if appropriate, strategies including positive behavioral interventions, strategies, and supports to address that behavior.
- Check here if a behavior management plan is developed and attached.
- B. Does the student have limited English proficiency? Yes No
- If yes, consider the language needs as related to the IEP and describe below.

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Integrated Services

	PreProduction	Early Production	Speech Emergence	Intermediate Fluency	Intermediate Advanced Fluency	Advanced Fluency
Needs total assistance						
Needs a great deal of assistance						
Needs a lot of assistance						
Has a moderate level of needs						
Has moderate but specific needs						
Has specific need to be addressed						
Needs minimal assistance						

Pull out for targeted assistance

Pull out/Push in for targeted assistance

Push in for targeted assistance

Total Inclusion

Parent Centered Barriers

- Lack of time on part of parents 87%
- Lack of parent education to help with school work 38%
- Cultural or socio-economic differences between parents and staff 23%
- Parent attitudes about school 23%
- Language differences between parents and students 12%

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Staff/school Centered Barriers

- Lack of staff time 56%
- Lack of staff training in working with parents 48%
- Staff attitudes regarding parents 18%
- Concerns about safety in the school area after school hours 9%

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We create a barrier when…

- We define what we want done – rather than encouraging involvement on the families' terms.
- We define what role we want them to fill – rather than letting 'them' identify what role they want to play.
- We expect 'them' to attend meetings when we've set the agenda and then want their input on our issues – rather than asking what they want to discuss.

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We reduce barriers when…

- We create opportunities for families by realizing their own leadership potential – developing and building on their own unique strengths.
- We help people understand their rights and responsibilities as leaders to make choices and how, where, and why they need to be involved.
- We increase opportunities for families to access a wide variety of information and resources so their choices are fully informed.
- We respect the choices and continued involvement of families.

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Family Support Practices

- Promote long term relationships
- Incorporate a variety of educational experiences
- Meet parents where they are
- Build on families' strengths
- Acknowledge and address the context in which families exist
- Work with parents as partners
- Respond to the practical needs of parents
- Incorporate outreach efforts

Source: Parent Trust of Washington

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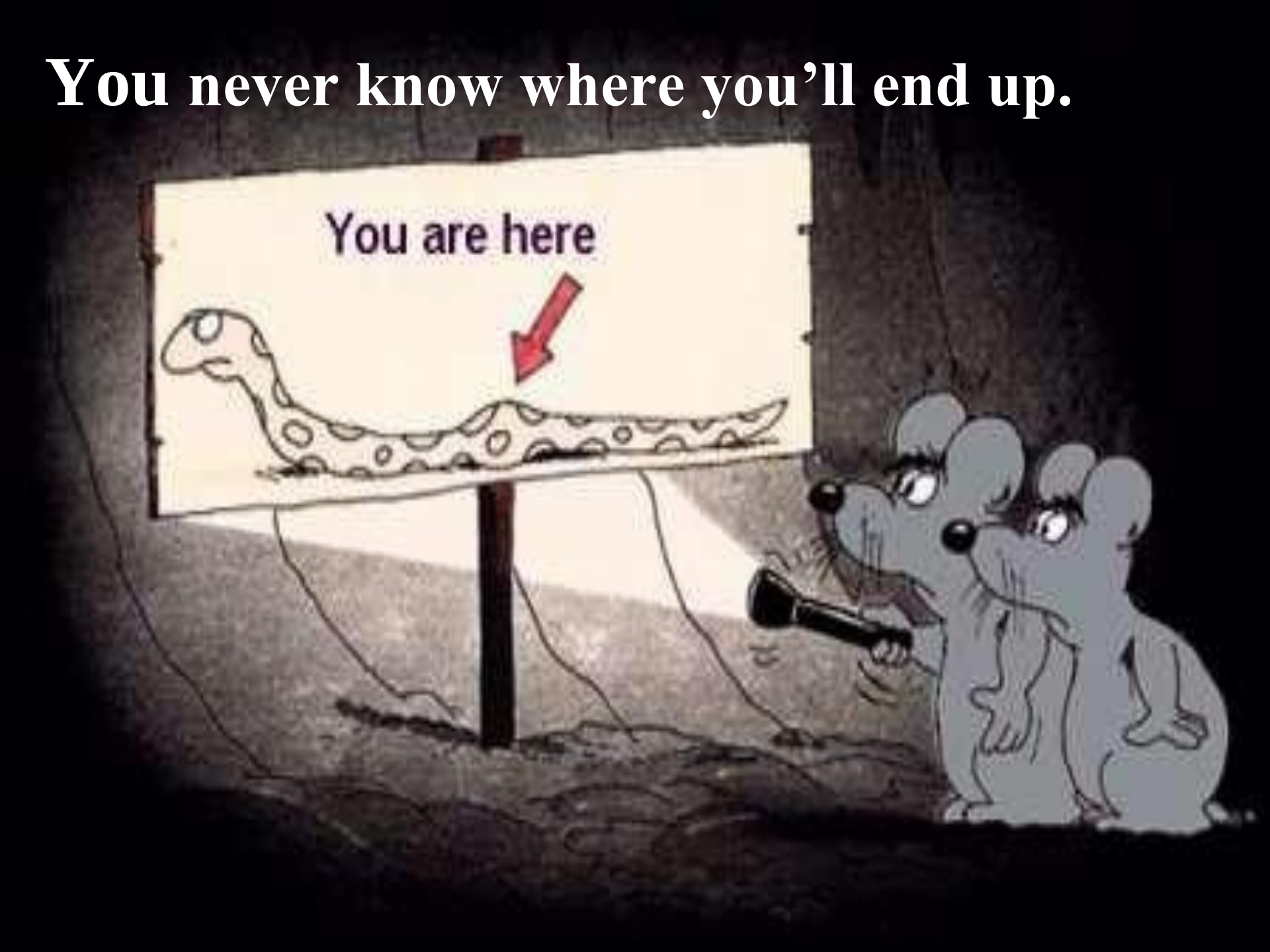
PRISIM Application 6

Integrate Services & Cross-cultural IEPs

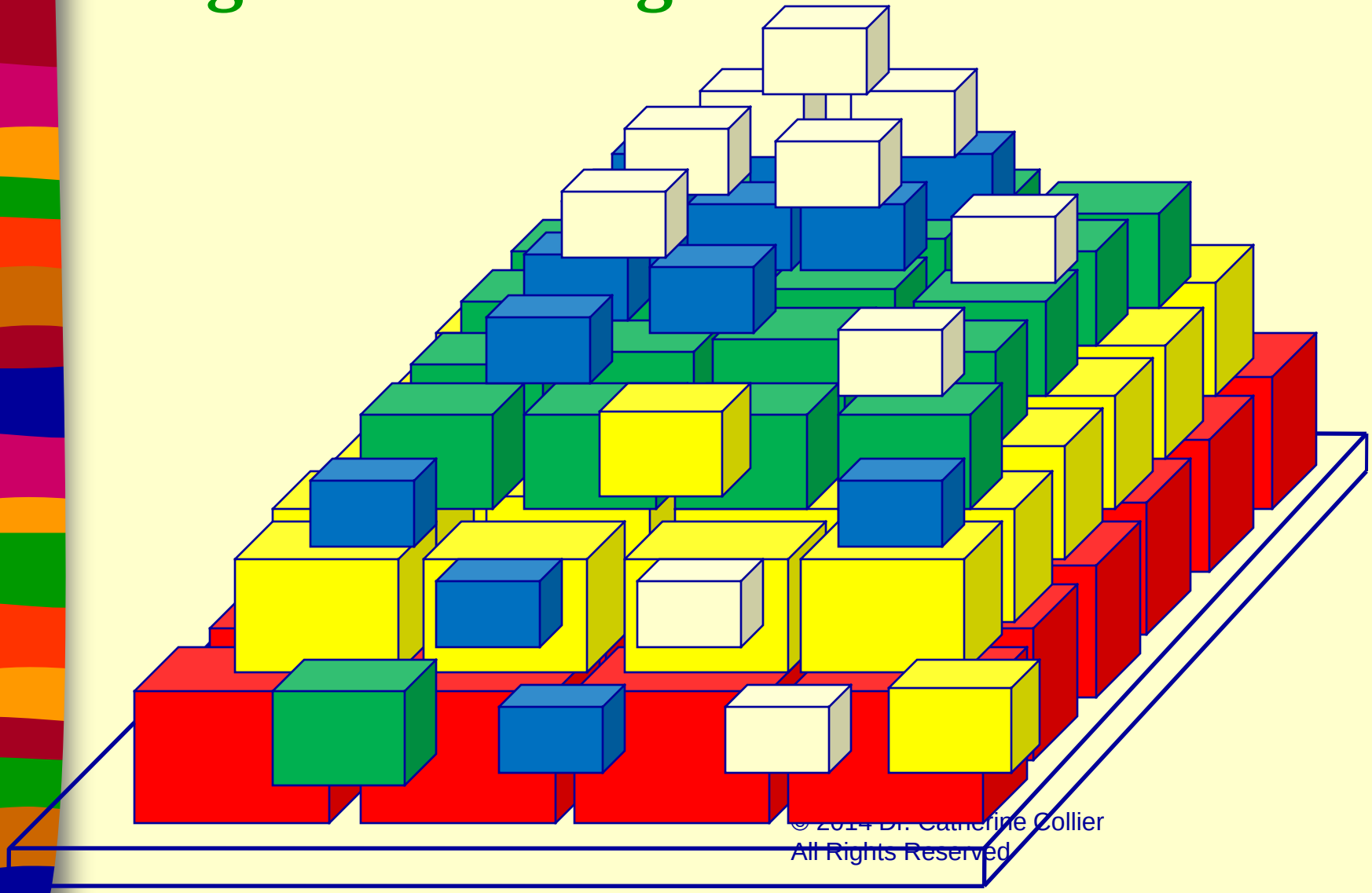
When a diverse background student is identified as eligible for an individualized education plan or specially designed individualized instruction, how does the system respond to their constellation of needs? What is the system response when a referred and evaluated student from a diverse background is not eligible for special education? How are their diverse learning and behavior needs addressed?

1. What documentation is used to delineate a comprehensive service plan for all the student's learning needs? Does the individualized education plan have sections for each of the student's instructional needs, i.e. accommodations for specific disability, language acquisition assistance, facilitation with acculturation, etc.?
2. Who is involved in developing the individualized education plan for CLD students? Who is present that is certificated in working with culturally and linguistically diverse learners?
3. What criteria are used to identify that the team developing the individualized education plan are "highly qualified" in the instruction of limited English students with special needs?
4. What process is used to identify appropriate language and acculturation interventions for a CLD student in the context of the services they will receive for their disability condition?
5. What documentation is used to monitor the effectiveness of the language and acculturation interventions used for students with disabilities?
6. What are the criteria used to establish that the CLD student with disabilities (CLDE) is making appropriate and sufficient progress toward his/her language learning goals?

You never know where you'll end up.



PRISIM Step 7 : Maintain Staff & Programs Serving CLDE & Families



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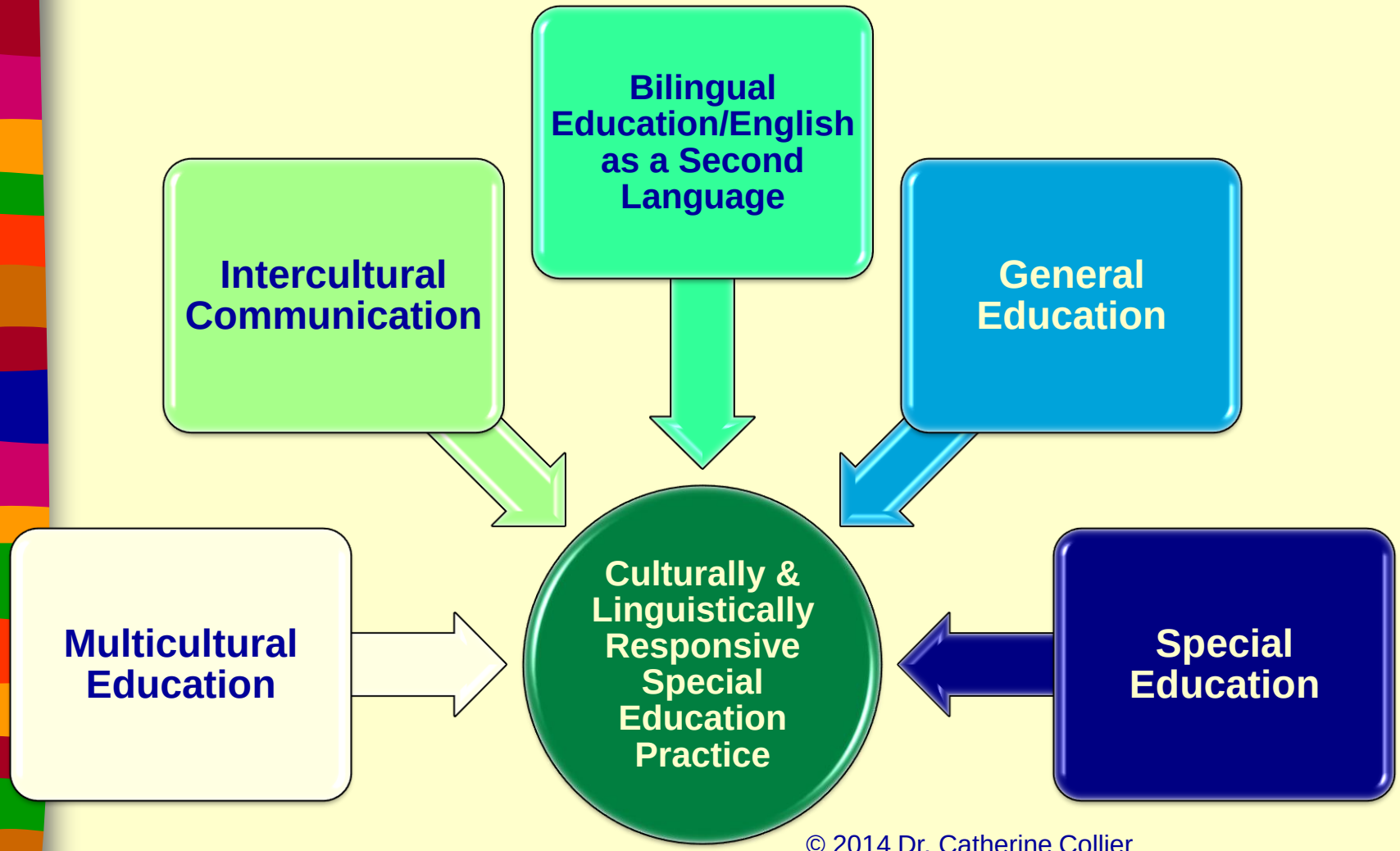
Transdisciplinary Framework



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STANDARDS

Effective Pe

STANDARD 1 **Joint Productive Activity (JPA) Teache**

Facilitate learning through joint productive activi

Enacting Level: The teacher and a small group of students c

STANDARD 2 **Language & Literacy Development (**
Developing Language and Literacy

Develop competence in the language and literac

Enacting Level: The teacher provides structured opportunit writing, or speaking activities; and assists academic langua rephrasing, or modeling.

STANDARD 3 **Contextualization (CTX)**
Making Meaning: Connecting Schoo

Connect teaching and curriculum to experiences

Enacting Level: The teacher integrates the new activity/infor school, or community.

STANDARD 4 **Challenging Activities (CA) Teaching**

Challenge students toward cognitive complexity.

Enacting Level: The teacher designs and enacts challenging feedback, and assists the development of more complex thi

STANDARD 5 **Instructional Conversation (IC) Teac**

Engage students through dialogue, especially the

Enacting Level: The teacher has a planned, goal-directed co topic; elicits student talk by questioning, listening, and respo and inquires about students' views, judgments, or rationales.

STANDARD 6 **Critical Stance (CS) Teaching to Tra**

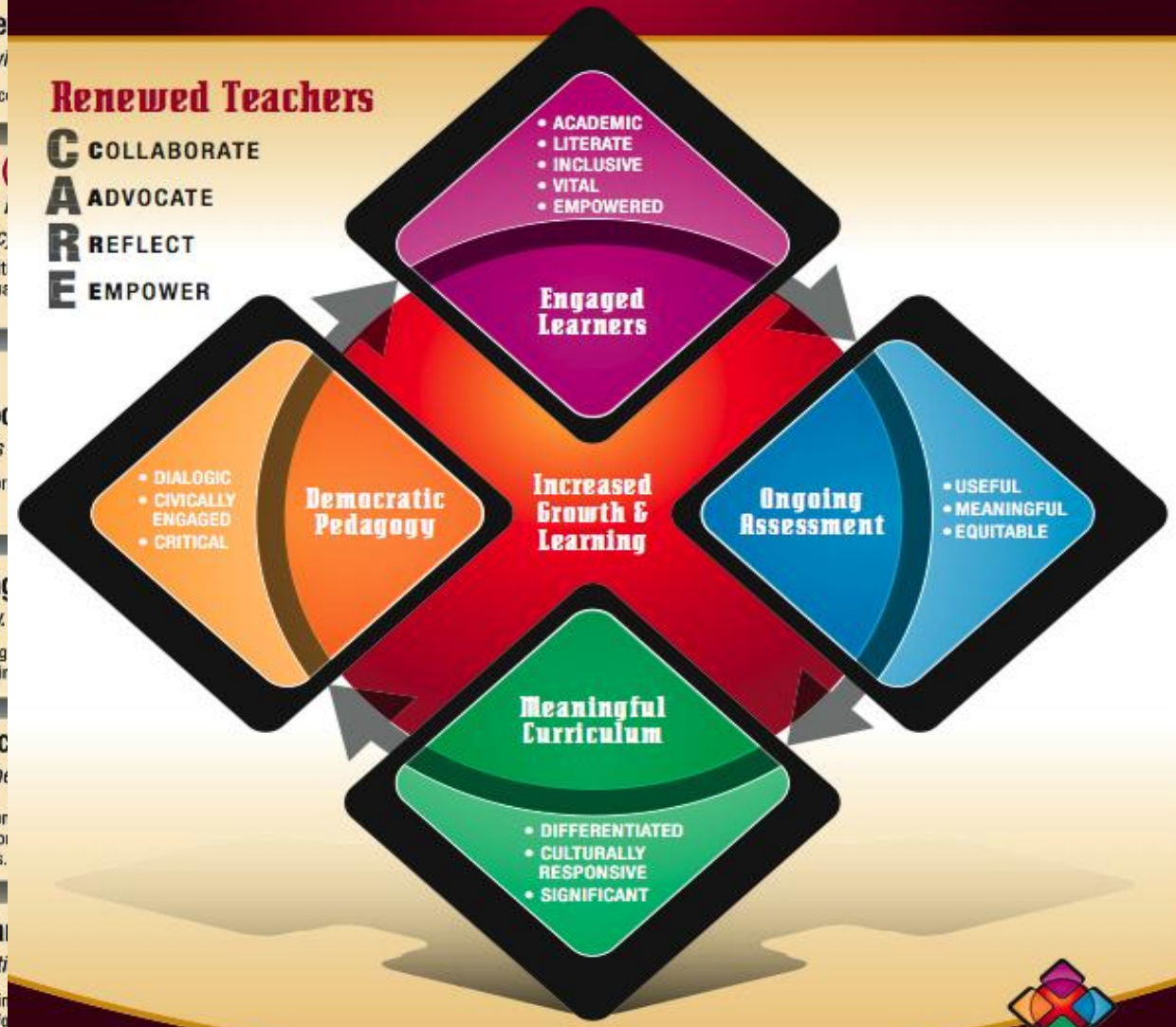
Empower students to transform society's inequiti

Enacting Level: The teacher consciously engages learners i reflecting upon ramifications, and seeking actively to transf the classroom and larger community.

AIMING FOR

Inclusive Learning Communities

AN ESL FRAMEWORK FOR MAINSTREAM EDUCATORS



Be On Target!

PROJECT TARGETT

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TRANSFORMING AND RENEWING GROWTH OF EDUCATORS AND TEACHERS OF TEACHERS

PRISIM Application 7

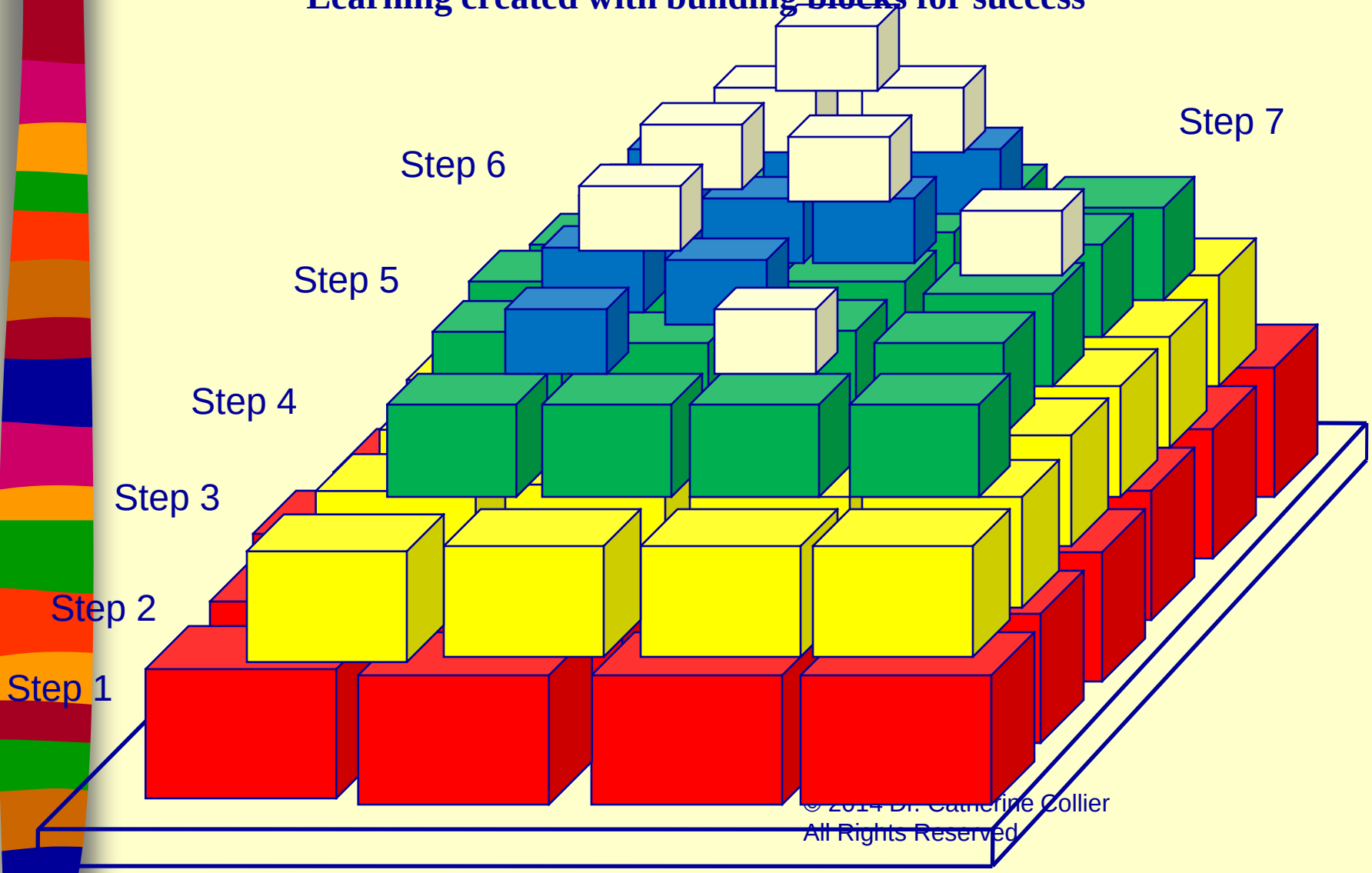
Maintaining Staff & Programs Serving CLDE

Is the system effectively addressing proportionality and equity of service issues? What is in place for continued professional development and action?

1. What documentation is used to monitor the effectiveness of the language and acculturation interventions used for culturally and linguistically diverse students with learning and behavior problems?
2. To what extent do all education professionals and school staff understand language development and what to expect while CLD students experience language transition and acculturation? How are educators prepared, reinforced and sustained in their ability to work effectively with CLD students?
3. To what extent do the parents of CLD students understand language development and what to expect while CLD students experience language transition and acculturation? How are parents informed and supported in their and their children's transition and acculturation?
4. To what extent do educators have access to resource personnel, peer coaches or master teachers with special skill and knowledge about working effectively with CLD and CLDE students with learning and behavior problems? How is this access monitored and maintained?
5. What is your current process for addressing proportionality and equity issues in CLD services and special education services?

PRISIM: Pyramid of Resilience, Instruction, Strategies, Intervention & Monitoring

Learning created with building blocks for success



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Things Could Be Worse!

Best Practice

Administrators

1. **Be informed**
2. **Use differentiation**
3. **Facilitate resiliency**
4. **Initiate communication**
5. **Monitor adaptation & response**
6. **Facilitate interaction!**

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Thank you! Come visit us at www.crosscultured.com

- Over 45 years experience.
- Research on impact of acculturation on referral & placement of CLD students.
- Research on effectiveness of specific cognitive learning strategies for diverse learners.
- Classroom teacher, diagnostician, faculty, administrator.
- Social justice advocate, author & teacher educator.

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