INTERFACE:
ENGLISH LEARNING
& SPECIAL EDUCATION

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Multilingual Illinois Conference 2019
Participants will exit session with increased...

- understanding of commonalities between bilingual/ESL and special educators;
- repertoire of instructional strategies for ELs with mild disabilities;
- comfort level in working with colleagues outside your expertise.
Shared perspectives of bilingual/ESL and special educators

- Advocating for students with specialized needs
- Defending legitimacy of specialized support
- Navigating relationships with other colleagues
- Understanding of unique needs
Examples of approaches/strategies with similarities

<table>
<thead>
<tr>
<th>ESL</th>
<th>Special Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheltered Instruction (for Comprehensibility)</td>
<td>Accommodations &amp; Modifications (for Accessibility)</td>
</tr>
<tr>
<td>Cognitive Academic Language Learning</td>
<td>Learning Strategy Instruction</td>
</tr>
<tr>
<td>Total Physical Response</td>
<td>Multisensory/Proprioceptive Approach</td>
</tr>
<tr>
<td>Natural Approach</td>
<td>Ecological Inventory/Functional Curriculum</td>
</tr>
</tbody>
</table>
Current status of instruction for ELs with disabilities

- Using bilingual/ESL OR special ed approaches/strategies
- Combining the best of bilingual/ESL AND special ed approaches/strategies

BUT

- How do we know what works best?
  - Features of instruction (e.g., visual stimuli, intensity)?
  - Environments (e.g., inclusive, tutorial)?
  - Language(s) of instruction?
Future status of instruction for ELs with disabilities

We hope to be able to recommend:

- WHICH strategies (from EL, spec ed and/or gen ed)
- WHICH COMBINATIONS of strategies
- SPECIFIC FEATURES of instruction
- INTENSITY of intervention
- WHEN BEST TO START specific interventions
- LANGUAGES of instruction
- BEST MATCH of instruction with student characteristics
Beginnings of research-based instruction...

- Small number of intervention studies involving ELs with learning disabilities or difficulties have been conducted

- Interventions applied across academic areas: math, social studies, science, writing and reading

- Promising features include:
  - self-regulation strategies
  - schema instruction
  - cultural contexts
  - morpheme instruction
  - team-based learning

Kim & Linan-Thompson, 2013
Self-Regulation strategies - Roots

Cognitive Behavior Modification

Learning Strategy Instruction

Self-Regulation Strategies
How would you study these terms related to measurement and intelligence?

- Epigenetic process
- Heritability
- Genotype
- Phenotype
- Polygenic model
- Monozygotic
- Dizygotic
- Confluence model
- Visual novelty
- Visual evoked response
- Reaction time
- Movement time
- Inspection time
- Lambda
- Perinatal factors
- IQ constancy
Self-regulated learning strategy instruction - Steps

1. Purpose/motivation
2. Explicit instruction phase (self-directed goal setting, monitoring, reinforcement)
3. Modeling phase (teacher, peers, may be digital or face-to-face)
4. Supported practice
5. Independent practice
6. Maintenance and generalization

Reflected in Kim & Linan-Thompson, 2013 / Science vocabulary; De La Paz & Sherman, 2013 / Writing.
Findings using self-regulated learning

Science Vocabulary
Kim & Lanin-Thompson, 2013

- 3rd-4th grade ELs with learning difficulties (individual instruction)
- SRL far superior to traditional vocab instruction
- Receptive & expressive vocab skills improved
- Students rated SRL as preferred method

Writing Revisions
De La Paz & Sherman, 2013

- 6th grade inclusion class with several ELs with LD
- FIX mnemonic with color cards
- Students made more revisions, better revisions, wrote lengthier segments
- High student satisfaction w/method
Culturally & linguistically responsive schema instruction (Driver & Powell, 2017 / Word Problems)

Basic Schema Instruction

- Flash card warm-up & word problem review
- Schema
  - Read problem
  - Illustrate problem
  - Solve
  - Explain
- Tangible rewards
Culturally & linguistically responsive schema instruction (Driver & Powell, 2017 / Word Problems)

Added CL Responsive Practices

- Statement of lesson objectives
- Peer discourse about problems, including discourse in native language
- Graphic organizers & manipulatives
- Use of student ideas/experiences
- Problems based on personal life and cultural heritage
Findings using culturally & linguistically responsive schema instruction

Driver & Powell, 2017:
- Effective for 3rd grade ELs at risk for math-related learning disabilities
- Small groups with tutors format / 10 weeks, 3 x a week
- Improved fluency in addition and subtraction
- Improved word problem solving
- Future direction: Effective for whole group instruction?
Morpheme and contextual analysis
(Helman et al., 2015 / High School Science Vocabulary)

**CLUE WORD STRATEGY**
- Heavy use of graphic organizers
- Instruction on science morphemes (roots, prefixes, suffixes)
- Oral & written practice
- How to use morphemes to decipher science readings

| Cardium – related to heart |
| Peri- around the heart |
| Myo – muscle |
| itis – inflammation |

Pericardium? Carditis?
Findings using morpheme and contextual Analysis (Helman et al., 2015 / High School Science Vocabulary)

- Target group: Three 9th-10th grade ELs with identified reading disabilities
- Tutored Lessons - Six 30 minute sessions over two weeks; Four to six 45 minute sessions over 3 weeks
- All showed improvements by end of training; Follow-up showed students maintained knowledge of how to perform strategies with some variation
- No data on classroom performance
- Future direction: Can/will students apply in typical classrooms?
Promoting adolescent comprehension through text (PACT)  Wanzek et al. 2016 / Social Studies

Comprehensive Canopy (thought-provoking video clip, discussions)
Essential Words (5 per unit topic)
Warm-up Activities (essential word review activities before reading)
Critical Reading (primary & secondary sources, varied formats, visuals)
Team Based Learning
  - Comprehension checks
  - Application activity to end each unit
Findings of promoting adolescent comprehension through text (PACT)
Wanzek et al. 2016 / Social Studies

- Target group included ELs and non-ELs with IEPs
- All students improved on social studies content knowledge in areas taught using PACT
- Impact on reading comprehension in general not obvious
- Implications: PACT can be used successfully in whole group settings with diverse student population

https://www.meadowscenter.org/projects/detail/promoting-adolescents-comprehension-of-text-pact
Multicomponent reading interventions in gen ed w/sped teacher (Jozwik & Douglas, 2017 & 2017a)

Study 1 – Improvement in Reading and Defining Target Vocabulary Words
Components:
- Explicit vocab instruction (modeling, guided feedback, independent practice)
- Self-regulation procedures (goal-setting, self-monitoring, self-evaluation)
- Cooperative learning structures (think-pair share, numbered heads together)

Study 2 – Improvement in Reading Comprehension
Components:
- Explicit strategy instruction (asking questions, making connections)
- Mnemonic to facilitate strategy instruction
- Station teaching
- Peer collaboration
- Web-based tools (weblog, electronic sticky notes)
Peer discussion

Of the strategies mentioned, what can you incorporate into your service delivery to students who are ELs and have mild disabilities?
Final thoughts:
What doesn’t work? Why?

- Example: Denton et. al, 2008 -- No improvement relative to control group receiving typical sped or remedial services. Intervention included heavy decoding (Orton-Gillingham), 40 minutes, 13 weeks with 6-8th grade ELs with disabilities/difficulties.

- Considerations in intervention choices:
  severity of problem, age of students, intensity of treatment
Final thoughts: Fidelity of intervention

- Extent to which procedures described in model intervention are followed.
- Influenced by...
  - Complexity of the intervention
  - Newness/availability of materials/resources
  - Perceived credibility
  - Characteristics of interventionists
Final thoughts: Progress monitoring


Interested in Trying Out a Research-Based Intervention?

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