Bilingual Learners with Special Education Needs:

How Collaborative Conversations Help Us Become Comfortable with "Living in the Gray"

Bilingual Directors Meeting
October 6, 2021

Note-taking handout

Welcome

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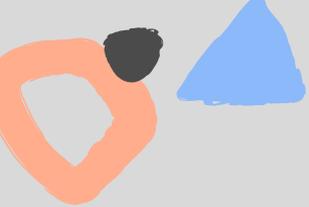
Welcome!
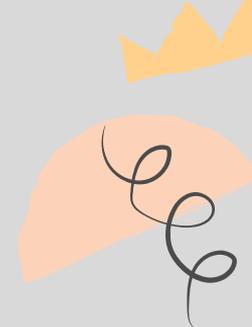
Here is what you can expect from today's session:

1. Presentation
2. Panel Discussion
3. FAQs

Collaborative Lens

Referral Process
01
What are the benefits of a collaborative approach?

Student
02
How does collaboration ensure that students are receiving needed supports?

IEP
03
What role does collaboration play during the IEP process?

Services
04
How can teams collaborate to provide services to dually identified students?

# Referral, Eligibility and Evaluation Processes

Referral, Eligibility and Evaluation Processes

Benefits of Collaboration

- ❏ Shared responsibility
- ❏ Staff feel supported throughout the process
- ❏ Increased comfort in asking questions
- ❏ More open to reaching out to the Department of Language & Culture
- ❏ Increased willingness to start the MTSS process
- ❏ Shift in focus from immediate to the long term impact
- ❏ Multiple viewpoints when looking at data
- ❏ Involving more experts
- ❏ Increased understanding that the outcome may be different than anticipated

Nancy Hellstrom & Dr. Elizabeth Perez, Ed.D. ; Schaumburg School District 54

Referral, Eligibility and Evaluation Processes

MTSS stands for **multi-tiered system of supports**.

- It's a framework many schools use to give targeted support to struggling students.

Tier 3
Intensive, Individualized Interventions

Tier 2
Targeted, Group Interventions

Tier 1
Universal Instruction

ACADEMIC   BEHAVIOR   SEL

FACTORS THAT CONTRIBUTE TO REACHING GRADE LEVEL NORMS

- Years of schooling
- Age upon entering an all English system
- Socio-economic status
- Immigrant status
- Level of parents education
- Exposure to school expectations
- Sequential vs. Simultaneous Bilingualism

Referral, Eligibility and Evaluation Processes
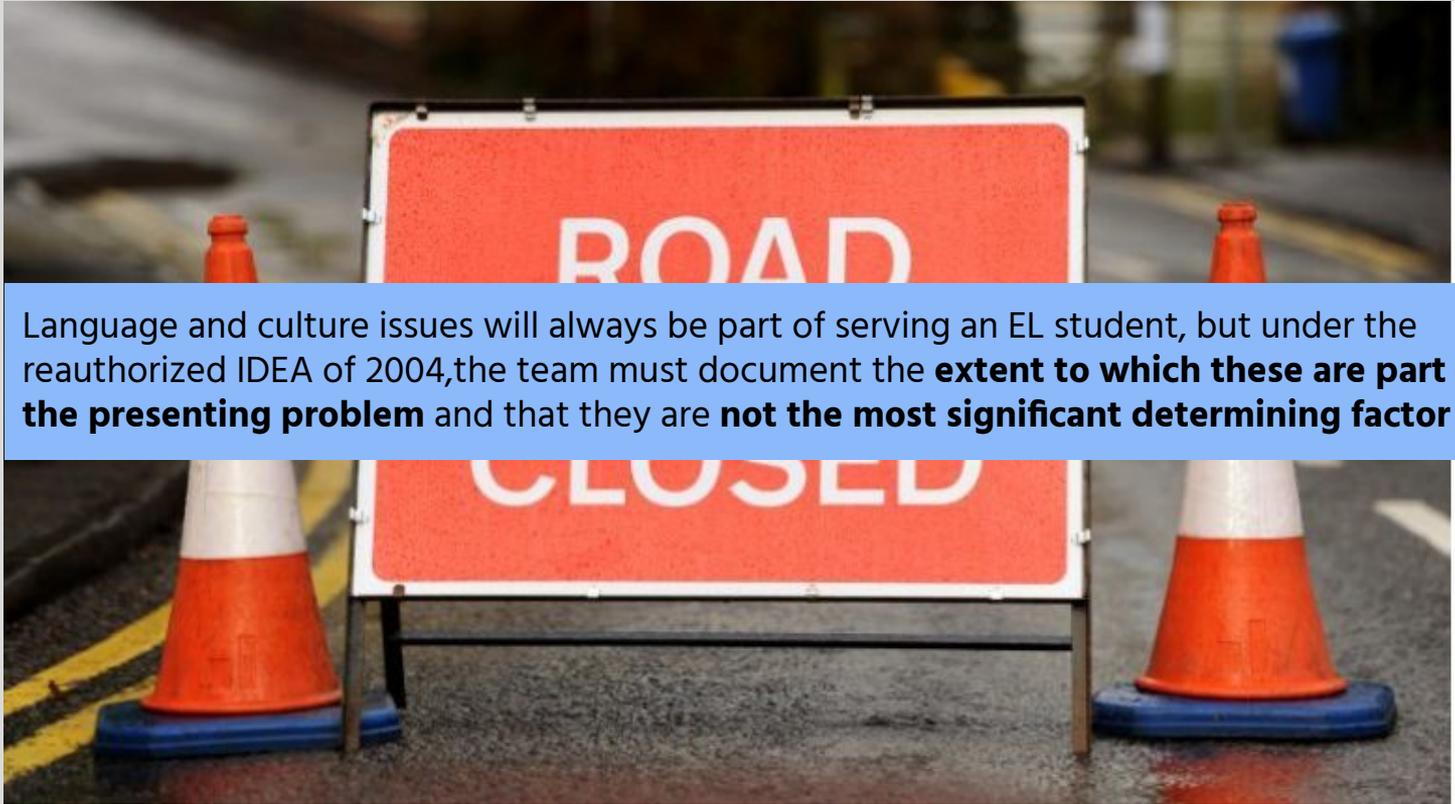
Language and culture issues will always be part of serving an EL student, but under the reauthorized IDEA of 2004,the team must document the **extent to which these are part of the presenting problem** and that they are **not the most significant determining factor**

Literacy knowledge and skills in one language are adequately low

INSTRUCTION

"The result of the normal process of second language acquisition, and its impact on the development of the second language"

Language Difference?

Language Disorder?
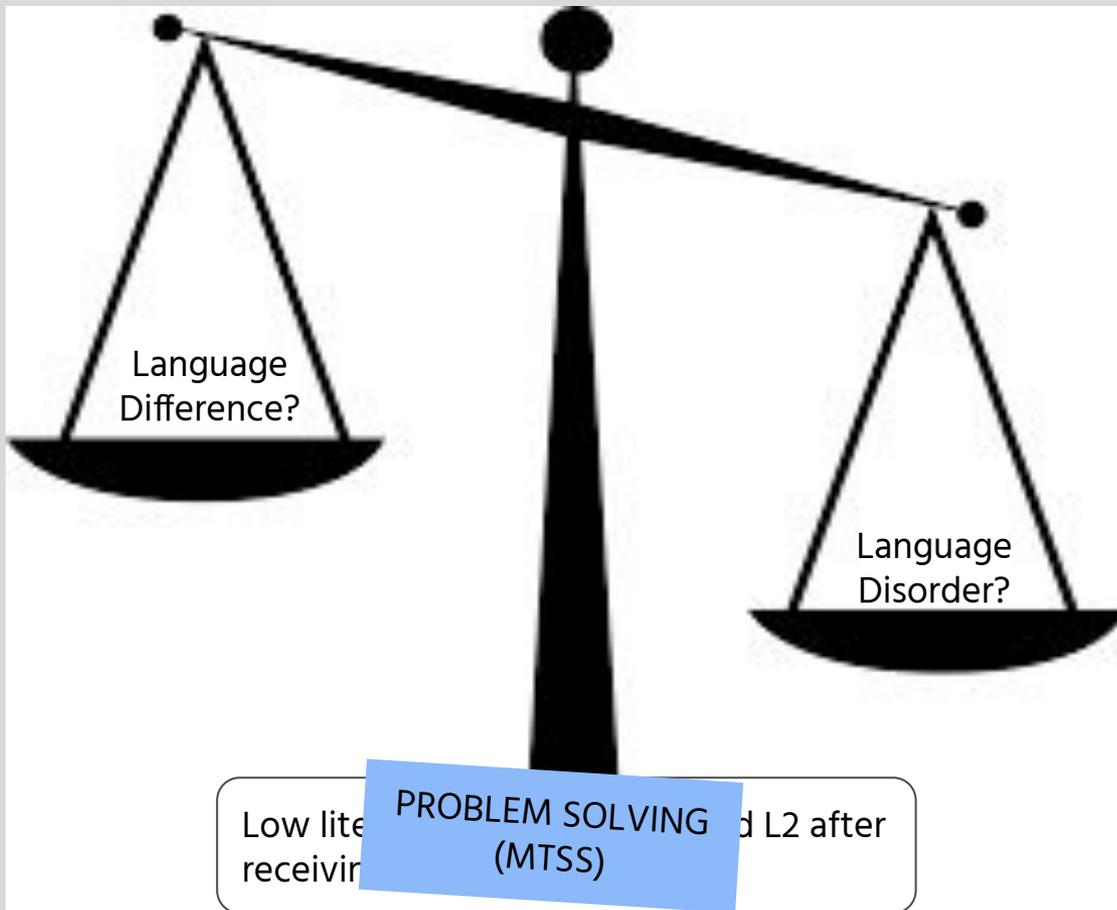
Low literacy in both L1 and have received instruction in either language

INSTRUCTION

"Characterized by deficits in language comprehension and/or production in both the native language and the second language"

PROBLEM SOLVING (MTSS)

Low literacy in L1 and L2 after receiving

Response to Intervention in Reading for English Language Learners, Sharon Vaughn, Ph.D

Same Question: Different Lenses

- ❑ **General Education**

- ❑ **English Language**

- ❑ **Special Education**

Common Goal: To identify the "WHY"

What are the student's strengths?

What are the areas for growth?

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For the given level of English language proficiency, with support, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Rea
L I S T E N I N G	Erva		Tanvi Eric Luqmaan	Santiago Maria Marilyn Miriam Marisa Brandon	Silverio 6.0 Vivian Olivia Jason Tommy	
S P E A K I N G	Erva	Miriam	Brandon			
R E A D I N G	Erva					
W R I T I N G	Erva		Silverio Santiago Eric Miriam	Tanvi Vivian Maria Olivia Marilyn Luqmaan Jason Tommy Marisa Brandon		

What are the student's strengths?

Key Focus of Discussion

for growth?

- ELs must demonstrate acquisition of the language and the concepts of the content

- Teachers need to be aware of how students learn and how they demonstrate their learning
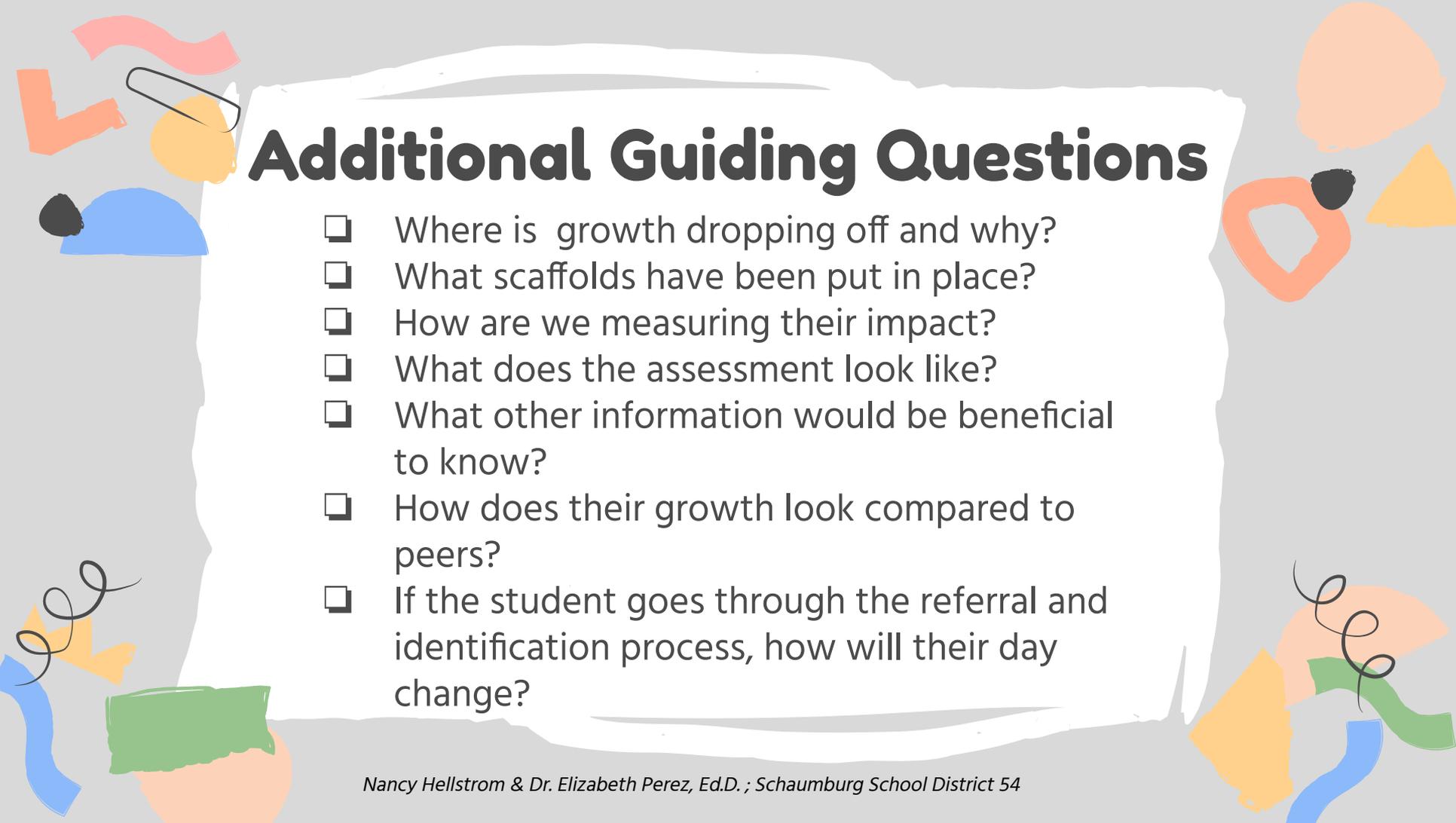
Additional Guiding Questions

- ❏ Where is growth dropping off and why?
- ❏ What scaffolds have been put in place?
- ❏ How are we measuring their impact?
- ❏ What does the assessment look like?
- ❏ What other information would be beneficial to know?
- ❏ How does their growth look compared to peers?
- ❏ If the student goes through the referral and identification process, how will their day change?

How do we know which kids to watch?
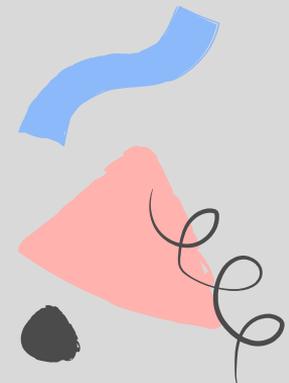
3rd Grade: CAN DO Descriptors for the Levels of English Language Proficiency, preK-12

For the given level of English language proficiency, with support, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	Erva		Tanvi Eric Luqmaan	Santiago Maria Marilyn Miriam Marisa Brandon	Silverio 6.0 Vivian Olivia Jason Tommy	
SPEAKING	Erva	Miriam	Brandon	Santiago Olivia Luqmaan	Silverio Tanvi Vivian Maria Marilyn Eric Jason 6.0 Tommy Marisa	
READING	Erva	Santiago Jason Marisa	Silverio Maria Eric Miriam	Marilyn Luqmaan Tommy Brandon	Tanvi Vivian 6.0 Olivia	
WRITING	Erva		Silverio Santiago Eric Miriam	Tanvi Vivian Maria Olivia Marilyn Luqmaan Jason Tommy Marisa Brandon		

1st grade Overall 2.3 (256-A)   MAP Reading Fall 8% -Spring- 2%
2nd grade Overall 3.0 (291-B)   **MAP Reading Fall 9%- Spring 3%**
3rd grade Overall 3.9 (327-C)   MAP Reading Fall 6%- Spring 10%
4th grade Overall 3.3 (324-C)   MAP Reading 8%- Spring 13%

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	1.9 (229)		3.5 (295) 3.2 (302) 3.0 (313)			
SPEAKING	1.8 (255)	2.4 (306) 2.3 (262)	3.1 (324)			
READING		2.5 (260)	3.8 (298) 3.5 (346)		5.4 (336)	
WRITING		2.8 (264) 2.5 (268)	3.7 (333)		4.3 (338)	

Comparative Data

Score	F&P Level	Average RI	Average RL	Average Math
2.8	**I**	**2**	**2**	**84%**
3.0	J	3	3	95%
2.6	H	1	1	65%
2.9	I	2	2	84%
3.1	I	2	3	84%

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Impact of Collaborative Process

"The more that personnel know about the development of oral language, contextual considerations and the cultural background of students, the better informed they will be in making appropriate decisions about interpreting screening and assessment results and in designing appropriate interventions."

Response to Intervention in Reading for English Language Learners
Sharon Vaughn Ph.D.
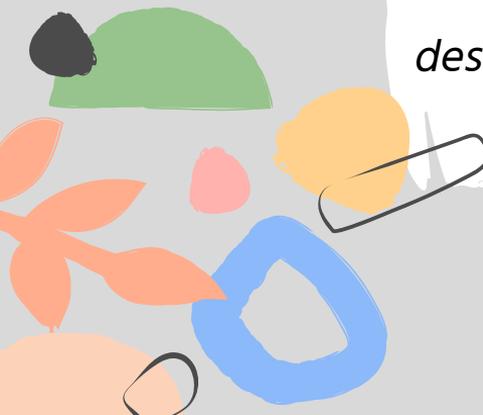
IEP meetings

SPED staff

School psychologist, SLP, OT/PT, nurse, social worker, LBS

EL staff

ESL/Bilingual teacher

Family/Student

Primary caregiver, advocate, student, family member(s)

Interpreter

Qualified interpreter
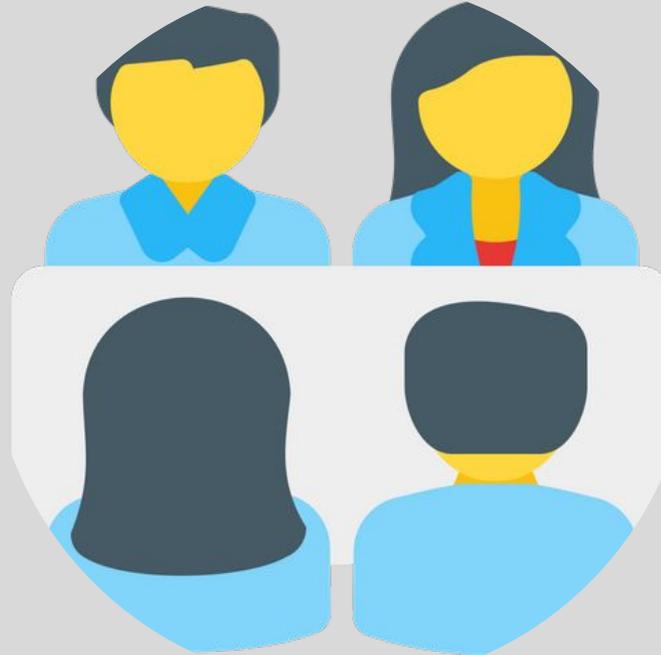
**Gen Ed Staff**

Classroom teacher/ Dual Language teacher(s)

IEP Process and Services

Evaluation:
- Provide information about academic, functional and SEL domains
- Input regarding need for dual assessment

SPED Staff

Student

EL/Bilingual Staff

General Ed Staff
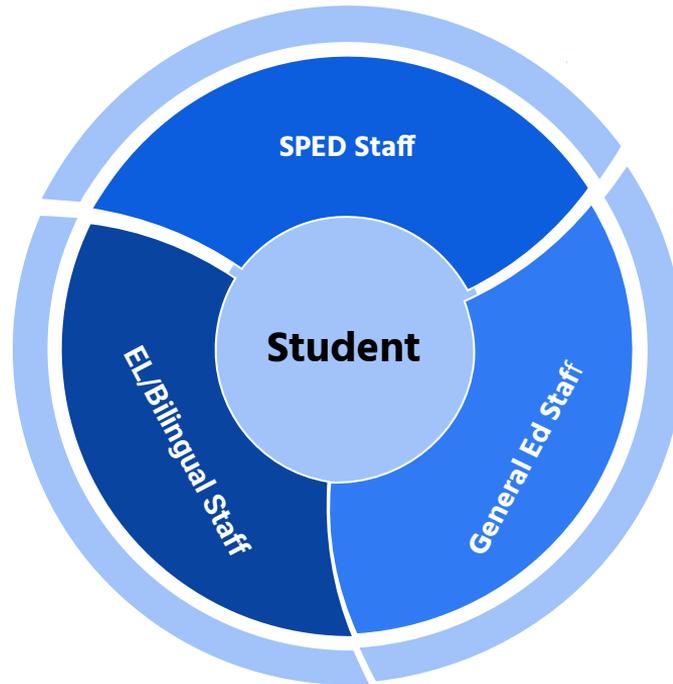
Recommendation
- Generating goals
- Making it comprehensible to the family

Services
- SPED does not trump EL
- Guided reading rotations
- Targeted Assistance
- E+ teacher
- Conscious collaboration

*Nancy Hellstrom & Dr. Elizabeth Perez, Ed.D. ; Schaumburg School District 54*

Panel Discussion
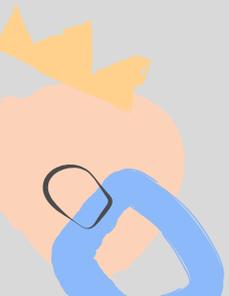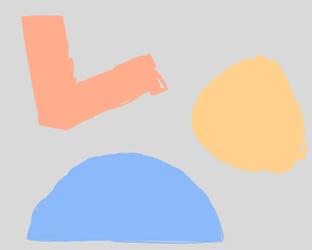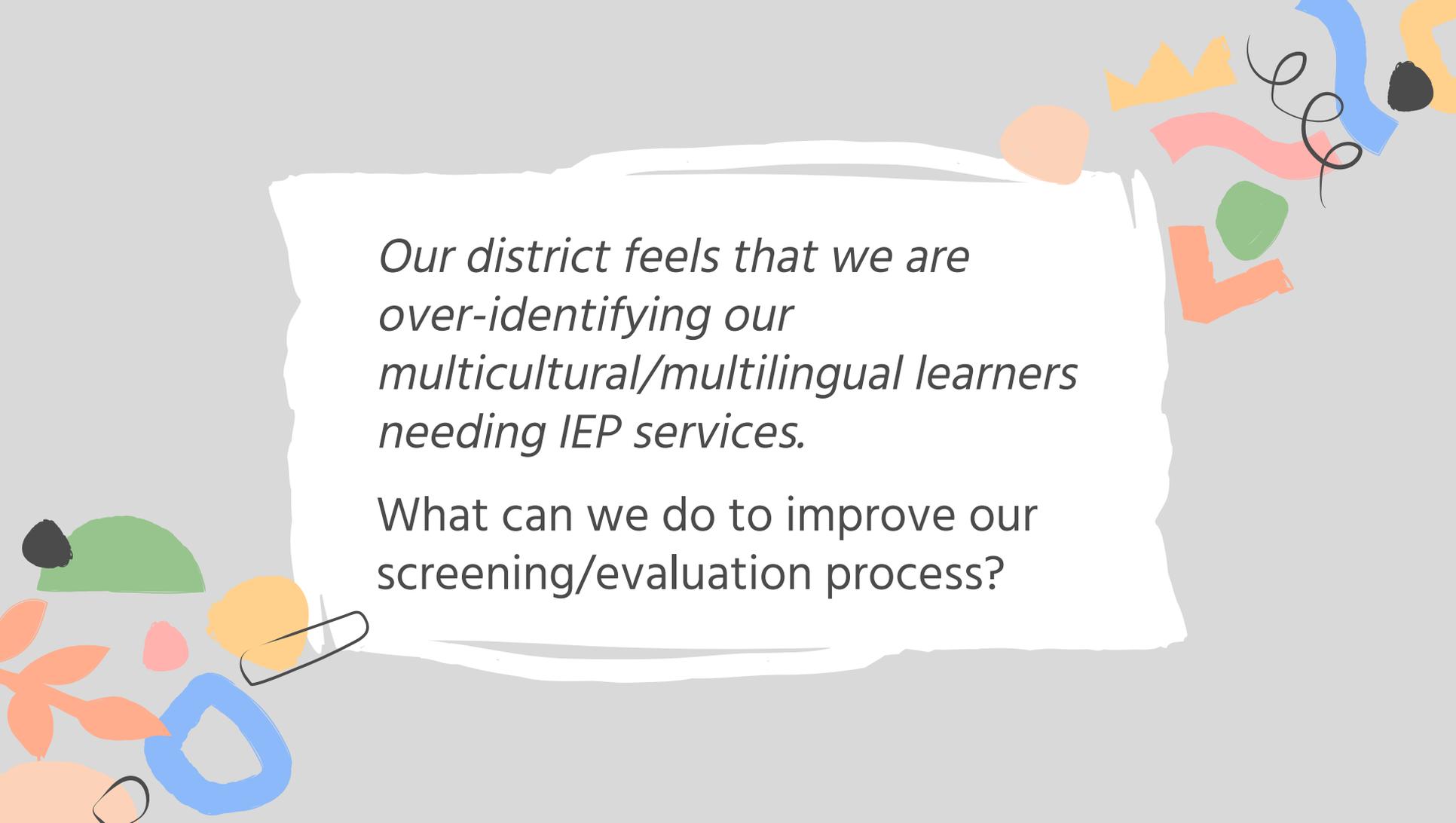
*Our district feels that we are over-identifying our multicultural/multilingual learners needing IEP services.*

What can we do to improve our screening/evaluation process?
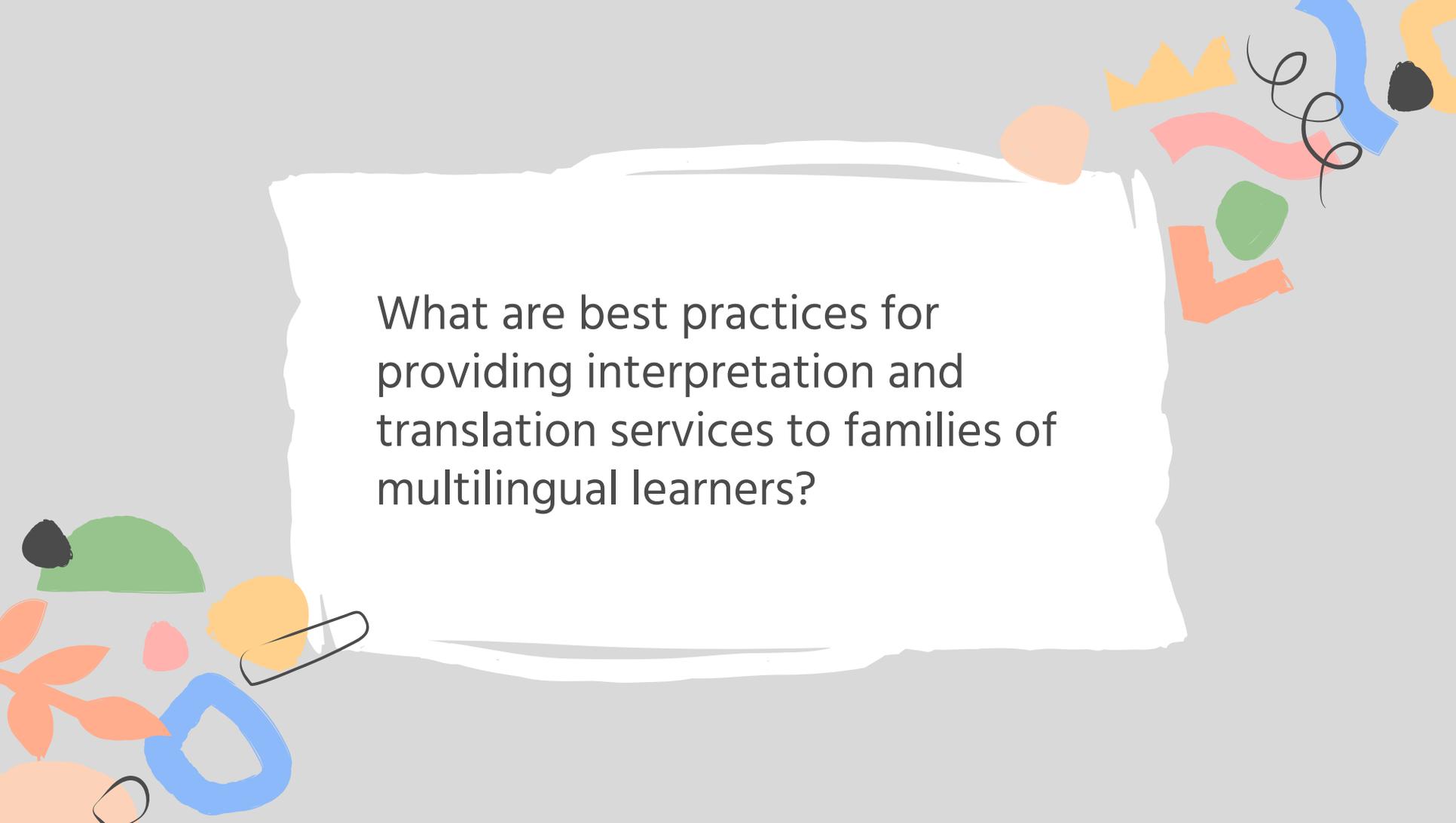
What are best practices for providing interpretation and translation services to families of multilingual learners?
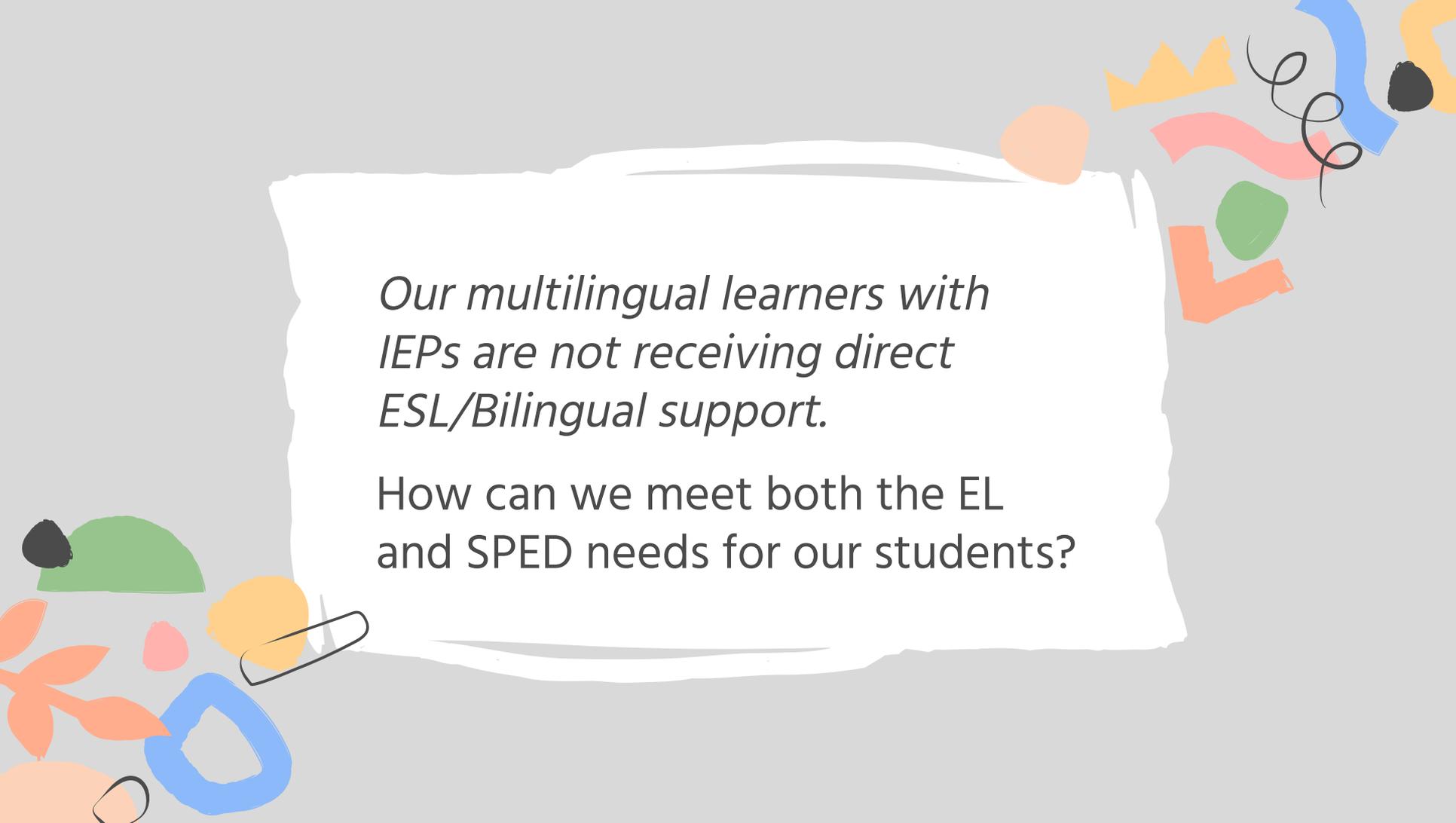
Our multilingual learners with IEPs are not receiving direct ESL/Bilingual support.

How can we meet both the EL and SPED needs for our students?
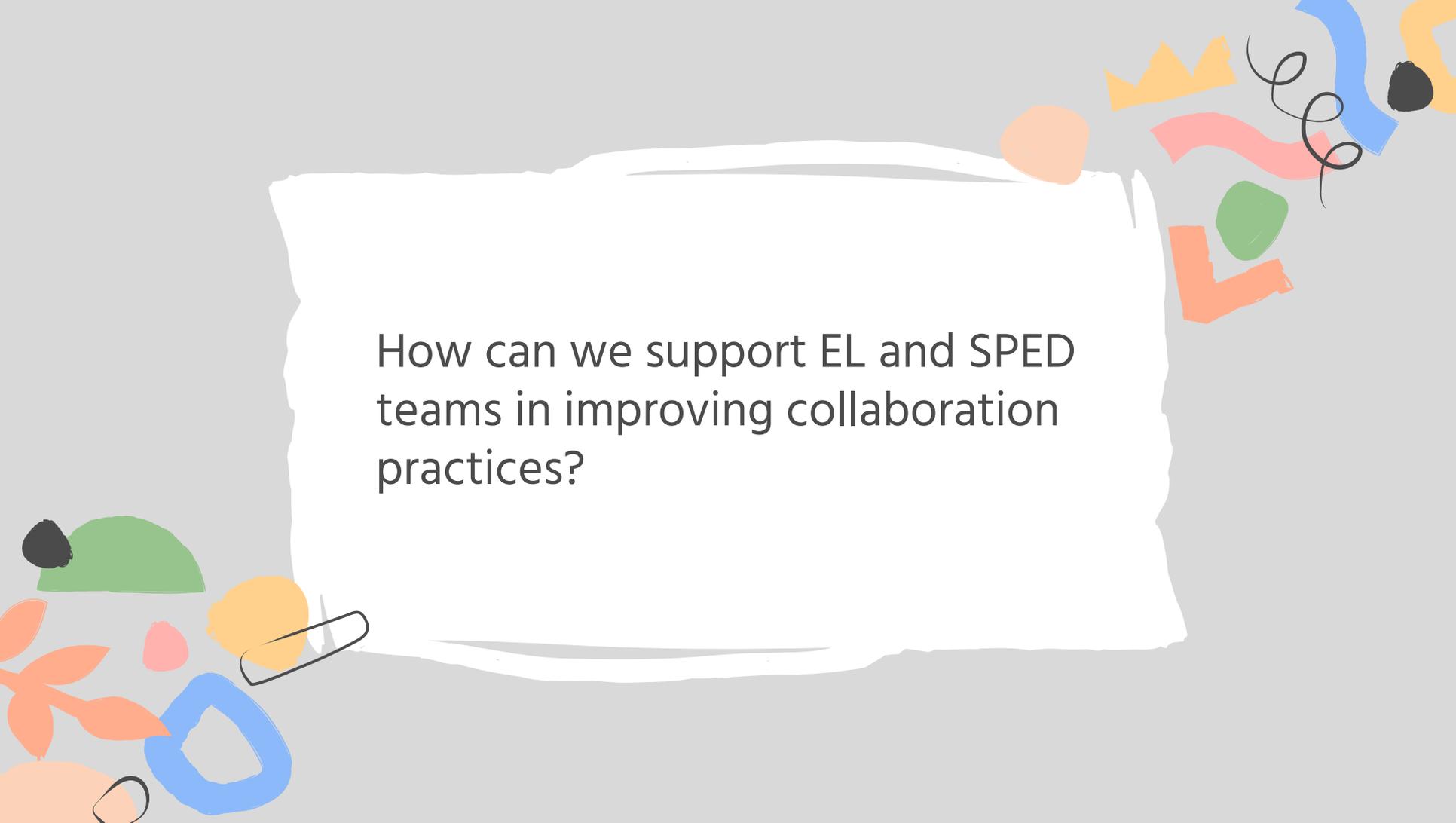
How can we support EL and SPED teams in improving collaboration practices?
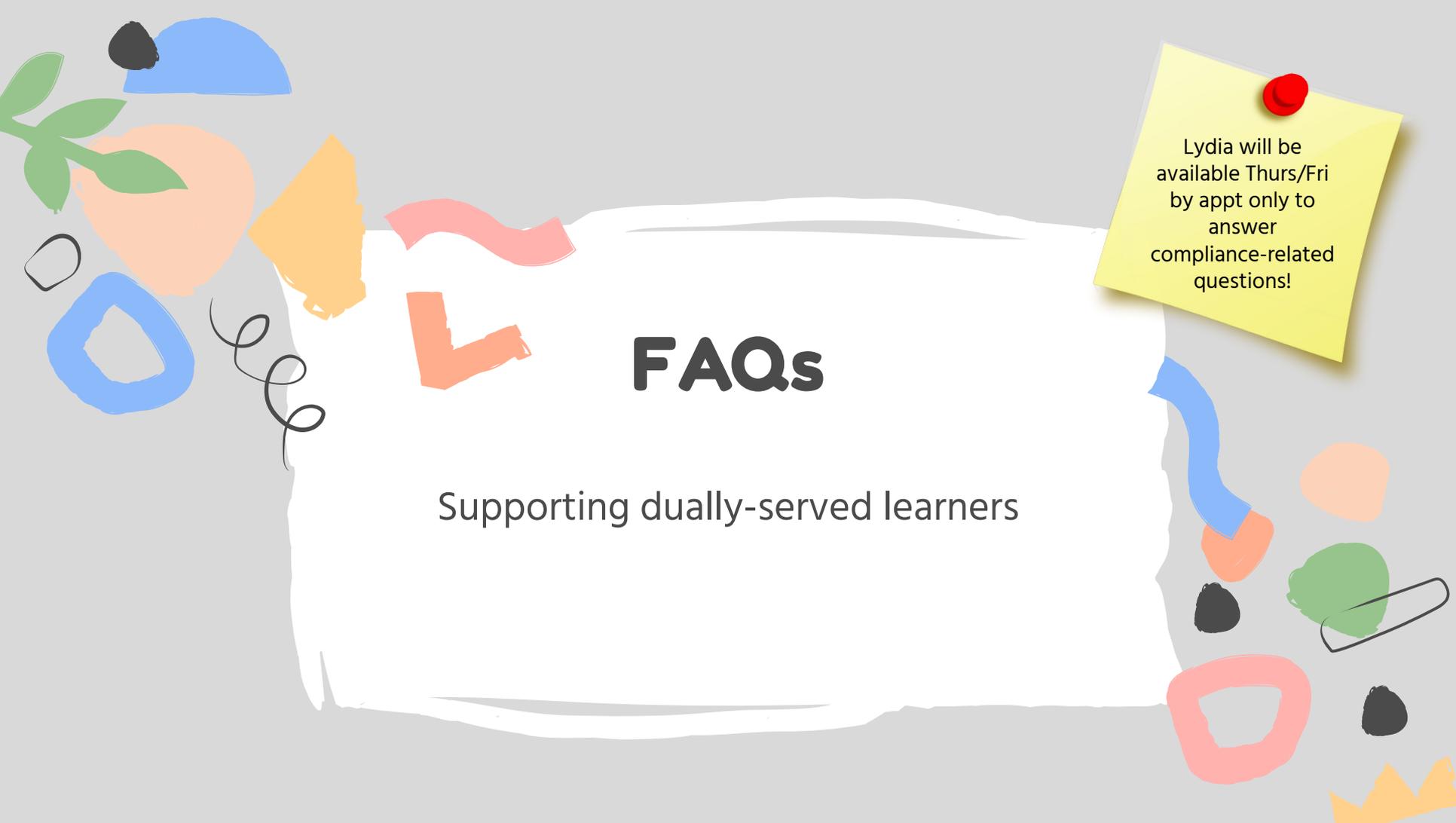
FAQs

Supporting dually-served learners

Lydia will be available Thurs/Fri by appt only to answer compliance-related questions!
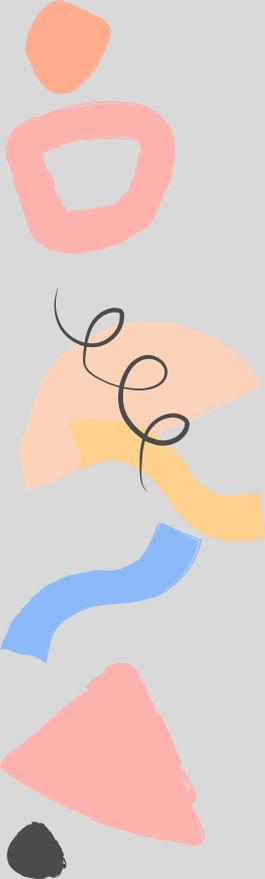
Thank you!

Questions? Email us!

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 Elizabeth Perez: elizabethmperez@sd54.k12.il.us
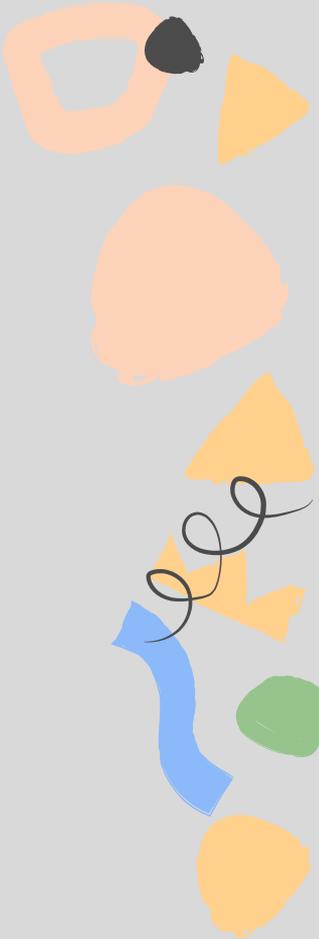
Resources

- [English Learners with Disabilities PowerPoint Presentation](#) (Lydia Kvinta, ISBE)

- [ISBE English Learners with IEPs Resource Page](#)

- [Seven Factors Template](#)

- [Book List](#)

- [Problem-Solving Document (Dist 54)](#)

- [Problem-Solving Checklist (Dist 54)](#)