

Welcome!

Please make sure your camera is off and that you are muted at this time.

As you log on, please use the chat to introduce yourself with the following information:

1. Name
2. School system
3. Your role

In break-out sessions, you will be encouraged to turn on your microphones and cameras to fully participate in discussion.

Louisiana Believes

EL Supervisors *Community of Practice* Leadership

Series:

Providing ELs with Special Education and Related
Services

December 1-3

Alice Garcia

EL Program Coordinator



Holiday Ice Breaker

In the chat:

What was the worst gift you ever received?

What was the best gift you ever received?

Write it as the following:

an opened bag of peanut M&Ms/trip to London

Norms

- Be present
- High engagement
- Balance participation
- [Parking lot](#)

Agenda

- Homework Check
- ELs with Disabilities: Overview and Disparities
- ELs with Disabilities: Process of Identification
- Overcoming Obstacles
- Recommendations and Conclusion

Checking in

Poll Question (Is being limited in English language proficiency a disability?)

Homework Check

You were asked to read [Who are English Language Learners with Disabilities.](#)

For discussion:

1. What realities did this article point out related to ELs with disabilities?
2. What seems to be the primary disability for all students?



ELs with Disabilities: Overview and Disparities

Low Incidence Impairments

A student needs to have one of the disabilities/exceptionalities listed in [Bulletin 1508](#) and the impact of the disability/exceptionality must create a need for services.

Autism (some cases)

Deaf-Blindness

Developmental Delay

Emotional Disturbance

Deaf/Hearing Impaired

Intellectual Disability -

(Mild, Moderate, Severe)

Orthopedic Impairment

Other Health Impairment

Specific Learning Disability

Speech or Language Impairment

Traumatic Brain Injury

Visual Impairment

Gifted and Talented

Low incidence impairments do not require interventions prior to identification

[LDOE's Students with Disabilities Library](#)

Interventions Often Required

A student needs to have one of the disabilities/exceptionalities listed in [Bulletin 1508](#) and the impact of the disability/exceptionality must create a need for services.

Autism (some cases)

Deaf-Blindness

Developmental Delay

Emotional Disturbance

Deaf/Hearing Impaired

Intellectual Disability-
(Mild, Moderate, Severe)

[LDOE's Students with Disabilities Library](#)

Orthopedic Impairment

Other Health Impairment

Specific Learning Disability

Speech or Language Impairment

Traumatic Brain Injury

Visual Impairment

Gifted and Talented

Interventions are not required for Gifted and Talented or for Preschool-aged children

BICS and CALP

Educators working with ELs should be aware of the difference between the social and interpersonal use of English language and academic language.

- **Basic interpersonal communication skills (BICS):** linguistic skills needed in everyday social interactions; language is meaningful, context-embedded, non-specialized. BICS can take between 6 months and 2 years to develop.
- **Cognitive academic language proficiency (CALP):** proficiency in academic language used to access curricula in various content areas; language is abstract, context-reduced, and specialized. CALP can take at least 5 years to develop.

It is always a good idea to determine the EL's proficiency in their native language, if possible.

- [World Languages Compendium](#) (pg.11)

Specific Learning Disability

These are probably some of the more challenging disabilities to identify in ELs because data needs to show that the student is not achieving adequately for their age/grade in spite of receiving intervention/support in one or more of the following areas:

Oral Expression

Mathematics calculation; or

Listening Comprehension

Mathematics problem solving

Written Expression

Basic Reading Skills

Reading Fluency Skills

Reading Comprehension

Discussion Question:
**Why might these be difficult to identify
in the EL population?**

<https://padlet.com/alicegarcia2/ch1g5041hm1w13ku>

Gifted and Talented

Gifted

- Gifted children and youth are those who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.
- Can be identified PreK-12

Talented

- For students who possess unique talent in the visual and performing arts.

[LDOE's Gift and Talented Program Resources](#)

504/IAPs

[Individual Accommodation Plans \(IAP\)](#) are for students with disabilities who can have their needs met with **accommodations** only. 504 plans still require an evaluation process, but it is different from the evaluation process under IDEA for an IEP.

Accommodations:

Do not change the construct being measured.

Are provided to the student in the classroom on a regular basis.

These [accommodations](#) are available on ELPT.

Disparities

- ELs are both over- and underrepresented in special education.
- **Schools, districts and states face challenges in coordinating services and supports for ELs.**
- ELs with disabilities have a higher rate of being placed in separate classrooms.
- ELs with disabilities perform worse academically and are more likely to be disciplined.

Discussion Questions:

- **What are some risks of overrepresentation?**
- **What are some risks of underrepresentation?**

Source: [IDEA Series: English Learners and Students from Low-Income Families](#)

ELs by Special Education Classification

Percent of population with disabilities:

National Average: 10%

- National EL: 9.9%

Louisiana Average: 12%

- Louisiana EL: 5.3%

Gifted and Talented:

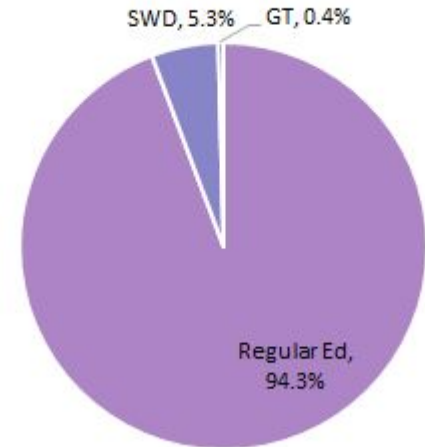
Louisiana Average: 4%

- Louisiana EL: 0.4%

Breakout Questions:

- **Why might these differences exist?**
- **What are the biggest obstacles to ensuring equity?**

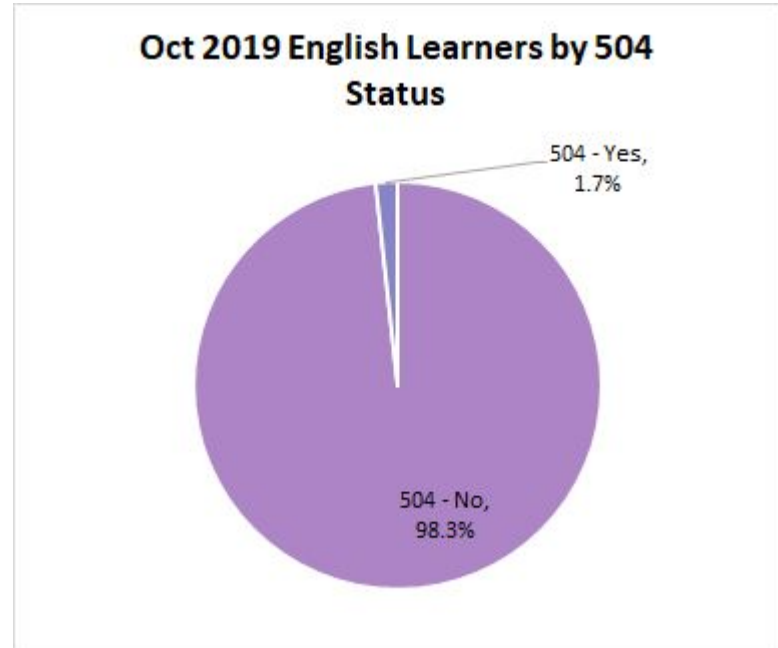
Oct 2019 English Learners by Special Education Classification



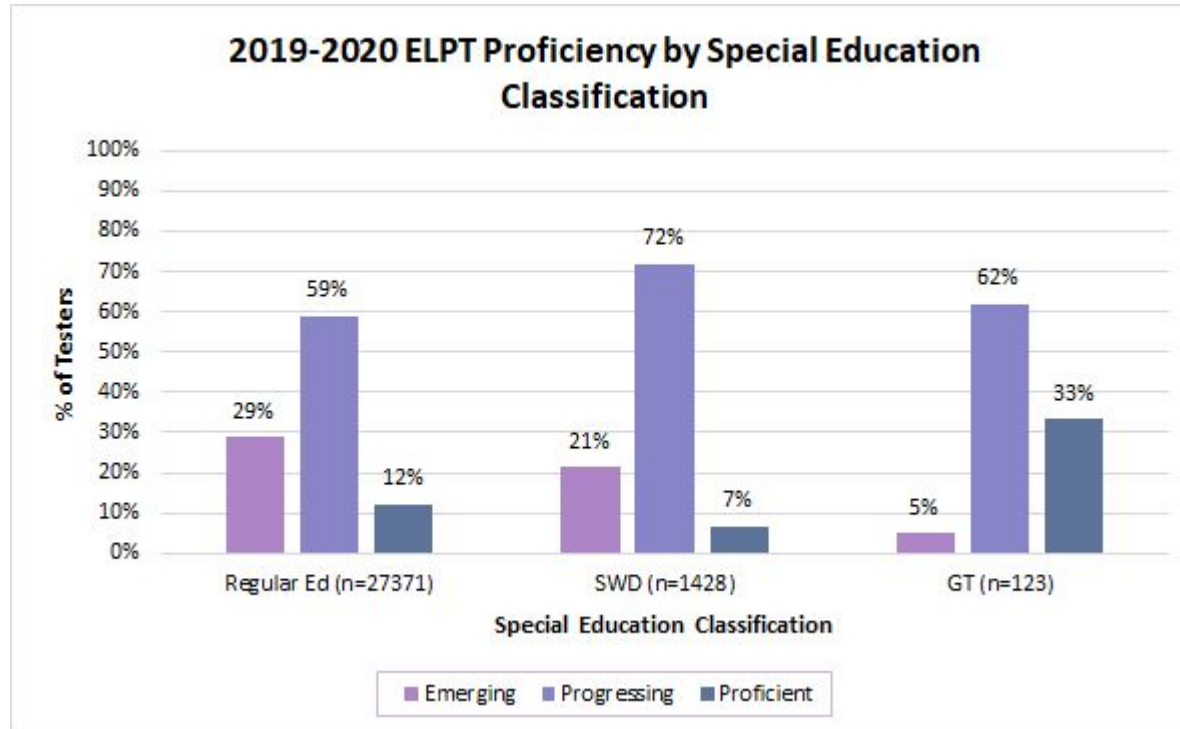
ELs with 504 Plans/IAP

A 504 plan is created for a student who has an identified disability, but can still access the content with **accommodations only**-no modifications.

National rate is 2.3%



ELPT Results



Normal language acquisition process or a disability?

- Difficulty learning at a normal rate, even with assistance (especially in the L1)
- Deficits in vocabulary (particularly when deficits also exist in the L1)
- Communication difficulties at home and with peers of similar linguistic and cultural backgrounds
- Family history of disability, report by parents of slower development than siblings
- Over-reliance on gestures rather than speech (especially when also observed in the L1)
- Need for frequent repetition and prompts during instruction (especially when also seen with instruction delivered in the L1)
- Difficulty following directions, irrespective of language used
- Differences compared to peers when speaking the L1

A disability will be **apparent in both languages.**

School System Share-Out

Let's hear from our colleagues:

Cohort 1	Cohort 2	Cohort 3
St. Tammany Elena Dieck Elena.Dieck@stpsb.org		Arise Schools Katie Keen katie.keen@ariseschools.org

The background is a watercolor-style illustration. It features a central white rectangular area. This white area is surrounded by irregular, soft-edged washes of blue and teal. The colors transition from a light, pale blue near the center to a deeper, more saturated teal towards the edges. The overall effect is that of a hand-painted or watercolor background.

Break

Framework for Identifying ELs with Disabilities

1. Federal Policy
2. Identification
3. Overcoming obstacles
 - i. Collaboration,
 - ii. Communication,
 - iii. Interventions
 - iv. Culturally and Linguistically Responsive Practices
4. Evaluating

Federal Policy

- Schools systems must ensure that all ELs who have a potential disability are located, identified, and evaluated for special education and related services in a timely manner.
- When conducting such evaluations, school systems must consider the English language proficiency of ELs in determining the appropriate assessments and other evaluation materials to be used.
- School districts must provide EL students with disabilities with both the **language assistance and disability-related services** to which they are entitled under Federal law.

[Dear Colleague Letter: English learner students and limited English proficient parents](#)

(pgs. 24-28)

Identification

Student is identified as EL

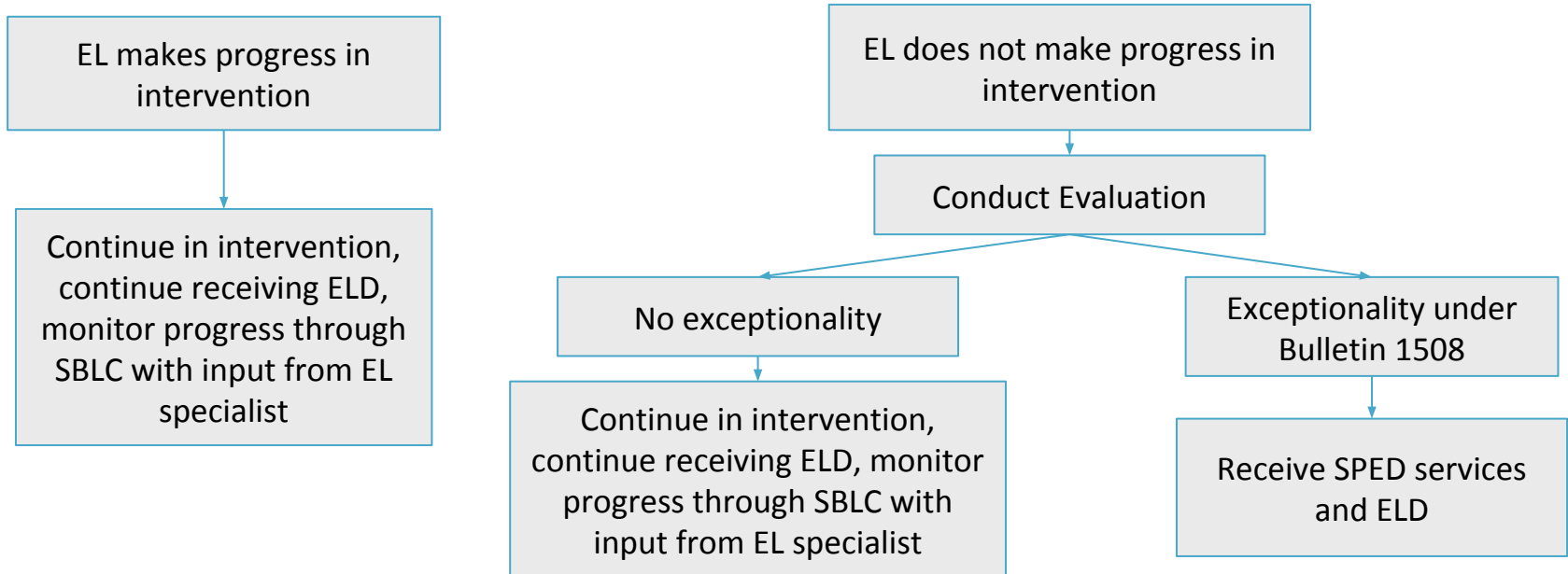
```
graph TD; A[Student is identified as EL] --> B[EL is placed in the general education setting, with EL supports (includes students with a 504 plan)]; A --> C[EL has an existing IEP or is suspected of having a low-incidence disability];
```

EL is placed in the general education setting, with EL supports (includes students with a 504 plan)

EL has an existing IEP or is suspected of having a low-incidence disability

Identification from General Education Placement

If the EL continues to have difficulty accessing general education content with appropriate language supports, refer to SBLC and provide intervention, if necessary.



Interventions

All students who are struggling to learn and access the content should be provided with interventions.

- Interventions are not the same as language supports/EL services.
- Interventions should follow a multi-tiered system of support that meets the student's individual needs.
- Interventions must be monitored and checked periodically with a related progress monitoring tool.

EL Supports vs Reading Interventions

Sample EL Strategies	Sample Reading Intervention Strategies
<ul style="list-style-type: none">● Ensuring accessibility to instruction in the general education setting (i.e., using visuals or gestures, demonstrations, naming steps, audio versions of text, frequent checks for understanding).● Providing societal or historical context for content, explaining idioms, pointing out cognates, and modifying examples to match EL's background knowledge.● Providing opportunities within the classroom for structured oral language practice.● Direct vocabulary and language instruction.	<ul style="list-style-type: none">● Direct instruction of remedial skills, including phonemic awareness and phonics● Teaching strategies for comprehension like chunking the text, annotation, use of context clues, and highlighting key terms● Providing opportunities for extra practice, involving reviewing and re-reading● Modeling of fluency, pacing and prosody through read-alouds while students follow along with their own texts

Special Education Evaluations

The evaluation coordinator will gather information from:

family interviews

classroom assessments

discipline records

statewide assessments

EL assessments

teacher interviews

teacher interviews

observations

standardized assessments*

[EL Accommodation Plans](#)

attendance records

Evaluations must be completed **60 business days** after parent consent is received.

* Standardized assessments (i.e., cognitive or achievement tests) should only be administered by trained/certified personnel. Some standardized assessments are available in high-incidence languages like Spanish. If these are not available, standardized nonverbal measures in addition to nonstandardized assessment techniques are recommended.



Overcoming Obstacles

Parent Communication

As in most aspects of a student's education, the school system should be in constant communication with parents/guardians about the EL's status in the SPED evaluation process.

Required	Best Practice
<ul style="list-style-type: none">● Interventions if pulled from a class● Their right to request an evaluation/consent for initial evaluation● Evaluation dissemination● Initial IEP meeting	<ul style="list-style-type: none">● SBLC meetings about student● Communicate about concerns, interventions, and progress● Regular progress updates

Parent Communication Continued

If a parent is LEP and new to the country, they may not be familiar with our education system, the SPED evaluation process, or SPED services.

- Schools may need to provide more information to them about these in a manner that is accessible.

How can we do that?

- Communication should start even before the referral process begins in order to establish a relationship/rapport with the parent.

[Louisiana's Educational Rights of Children with Disabilities](#) [Other Languages](#)

Dos and Don'ts of Interpreters and Translators

Interpreter:
professionals
who
demonstrate
expertise in
spoken
language

Translator:
professionals
who engage in
the process of
translating
written
language

Do	Don't
<ul style="list-style-type: none">● Offer and use interpreters/translators to facilitate communication and consent with families● Use formally translated documents like IEPs and handbooks for parents	<ul style="list-style-type: none">● Translate test materials without establishing validity and reliability● Use interpreters in standardized test administration without noting the procedures followed in the report and interpreting results with caution

Collaboration

Collaboration is essential for identifying and supporting an EL with disabilities.

Required	Recommended
<ul style="list-style-type: none">● Student● Parents/Guardians● Special Education teachers/supervisors● EL specialists/supervisors● General Education teachers● School administrators	<ul style="list-style-type: none">● Intervention specialists● EL coaches● School psychologists● Bilingual/Certified translators● Speech-language pathologists (when needed)

Examples of Collaboration

- EL Specialist attends SBLC meeting to discuss an EL with a potential disability.
- An EL Specialist is part of the IEP team and language goals are included as part of the IEP
- EL Specialist communicates results from ELPT to SBLC and what they mean
- General education teachers should share examples of student work and assessments
- SBLC discusses ways to monitor both content and ELD progress

What are some other examples of collaboration when identifying and supporting ELs with disabilities?

Culturally and Linguistically Responsive Practices

This practices include understanding and honoring differences in customs, beliefs, values, and language preferences among individuals from different ethnic, socioeconomic, religious, cultural, or linguistic groups.

- Do you have an example of where this may have impacted a teacher's perception of a student's academic performance/behavior?
- How can we better prepare educators to incorporate these practices?

Student Example 1

Jerry was born in the U.S. but lived in Mexico till he was 7. He started school in 1st grade in the U.S. and is now in 3rd grade. He has been struggling with meeting his reading benchmarks and is reading below grade-level. While he has shown growth in Listening and Speaking in ELPT, his Reading and Writing scores have remained a 1.

What kinds of interventions might the school try to help Jerry?

Student Example 2

Freddy came to the U.S. at 16 from Costa Rica. He has no documentation of prior schooling though he says he went until he was 10 (maybe 5th grade).

Freddy took a Spanish diagnostic test and scored Level 4 in Speaking and Listening, but Level 1 in Reading and Writing.

He scored a Level 1 in all domains on ELPS.

Freddy's father, his primary guardian, says Freddy has struggled with reading and was always in trouble in school as a kid.

What kind of interventions might the school provide Freddy?



Recommendations and Conclusion

Recommendations

- Review federal and state guidance on ELs with disabilities.
- Provide school system/school-specific guidance for identifying and evaluating ELs for SPED services.
- Add EL Specialists to SBLC and any other areas where ELD expertise is needed.
- Take a team approach to determining appropriate needs and services for ELs.
- Challenge assumptions and biases.

What else should we add here?

Make a Plan

If your school does not have the steps in place for identifying and supporting an EL with disabilities, use this presentation and our LDOE resources to help you create a plan.

The plan should include:

- Steps for identification
- Increasing collaboration between EL specialists and other teams
- Identifying options for communicating with LEP parents
- Interventions that take into account the student's ELP level

EL SPED Early Exit

Question: Is it still possible to exit an EL who has been identified as SPED after four years?

Answer: Yes, but the IEP team should meet and discuss how the student's exceptionality is preventing their acquisition of **any language**. The IEP itself should then indicate this and the exceptionality should be indicative of one that would impede language acquisition in general.

If the exceptionality does not impede their ability to acquire language but has rendered them non-verbal or with another related disability, the STC can request a domain exemption on ELPT for speaking and/or listening.

Resources

Guidance for ELs with Disabilities-coming soon

[Resources and Strategies for Identifying and Supporting English Learners with Learning Disabilities](#)

[LDOE English Learner Library](#)

[EL Toolkit Chapter 6](#)

[LDOE Students with Disabilities Library](#)

[Dear Colleague Letter \(OCR\)](#)

[EL Program Handbook](#)

Contact:

Alice Garcia EL Program Coordinator

alice.garcia@la.gov

SPED LDOE Special Education

specialeducation@la.gov

Next Steps

Complete the survey that will be emailed to you in the next few days.

Send me questions, or post them to the [EL COP FAQ](#) by 12/11/2020.

Next Meeting:

February 2-4



Further Reading

