The Role of Educators' Perceptions and Beliefs when Instructing and Referring ELs to Special Education

Students will see this on the projector

Slide 1: Projector and Student View
Is the glass...

- Half full
- Half empty

Students will see this on the projector and use their devices to drag items on it
REMEMBER: ALL QUESTIONS ARE GOOD QUESTIONS!

"NO YOU CAN'T ASK A QUESTION."

School Improvement, Accountability and Compliance
THE PROBLEM

- Out of concern for their students and a determination to get them extra help so they do not fall behind academically, some teachers exercise the only option they think is available to them: Referring students to special education programs. While these children will likely benefit from receiving special education services, it may not be the most appropriate option for some of them.
THE PROBLEM

- Students who are culturally and linguistically diverse (CLD) are often
  - Different in school readiness
  - Recipients of poorer quality of instruction and curriculum
  - Taught by educators poorly prepared in multicultural issues
  - In communities with little involvement in education
  - In structural inequities, racism and systematic bias
QUESTIONS TO PONDER-
IN A GROUP DISCUSS THE FOLLOWING- BE READY TO REPORT TO THE REST OF THE GROUP

- Do our school systems value other languages that children bring to school?
- Are there some languages that are considered more “acceptable” or “desirable” than others?
- Does your school district maintain and develop languages, other than English, that children bring to school? If so, what does your school district do to maintain and develop a student’s native or heritage language?
- Do you agree or disagree with this statement?
  - Overrepresentation or underrepresentation indicates that the educational needs of students are going unmet by the educational system.
Academic Language Development

**Naïve Reactionary View:**

1. English can be “picked up” rapidly by young children;
2. One year of intensive immersion is sufficient to learn English.

**Naïve Progressive View:**

1. All bilingual children require 5+ years of ESL or bilingual support to achieve academically.

"Schools are having a very difficult time distinguishing between the difficulty of acquiring a second language and a language based learning disability."

ASSESSMENT OF DIVERSE CHILDREN: SECOND LANGUAGE ACQUISITION

**Basic Interpersonal Communication Skills (BICS)**
- ability to communicate basic needs and wants, and ability to carry on basic interpersonal conversations
- takes 1 - 3 years to develop and is insufficient to facilitate academic success

**Cognitive Academic Language Proficiency (CALP)**
- ability to communicate thoughts and ideas with clarity and efficiency
- ability to carry on advanced interpersonal conversations
- takes at least 5-7 years to develop, possibly longer and is required for academic success

**Cummins' Developmental Interdependence Hypothesis ("Iceberg Model")**
- BICS is the small visible, surface level of language, CALP is the larger, hidden, deeper structure of language
- each language has a unique and Separate Underlying Proficiency (SUP)
- proficiency in L1 is required to develop proficiency in L2,
- Common Underlying Proficiency (CUP) facilitates transfer of cognitive skills


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Students will see this on the projector
LANGUAGE BARRIERS

- Split into A’s and B’s. A’s tell your partners about what you did at the weekend without using any words starting with the letter ‘N’.
- B’s Just listen

Students will see this on the projector
How did you feel?
use one word
PRE-REFERRAL

What to do?

What to look for?

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Slide 11: Projector and Student View

Students will see this on the projector
FACTORSTO CONSIDER

- Student’s Background
- Language Experiences
- Cultural differences
- Instructional needs
- Socio-Economic Status
- Type of Schooling

School Improvement, Accountability and Compliance
<table>
<thead>
<tr>
<th>Characteristics and behaviors often associated with various learning problems</th>
<th>Common manifestations of English Language Learners (ELLs) during classroom instruction that may mimic various disorders or cognitive deficits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow to begin tasks</td>
<td>ELLs may have limited comprehension of the classroom language so that they are not always clear on how to properly begin tasks or what must be done in order to start them or complete them correctly.</td>
</tr>
<tr>
<td>Slow to finish tasks</td>
<td>ELLs, especially those with very limited English skills, often need to translate material from English into their native language in order to be able to work with it and then must translate it back to English in order to demonstrate it. This process extends the time for completion of time-limited tasks that may be expected in the classroom.</td>
</tr>
<tr>
<td>Forgetful</td>
<td>ELLs cannot always fully encode information as efficiently into memory as monolinguals because of their limited comprehension of the language and will often appear to be forgetful when in fact the issue relates more to their lack of proficiency with English.</td>
</tr>
<tr>
<td>Inattentive</td>
<td>ELLs may not fully understand what is being said to them in the classroom and consequently they don't know when to pay attention or what exactly they should be paying attention to.</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>ELLs may appear to be hyperactive because they are unaware of situation-specific behavioral norms, classroom rules, and other rules of social behavior.</td>
</tr>
<tr>
<td>Impulsive</td>
<td>ELLs may lack the ability to fully comprehend instructions so that they display a tendency to act impulsively in their work rather than following classroom instructions systematically.</td>
</tr>
<tr>
<td>Distractible</td>
<td>ELLs may not fully comprehend the language being spoken in the classroom and therefore will move their attention to whatever they can comprehend appearing to be distractible in the process.</td>
</tr>
<tr>
<td>Disruptive</td>
<td>ELLs may exhibit disruptive behavior, particularly excessive talking—often with other ELLs, due to a need to try and figure out what is expected of them or to frustration about not knowing what to do or how to do it.</td>
</tr>
<tr>
<td>Disorganized</td>
<td>ELLs often display strategies and work habits that appear disorganized because they don't comprehend instructions on how to organize or arrange materials and may never have been taught efficient learning and problem solving strategies.</td>
</tr>
</tbody>
</table>

Students will see this on the projector.
INDICATORS OF POSSIBLE LEARNING DISABILITY

- Difficulty in learning language at a normal rate compared to learners from similar backgrounds, even with special assistance in both languages.
- Short mean length of utterances (in both languages).
- Auditory processing problems (e.g. poor memory, poor comprehension).
- Poor sequencing skills. Communication is disorganized, incoherent and leaves listener confused.
- Communication difficulties when interacting with peers from a similar background.
- Lack of organization, structure and sequence in spoken and written language; difficulty conveying thoughts.

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Slide 14: Projector and Student View
Students will see this on the projector
ELLs must have: “Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel......(CFR 46787)

- What is “appropriate” instruction?
- What are “appropriate” interventions?
What is appropriate instruction or interventions?
use 1 or 2 words

Students will see this on the projector and use their devices to enter text
KEEP IN MIND...

- Early identification and intervention are essential
- Progress monitoring language development for ELLs is vital in making informed decisions about their progress
- In order to guide instruction baseline data that includes language and literacy skills must be taken into consideration
- ELLs instruction must be culturally and linguistically appropriate
- Differentiated instruction should be implemented to resolve learning differences
- Problem-solving teams must include a member that understands unique considerations in educating ELLs
- Using a retrospective view of the student's progress may help provide better information when making eligibility decisions
CONSIDER THE FOLLOWING QUESTIONS...

- What is the student's level of interpersonal English language proficiency?
- What is the student's interpersonal native language proficiency?
- Have bilingual or ESL personnel made recommendations? If so, are these recommendations being monitored using informal measures?
- Is the student receiving instruction that addresses his language needs based on bilingual or ESL professional recommendations?
- What is the rate of progress and level of English language proficiency since implementation of ESL instructional strategies?
- What is the student's rate and level of reading and comprehension in the native language compared to English?
- Has the student received evidence-based instruction to meet his academic needs?
- Is there evidence of failure to respond to intervention (learning rate and level of performance)?
- Is the data-driven progress monitoring addressing the student's needs effectively in the native language and in English?

Students will see this on the projector.
WE ALL HAVE LABELS...

Students will see this on the projector.
ENGLISH LANGUAGE LEARNER: A DEFINITION

TEC, Chapter 29, Sec. 29.052. Definitions. “Student of limited English proficiency” means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

(Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995)

Texas Education Code; Title 2, Public Education; Subtitle F, Curriculum, Programs, and Services; Chapter 29. Education Programs. Retrieved October 1, 2007, from http://law.tlc.state.tx.us/statutes/docs/ED/content/pdf/ed_002_00_000029_00.pdf

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Slide 20: Projector and Student View

Students will see this on the projector
THINK–PAIR–SHARE ACTIVITY

Discuss the following with a partner:

- In what ways are your ELL students diverse?
- What are your greatest challenges?
Students will see this on the projector
THE CHALLENGES

- Providing content area instruction that is accommodated to the needs of ELLs at all levels
- Integrating *academic language instruction* into content area instruction
- High expectations for academic success of ELLs in all content areas
Today's classrooms are more diverse than at any time in our past—and we are seeing only the early stages of the diversity that will increasingly typify schools.
In the face of burgeoning diversity, it is increasingly clear that **one-size-fits-all teaching will fit fewer and fewer students.** We have a compelling need to learn to teach in more **flexible** and **personalized** ways.
THE THEREFORE ... WHAT TEACHERS DO MATTERS!

The act of teaching requires deliberate interventions to ensure that there is cognitive change in the student. The key ingredients are:

✓ Awareness of the learning intentions
✓ Knowing when a student is successful
✓ Having sufficient understanding of the student’s understanding
✓ Know enough about the content to provide meaningful and challenging experiences

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Students will see this on the projector
INSTRUCTION FOR ELLS

Should:

- be comprehensible.
- be interactive.
- be cognitively challenging.
- connect school to students’ lives and promote cross-cultural understanding.
- develop language and literacy across the curriculum.
- promote achievement of academic standards by all students.

Source: Enhancing English Language Learning in Classrooms.

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Slide 27: Projector and Student View

Students will see this on the projector
COMMISSIONER’S RULES CONCERNING STATE PLAN FOR EDUCATING ENGLISH LANGUAGE LEARNERS
CHAPTER 89 SUBCHAPTER BB.

§89.1210. Program Content and Design.

(1) Affective. Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) Linguistic. Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

(3) Cognitive. Limited English proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.
TAC §89.1210.
Program Content and Design.

(1) Affective. English language learners shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.
Students will see this on the projector
Communicated
Comprehensible input is used to convey the meaning of key concepts to students. (Krashen, 1982)
- Techniques to communicate key concepts (visuals, TPR, etc.)
- Clear explanation of academic tasks
- Appropriate speech for students' language level
- Use of native language resources

Sequenced
Instruction is differentiated to align with the progression of students' language development level. (Hill & Flynn, 2006)
- Differentiating content and language instruction
- Targeted use of supplementary material and resources
- Pre-teach vocabulary necessary for interaction and classroom tasks

Scaffolded
ELLs receive structured support that leads to independent acquisition of language and content knowledge. (Schwanen, Veach, Sherr, 2008)
- Oral Scaffolding: paraphrasing, wait time, etc.
- Procedural Scaffolding: moving from whole class to group, to individual tasks
- Instructional Scaffolding: providing students concrete structures such as sentence stems, paragraph frames, patterns, and models.

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Slide 31: Projector and Student View

Students will see this on the projector
WHAT IS A SCAFFOLD?

Instructional scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals (Sawyer, 2006).
Slide 33: Projector and Student View

Students will see this on the projector.
CHARACTERISTICS

✓ Comprehensible input
✓ High levels of student interaction, including small-group and cooperative learning
✓ Student-centered
✓ More hands-on tasks
✓ Careful, comprehensive planning, including selecting key concepts from core curriculum

(Echevarria & Graves, 1998)
THE DIFFERENTIATED CLASSROOM

What does COMPREHENSIBLE INPUT look like in your school?

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Students will see this on the projector
What does it look like?
Draw it
What does it look like?

Draw it

Students will see this on their devices and draw on it.
Chapter 7

Adapting Materials for English Language Learners

*Please note:* The term limited English proficient (LEP) and English language learner (ELL) are both used to describe students who are not native speakers of English. The term ELL is more frequently used in recent literature in the field and as such is used more frequently in this guide. However, the terms are interchangeable.

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FOLLOW THE INSTRUCTIONS:

- Listen to the text read aloud.
- After the participant has finished reading the text, you will only have 1 minute to write a summary of what you just heard.
- Share with the group.
HOW DID YOU FEEL?

Students will see this on the projector
How did you feel? Use one word
WHAT EDUCATORS MUST DO

- Interact with ALL students as consistently, compassionately, and culturally informed as possible.

- Make intelligent, individualized (not stereotypical) assessments of student strengths and needs.

- Continue professional growth and development in cultural diversity, special education, and differing learning modalities.

- Remember that a quality educator can be the single most positive influence on any child’s educational experience.

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Slide 41: Projector and Student View

Students will see this on the projector
WHAT EDUCATORS MUST DO

- Interact with ALL students as consistently, compassionately, and culturally informed as possible.
- Make intelligent, individualized (not stereotypical) assessments of student strengths and needs.
- Complement instruction in cultural diversity, special education, and differing learning modalities.
- Remember that a quality educator can be the single most positive influence on any child’s educational experience.

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RESOURCES

- Resource http://buildingrti.utexas.org
- RTI Network www.rtinetwork.org
- IRIS Center
- Cross-cultural Developmental Education Services
  Dr. Catherine Collier  info @ crosscultured.com

Students will see this on the projector
RESOURCES

- CEC Division for Culturally and Linguistically Diverse Exceptional Learners www.cec.sped.org
- Center for Applied Linguistics www.cal.org
- National Literacy Panel www.cal.nlp
- Office English Language Acquisition www.ed.gov/offices/oela

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Slide 44: Projector and Student View

Students will see this on the projector
RESOURCES

- Office of Special Education and Rehabilitative Services
  www.ed.gov/offices/osers
- National Institute of Child Health and Human Development
  www.nichd.nih.gov/crmc/cdb/cdb.htm
- Intercultural Development Research Association
  www.idra.org
- National Association of Bilingual Education
  www.nabe.org
- New Jersey Administrative Code for
- Special Education and Bilingual Education
  www.nj.gov/njded/code/
REFERENCES

- Assessment of Culturally and Linguistically Diverse Students for Special Education Eligibility- Texas Evaluation Network training.
- Determining appropriate referrals of ELLs to special education: A self-assessment guide for principals. Reston, VA: Council for Exceptional Children
- Essentials of Cross-Battery Assessment – 3rd Edition written by Dawn Flanagan, Samuel Ortiz, and Vincent Alfonso
- McDaniel, C. Cultural Considerations in Special Education Assessment. Presentation ESC 16

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Slide 46: Projector and Student View

Students will see this on the projector
REFERENCES

- National Center for Cultural Competence. http://nccc.georgetown.edu/