Meeting the Needs of English Learners (ELs) with Special Education Needs

Multilingual Illinois 2019
Oak Brook, IL
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Draw or type 2 things you already know about today’s topic:
Introductions to your elbow partner

❖ Name
❖ Position
❖ What are some educational challenges with EL ± Special Education that you experience? Record your thoughts!
Today’s Goals & Process

Collaboration → Strategies & Tools → Reflection
Windsor Elementary School, Arlington Heights

- 530 Students
- 74 EL students in the program- 14% of population
- Bilingual - Spanish, Polish
- Special Education Programs:
  - Resource
  - Foundations
  - Communications

Greenbriar Elementary School, Northbrook District 28

- 414 Students
- 22 students (tripled since June 2019)
- Special Education Programs:
  - Resource
  - SAIL (Structured Academic Integrated Learning) - Students with Autism and Communication needs that require highly structured learning environment
Collaboration
How important is collaboration for ELs with Special Education Needs?

( 1- meh, 5-MUST HAVE!)
Strong Collaboration with Special Education Staff looks like:

- Discuss student’s specific instructional needs (more than at an IEP meeting)
- Communicate the goals- collaborative paperwork
- Determine language domains to focus on per student needs and IEP goals
Tools for Collaboration

Google forms:

- **Weekly Topics** (Write in form)
- **Grade Level Curriculum Map**
- **Team meeting notes/ledger**
  - Shared lesson plans (electronic or copied)
- Monthly meetings on google scheduled in advance
  (Did you know you can have a reoccurring event?)
  - Caseload google file
Tools for Collaboration

What else has worked for you to collaborate on student needs and instruction?
Building On Students Strengths

- Philosophy
- Best Practice
- Programming/Instructional Decisions
  - Multi-age grouping
  - Communication Students
  - Bilingual services

“Our task is to help children communicate with the world using all their potential, strengths and languages, and to overcome any obstacle presented by our culture”

Loris Malaguzzi
RTI Flow Chart & Intervention Guidelines

AHSD 25: RTI for English Learners

Review EL screening and/or latest ACCESS assessment

Eligible for EL services based on EL screening scores

Newcomers are exempt from district benchmarking in test year.

Benchmarking target with grade level expectations. Core - Tier 1

Academic Concerns
8 weeks from when EL services start or Tier 1

LAS-ELERS or MODEL Benchmark can be administered for additional data.

Tier 2 Data Review
(Complete literacy/English language intervention guidance forms)

1. Increase EL support/service
2. Classroom accommodations
3. Tier 2 Interventions

On Trend with End of Year Goal
Continue same support

Limited or No Progress
Reconvene with Tier 2 Level Data Review
Consider change of program or frequency

Continue to Tier 3 Problem Solving
If the EL scores qualify continue to Tier 3

Tier 3 Data Review
Individual Problem Solving
EL Parent Survey and 7-12 Parent Focus Discussion

1. More intensive interventions
2. Hold meeting - invite parents & Interpreter
3. Develop individualized Tier 3 intervention plan

On Trend with End of Year Goal
Continue Tier 2 or Tier 3 intervention

Limited or No Progress
Reconvene with Problem Solving
- Consider 5th Education
- Consult with bilingual and EL staff - bilingual evaluation/translator

Guidelines for Additional Support for English Learners
Literacy - Third-Fifth Grade

Step 1: Does the student meet the district criteria for additional literacy support?
Highlight the criteria where the student falls below the 25th percentile.

Step 2: Does the student have sufficient language proficiency for additional support?
Use the student's WIDA screening or ACCESS scores to determine placement

Student ___________ Teacher ___________ Date ___________

Full CBMreading CBMreading CBMreading
Winter CBMreading CBMreading CBMreading
Spring

CBMreading CBMreading CBMreading
Fountas & Pinnell NA Fountas & Pinnell

MAP Reading (below 35th) MAP Reading (all students) MAP Reading (all students)

1 2 3 1 2 3

continue if the student falls below the 25th percentile in two of the above assessments.

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Listening Proficiency Level Speaking Proficiency Level Oral Proficiency Level

Reading Proficiency Level Writing Proficiency Level Literacy Proficiency Level

Additional Notes:
Matching Interventions

- Start with your current Interventions - make a menu and build, if needed!!
- Meet the needs of EL student
  - Research based
  - Evidence based
  - Progress Monitoring matches intervention
7 Factors to Consider

❖ Learning Environment
❖ Personal and Family Factors
❖ Physical and Psychological Factors
❖ Previous Schooling
❖ Oral Language and Literacy
❖ Academic Achievement
❖ Cross Cultural Factors
❖ New Edition coming soon!!!
Strategies & Tools
What do we focus on?

Receptive and Expressive Oral language re: Vocabulary Instruction

- Content area
- Academic language
- Essential Social Language
Strategy-

- Compare and Contrast - take pictures of everyday objects. (animals, habitats, foods, clothes, homes) and discuss the similarities and differences.
- Use with sentences frames
Categorization, Sequencing, and Compare/Contrast - Photo Cards

Use the cards to:

- expand vocabulary
- develop sequencing skills
- teach concepts
- strengthen conversational skills
- develop logical thinking and reasoning
- develop expressive language

The 360 cards are divided into three sections:

- Scenes: Stand-alone and three-card sequences are depicted in the themes of school, home, and self-care. Stimuli are provided for making inferences and predictions, narrative language, reasoning, and sequencing skills.
- One Pictured Object: Teach categories, functions, attributes, associations, and problem solving/safety. Categories include food, tools, appliances, electronics, household items, school items, musical instruments, personal care items, recreational items, toys, and more.
- Two Pictured Objects: Focus on key characteristics and explain how two objects are alike and different.
Instructional Strategy - Categorization

- **Category Cards** - [https://theautismhelper.com/](https://theautismhelper.com/)
  - Word relationships
  - What doesn’t belong and why
  - Assessing - point, verbalize, write

Instructional Tools:

● No-Glamour Cards (Carolyn LoGiudice)
  ○ **Sequencing** – 3–8 card sequences of everyday and academic routines
  ○ **Grammar** – is/are, has/have, pronouns, possessive nouns, present tense, plurals past tense, negatives, comparatives, questions
  ○ **Language** – asking/answering questions, exclusion/negatives, listening, semantics, grammar, making inferences, comparing/contrasting, paraphrasing/retelling, social communication, problem solving
  ○ **Vocabulary** – functions, categories, attributes, associations, comparisons, compound words, synonyms, antonyms, multiple-meaning words, absurdities
Instructional Tools

- **English Language Development Speaking & Listening Center (Lakeshore Learning)**
  
  - Packed with engaging hands-on activities, the center helps students build critical English language skills! Children just follow the simple directions on each write & wipe activity card to answer comprehension questions...listen and follow directions...describe shapes...and more
Instructional Tools

- Take it to Your Seat Centers (Visual Cards)
  - i.e. Students move the animals to show the preposition
  - Self-correcting (possibility)
  - Assessment – point, verbalize, write
Instructional Tool: Expanding Expression Tool

QUICKLY IMPROVES...

- Oral Expression
- Written Expression
- Vocabulary Comprehension
- Defining & Describing
- Making Associations
- Stating Functions of Objects
- Categorization
- Similarities & Differences
Sentence Sorters – Students put the words in order to make sentences.

- Sentence structures
- Thematic
- Vocabulary instruction
What do the kids need?

- Mail delivery program
- Centers: vocabulary building using SLP word lists
- Friday Cooking Activity!
- StoryWorks background knowledge lessons
- Finding text at student’s independent/instructional level (i.e. Camels for an animal report)
- Native language social support in order to communicate with family members
How might you...

Implement some of these ideas tomorrow... this week... next week... in January. :]
Bilingual Special Education Committee
Current Projects

✘ Exit Criteria for students with IEPs-
Recommendations were completed and
shared with ISAAC and ISBE

✘ HB424 - Interpreters Law for IEP Meetings

✘ IEP - Culturally and Linguistically Responsive
IEPs
Everyone is a genius.

But if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid.

~ Albert Einstein

BE THE PERSON YOU NEEDED WHEN YOU WERE YOUNGER
Reflection

Is what we are doing working?

How can we positively impact change at our level?
Survey Says....

Please take the time to reflect and give us feedback on this presentation. We are always looking to improve and give back to our professional community, too!
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