Focus on Bilingual Learners with Special Educational Needs

Multilingual Illinois Conference
December 2019

Bienvenidos
Bienvenue
Welcome

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Agenda

- Review and reflect on instructional approaches for bilingual learners with special educational needs
- Examine the answers to ten questions from the field of educating bilingual learners with special educational needs
- Discuss ways to implement these approaches and resources

What do you think about instruction & intervention for Dual Language Learners with Special Educational Needs (DLLsSEN)?

Please use your device to respond:

https://tinyurl.com/DLLsSEN-What-We-Think
1. If DLLs are experiencing academic challenges, then special education is the most direct avenue to addressing their needs

Agree? Disagree?
Culturally and Linguistically Responsive Multi-tiered System of Supports (MTSS)

Tier 1
Core Instruction

Tier 2
Supplemental Instruction

Tier 3
Intensive Instruction

Bilingual-Special Education Interface

(Baca, Baca & de Valenzuela, 2004)
2. It is important to start with the students’ strengths in planning and implementing instruction and intervention for DLLsSEN.

Agree? Disagree?

Activity:

Read: each phrase

Restate: to reflect a more asset, strength-based and developmental orientation
Changing language to reflect our strength-based orientation

From Deficit/Intrinsic views:
- LEP (Limited English Proficient)
- Disabled

To Strength/Asset Orientation:
+ English Language Learners (ELLs)
+ Multilingual Learners (MLs)
+ With Special Educational Needs;
+ Exceptional Learner
+ Learning Differences

3. DLLsSEN benefit from instruction and intervention that build on their cultural backgrounds as resources.

Agree? Disagree?
Evidence + Schema = Inference

Making Inferences

Evidence (picture/text) + Schema (inference) = Inference

The evidence shows _____

I already know _____

Therefore, I can infer _____
Making an inference . . .

4. Once a DLL has been diagnosed with special educational needs, it would be better to focus on learning one language.

Agree? Disagree?
Dual language learners with special educational needs **ARE NOT** disadvantaged by bilingualism

Multilingual Learners with Developmental Disorders

- Developmental Language Disorders (DLD) *Also SLI, PLI, LI Language Impairment
- Children with Down Syndrome (DS)
- Autism Spectrum Disorder (ASD)
Simultaneous bilingual children with Developmental Language Disorder (DLD) demonstrated:

- same types and frequency of morphosyntactic errors as monolingual children with DLD
  
  (Gutierrez-Clellen, Simon-Cereijido, & Wagner, 2008; Morgan, Restrepo & Auza, 2013; Paradis, Crago, Genesee & Rice, 2000, 2003; Paradis, Crago & Genesee, 2003)

- age appropriate form & use of code mixing compared to typical bilinguals
  
  (Gutierrez-Clellen, Simon-Cereijido & Erickson Leone, 2009)

Sequentially bilingual children with Developmental Language Disorder (DLD)

- take a comparable length of time to develop the majority language as typically-developing sequential learners
  
  (Cleave et al., 2010; Iluz-Cohen & Walters, 2008; Rezzonico et al., 2015; Tsimpli, Peristeri, & Andreou, 2016)

- they have similar linguistic profiles as monolinguals with DLD demonstrating challenges with the same clinical markers for in each language
  
  (Paradis and Govindarajan, 2018)
Bilingual children with Down Syndrome (DS):

- demonstrated similar profiles to their monolingual children with DS (i.e., receptive vocabulary strengths and expressive grammatical difficulties)

- performed comparably to monolingual children with DS in majority language


Bilingual children with Autism were comparable to monolingual peers with ASD in:

- age of first words & combinations (Ohashi et al., 2012)

- expressive, receptive and total vocabulary (Petersen, Marinova-Todd & Mirenda, 2012)

- linguistic abilities (Hambly & Fombonne, 2012; Reetze, Zou, Sheng, & Katsos, 2015; Valicenti-McDermott et al. 2013)

- social interaction / pragmatic skills (Reetze, Zou, Sheng, & Katsos, 2015; Valicenti-McDermott, Seijo & Shulman, 2017)
DLLs with special educational needs in Spanish-English dual language programs:

- with learning disabilities, language impairment, emotional disturbance, developmental delays & health impairments
- scored equivalently or better on standardized measures, when compared to those with SEN receiving English only instruction
  
  (Myers 2009; Thomas, Collier & Collier, 2011)

Advantages of Home Language in Intervention

- **Experimental:** (Perozzi, 1985; Perozzi & Sanchez, 1992)
- **Case Studies:** (Seung, Diddiqi & Elder, 2006; Thordardottir, Ellis Weismer & Smith, 1997)
- **With parents:** (Tsybina & Eriks-Brophy, 2010)
- **In small groups:**
  - **preschool** (Restrepo, Morgan & Thompson, 2013)
  - **school age** (Ebert, Kohnert, Pham, Disher & Payesteh, 2014)
- **Classroom based:** Gutiérrez-Clellen, Simon-Cereijido & Sweet, 2012; Simon-Cereijido, Gutiérrez-Clellen, & Sweet, 2013)
With bilingual interventions, children did as well or better in English & improved home language

Advantages of Home Language in Classroom Intervention

- Students with mod-severe disabilities (4-13 yrs.), some with very limited verbal abilities in both languages
- Created bilingual units to develop oral language skills in context of literature
- Native language instructional assistants previewed stories and activities in home language
- Significantly increased engagement & oral use of story vocabulary in English lessons (especially with laminated visuals and storyboards for students to interact in retelling)

(Clark & St. John, 1995)
Dual language learners with special educational needs **ARE NOT disadvantaged by bilingualism**

5. Educators and practitioners can support the home languages of DLLsSEN, even when they do not speak these languages.

Agree?  Disagree?
Home Language Development:
Books for classroom and home

http://uniteforliteracy.com/
Home Language Development:
Parent information and strategies

http://www.scribjab.com/
Hold On Brochures

Click on the links below the image to download a print or web PDF of the "Hold On" brochure...

- Arabic: View | Print
- Chinese: View | Print
- Dutch: View | Print
- English: View | Print | Powerpoint
- Farsi: View
- Filipino: View | Print
- French: View | Print
- Gujarati: View | Print
- Hungarian: View | Print
- Icelandic: View | Print
- Malay: View | Print

https://www.ryerson.ca/mylanguage/brochures/

Children with disability: guide to disabilities

Home Language Resources:

Adolescents
Merge research & practice across these fields

ENGLISH LANGUAGE ARTS (ELA) GLOSSARIES

Albanian, Arabic, Bengali, Burmese, Chinese (simplified & traditional), French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Khmer, Kinyarwanda, Korean, Malay, Mandinka, Marshallese, Nepali, Polish, Portuguese, Punjabi, Russian, Slovak, Somali, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

MATH GLOSSARIES

Elementary School Math
Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Polish, Portuguese, Punjabi, Romanian, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

Middle School Math
Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Polish, Portuguese, Punjabi, Romanian, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

High School Integrated Algebra
Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Polish, Portuguese, Punjabi, Romanian, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

https://steinhardt.nyu.edu/metrocenter/resources/glossaries
Focus on Bilingual Learners with Special Educational Needs
Multilingual Illinois Conference, Oak Brook, Illinois

Text Sets for Science

http://www.newsla.com/

http://www.google.com/language_tools?hl=en
Focus on Bilingual Learners with Special Educational Needs
Multilingual Illinois Conference, Oak Brook, Illinois

Resources

Contents PDF (59 KB)
The contents pages of Focus on Special Educational Needs.

Sample pages PDF (272 KB)
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A personal note from the authors PDF (37 KB)

Discussion Questions
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Weblinks
Links to resources related to the research discussed in Focus on Special Educational Needs.

https://elt.oup.com/teachers/fosen/?cc=us&sellLanguage=en&mode=hub
6. The development of oral language is integral to learning for DLLsSEN.

Agree?  Disagree?
7. Emphasizing comprehension during reading instruction beginning in the early grades benefits DLLsSEN.

Agree?    Disagree?
Collaborative Strategic Reading (CSR)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Reading</td>
<td>Preview&lt;br&gt;Students activate <em>prior knowledge</em> and make predictions about what they will learn from the text.</td>
</tr>
<tr>
<td>During Reading</td>
<td>Click and Clunk&lt;br&gt;Students monitor their comprehension of <em>vocabulary</em> as they read, applying fix-up strategies to infer the meaning of unknown words by their context.</td>
</tr>
<tr>
<td></td>
<td>Get the Gist&lt;br&gt;Students identify the most <em>important information</em> contained within each section of text.</td>
</tr>
<tr>
<td>After Reading</td>
<td>Wrap Up&lt;br&gt;Students <em>generate questions and answers</em> based on the information in the passage they have just read.</td>
</tr>
</tbody>
</table>

Collaborative Strategic Reading

(Klingner & Vaughn, 1996; Boardman, Klingner, Buckley, Annamma and Lasser, 2015)

http://toolkit.csrdcriterion.org/

CSR Learning Log

<table>
<thead>
<tr>
<th>Topic: Ecosystems</th>
<th>Date: 03/09/XX</th>
</tr>
</thead>
</table>

**BEFORE READING**

1. What I already know about the topic:
   
   An ecosystem is the environment.

2. What I think I will learn:
   
   I will learn something about deserts and rain forests.

**DURING READING**

<table>
<thead>
<tr>
<th>Clunks</th>
<th>Second section</th>
<th>Clunks</th>
<th>Third section</th>
</tr>
</thead>
<tbody>
<tr>
<td>harmony - in peace with each other</td>
<td>interdependence - relying on each other</td>
<td>Gist:</td>
<td></td>
</tr>
<tr>
<td>Gist:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Questions about the important ideas in the passage:

https://iris.peabody.vanderbilt.edu/module/csr/cresource/q3/p11/#content
8. Instructional approaches that focus primarily on mastering discrete skills are optimal for DLLsSEN.

Agree?  Disagree?

Home language
Oral language
Comprehension
& Peer interaction
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Embedded within and across environments

Support progress across contexts

Strategic

Coordinated

Multi-faceted

Comprehensive

Classroom-Based Approaches (Sanchez-Lopez & Young, 2018)

Collaborative Strategic Reading (CSR)

Peer-Assisted Learning (PALS)

Dialogic Reading

Instructional Conversations (ICs)

Clue Word Vocabulary Strategy (CWS)

Modified Guided Reading

https://elt.oup.com/teachers/fosen/?cc=us&selLanguage=en&mode=hub
9. Instruction and interventions developed for monolingual students are effective for DLLsSEN.

Agree?  Disagree?

Modified Guided Reading

Modifications for DLLs include:

● Detailed vocabulary instruction, focus on semantics, syntax and morphology of English, and use of culturally relevant texts
● Longer sessions, greater number sessions for each text, small groups
● Use of home language in oral discussions
● Dual language texts or creation of dual language dictionaries, glossaries, and wall charts for key vocabulary.

(Jimenez, 1997; Krashen, 1985; Pinnell & Fountas, 2011; Avalos, Plasencia, Chavez, & Rascón, 2008)

National Reading Panel (2000) key components of English reading: phonemic awareness, phonics, fluency, vocabulary & comprehension benefit language-minority students...but are not sufficient for teaching to read & write proficiently in English.

Oral language development in English is critical but often overlooked in ELL literacy instruction.

Oral language development and literacy in the first language facilitate literacy development in English.

(Executive Summary, pp. 3-5)

Specific Individualized Interventions
Taking a Sociocultural Constructivist Approach:

Work with each student’s unique profile of strengths and needs:

- Precisely tailor scaffolds to specific strengths and needs
- Increase intensity of support & time
- Provide choices and multiple ways to show what they know
- Extend modeling, guided & shared practice to work toward independence
- Use tools, references and technology
10. DLLsSEN benefit from instruction provided by educators who understand DLL pedagogy and have knowledge of special educational practices

Agree?    Disagree?

Collaborative Practice
Culturally & Linguistically Responsive Learning Environments

A Framework for Culturally and Linguistically Responsive Inclusive Learning Environments for DLLs SEN

Instruction
- are embedded in meaningful and relevant context
- develop conceptual understanding and oral communication
- address language, literary, and content
- affirm students’ multilingualism and multiculturalism

Learners
- are meaning-makers
- are creative and full of potential
- have unique profiles of strengths and challenges

Interventions
- are strategic coordinated, cohesive, and comprehensive
- are embedded within and across inclusive learning environments

Culturally and linguistically responsive inclusive educational systems support educators and practitioners to
- take an asset orientation in interactions with students and families
- value and integrate family and community resources
Culturally and Linguistically Responsive Multi-tiered System of Supports (MTSS)

Tier 1
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DLLsSEN: Please reflect on Your Next Steps . . .

https://tinyurl.com/DLLsSEN-Next-Steps
Gracias     Miigwech
Thank you

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