Providing a Continuum of Services for English Learners with Special Needs

WABE Annual Conference / Tacoma / March 23, 2018

STEVE GILL, ALLYSON KEMP, BRENT PETERSON & PATTY FINNEGAN
Panel Participants

**Steve Gill** / ESA Coach & School Psychologist / Kent School District

**Allyson Kemp** / Secondary Language Learning Specialist / Highline School District

**Brent Peterson** / Special Education Teacher / Highline School District

**Patty Finnegan** / Special Projects Program Supervisor / Office of Superintendent of Public Instruction
Turn & Talk

• Share with a partner what brings you here today to this session and what questions you have about serving ELs with disabilities.
What can we do?

**Data and Issues Regarding Disproportionality in EL-Special Education Eligibility**

- District & school level

**Systemic Changes to Support ELs with Special Needs**

- State level
- District & school level

**Specific Changes to Support ELs with Special Needs**

- Classroom level
Our Actions Come from and Lead To ...

**Theme** --- Belief Systems

- Examining --- acculturation, belief systems, practices and results

**Goal** --- To create a question mark in everyone’s mind...

- Are you part of creating, sustaining or solving the problem?
- You cannot answer the question above without your data!!!
Specific Learning Disability (SLD)

• The most used category in special education (roughly 38.8% of all special education qualified students).

• The most difficult to evaluate correctly for an ELL.

• My experience --- Districts use this category with ELLs from 47% to 80%.

• Washington 52.5% SLD for our dually qualified

• Of this group, 79.2% is Hispanic/Latino, yet only 67% of ELLs speak Spanish.

• How about your district???
RTI/MTSS and ELLs

• ELLs in schools that do not have a “RTI” model in place are 3 times as likely to be identified for special education. (Rhodes, Ochoa, & Ortiz, 2005)

• What I have seen in Washington: The majority are 50% higher for ELLs, but I have seen several at 2-3 times the overall rate.

• Is there a group, anywhere, that has a 30-40% disability rate??? HECK NO!
Nationwide, WA and RTI/MTSS

• Since 2004, the emphasis has increased regarding the usage of RTI and MTSS.

• Nationwide, special education has decreased, with almost all of the decrease occurring in the SLD category (from 50% of all qualified students to 38.8%).

• Washington is one of the few states without a state level RTI/MTSS initiative.

• Washington is one of the few states to increase its percentage of special education qualification (almost every year since 2004 from 11.7% to 13.8%).
A Snapshot of One District’s Data ...
Percentage ELL Qualified for Special Education by Building

% ELLs in Special Education

Schools in District X
“...data suggest that testing English Language Learners in the native language produces unexplained outcomes. In an important study that used psychometric tests developed for Spanish Speakers...Rueda found that... English Language Learners who had not been referred for special education, the test misdiagnosed 47% with learning disabilities and 7% with mental retardation. Among those students diagnosed by the school system as learning disabled, and a diagnosis of mental retardation was confirmed for only 58% of the English Language Learners placed in programs for students with mental retardation. In effect, using assessments normed in either the native language or in English with English Language Learners may produce diagnoses that cannot be defended.”

From the book, *English Language Learners with Special Education Needs*, edited by Artiles and Ortiz, written for the Center for Applied Linguistics. It was published in 2002, so some terminology has changed.
Graduation Rates

4-year Adjusted Cohort Graduation Rates (2016)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>79.1%</td>
</tr>
<tr>
<td>Students in Special Education</td>
<td>58.1%</td>
</tr>
<tr>
<td>English Learners</td>
<td>57.6%</td>
</tr>
<tr>
<td>Students in EL &amp; Special Education</td>
<td>58.2%</td>
</tr>
<tr>
<td>Students who are Homeless</td>
<td>53.4%</td>
</tr>
</tbody>
</table>

Source: OSPI Performance Data & Analytics
http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx
Turn & Talk

What connections are you making between this information and your current role/situation?
Systemic Changes: State Level

Statewide Stakeholder EL-Special Ed Work Group

1. Recommended the WIDA Alternate ACCESS, an alternate English language proficiency assessment designed for ELs with significant cognitive challenges.

2. Amended state policies (WAC 392-160-045) to align with federal laws.

3. Compiled resources to assist districts in serving struggling ELs and students identified as dual qualified.
Resources & Professional Learning

OSPI webpage – Resources to Provide a Continuum of Support for English Learners:
http://www.k12.wa.us/MigrantBilingual/ELResources.aspx

• Resources for Reframing the Issues of EL and Special Education

• MTSS & Pre-Special Education Referral Tools – shared by Dr. Catherine Collier

• Online professional learning modules
Resources for Systemic Changes with the Pre-Referral Process
Resources for Systemic Changes with the Pre-Referral Process
Peer Analysis Tool & Pre-Referral Data

What is it?

Student-level data that compares language development progress to similar peers.

Why do I need it?

Essential student-level information to include in the pre-referral process to avoid mis-identification for special education services.

How do I access it?

https://eds.ospi.k12.wa.us/OspiSts/identity/login?signin=ef8cda8cb219e3e49e5f8b32687f92fa
Turn & Talk

How do these state level systemic changes affect you in your role/situation?

What do you want to remember or know more about?
Specific Changes: Classroom Level

The Seven Integral Factors
Factors to consider in determining how best to meet the needs of ELs:
1. Learning environment
2. Personal & family factors
3. Possible physical and psychological factors
4. Previous schooling
5. Oral language and literacy development
6. Academic achievement
7. Issues stemming from differences in cultural norms and values

(Hamayan, Marler, Sánchez-López, & Damico, 2013)
Providing a Continuum of Services

Multi-tiered Systems of Support (MTSS) for All Students

Interventions Designed for English Learners
Effective Strategies & Interventions for ELs

**Collaborative Learning:** Multiple Opportunities to Speak, Listen and Process Content

For example: Numbered Spoons or Heads Together

- Focuses on learning, not behavior
- No Opt-out
- Collaborative, supported learning environment
- New students immediately welcomed and included in class discussions/content
- Rehearsal before sharing
Effective Strategies & Interventions for English Learners (ELs)

- Emphasis on background knowledge and vocabulary

Cognitive Content Dictionary

Inquiry Chart
Effective Strategies & Interventions for ELs

- Every lesson: speaking, listening, reading & writing

New Towns

After the first wave of settlement, people began to build towns where they could sell goods or profit from offering services. They settled where shipping and transportation were available. In the mid-1800s, settlers along waterways. These were the railroad towns—good for agriculture and helped to maintain the center way to transport goods, vegetables, and other products, and even carriages. Merchants also settled in towns that they thought would grow. More people meant more customers.

“Cities competed with each other to be the largest. They wanted to be the seat of government and the place where successful businesses would open. Larger cities meant modern conveniences and a better supply of store-bought goods.”
Comprehensible input to make meaning of content and language
Effective Strategies & Interventions for ELs

- Rich, dynamic classroom visuals

Comparative Input Chart

Visual Support for a Heredity Unit in High School Biology
Effective Strategies & Interventions for ELs

- Home language support – Translanguaging
- Home school connections
Effective Strategies & Interventions for ELs

- Keep it manageable!
- Frameworks such as SIOP & OCDE Project GLAD®
- Interventions may need modifications
Turn & Talk

How does this information affirm what you’re already doing?

How might you incorporate some new ideas?
Specific Changes: Classroom Level

Serving ELs with Significant Cognitive Challenges
Collaboration & Lesson Planning to Meet Specific Needs of ELs

ELL & Special Education Teachers
• Natural collaborators & kid experts

Functional Activity Lesson Plans
• Individualized
• Standards-based
• Content & language objectives
• OCDE Project GLAD & SIOP strategies
“Bricks” (key vocabulary) & “Mortar” (language used in context)
Strategies that Provide Access to Content & Language

Organizing Information for Learning

Story Maps

Resource: SuperTeacherWorksheets.com
Picture Exchange Communication Systems (PECS)

- Individualized
- Home language and English
- Point / Audio
- Advocate!
- News-2-You
- unique
- SymbolStix

<table>
<thead>
<tr>
<th>computer</th>
<th>milk</th>
<th>biscuit</th>
<th>chocolate</th>
<th>bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>cereal</td>
<td>school</td>
<td>music</td>
<td>apple</td>
<td>exercise</td>
</tr>
<tr>
<td>watch TV</td>
<td>walk</td>
<td>sit</td>
<td>eat</td>
<td>goodbye</td>
</tr>
<tr>
<td>rest</td>
<td>toys</td>
<td>night</td>
<td>cloudy</td>
<td>sunny</td>
</tr>
</tbody>
</table>
Augmentative & Alternative Devices

• Programmed for the individual in English & home language

• Applications for iPad / devices in several languages
  ➢ LAMP, Proloquo2Go

• Special Education Technology Center: http://www.specialedtechcenter.org/
Turn & Talk

• Were any of your questions answered?
• What other questions do you have?
• If you don’t get your question answered today, please email us!
Contact Information

Steve Gill / Steven.Gill@kent.k12.wa.us
Allyson Kemp / Allyson.Kemp@highlineschools.org
Brent Peterson / Brent.Peterson@highlineschools.org
Patty Finnegan / Patty.Finnegan@k12.wa.us