

# English Language Learners:



## Making informed choices for interventions

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# Today's Questions



- When do we determine ELL placement?
- How do we assess language proficiency?
- How do we determine between a language disorder and a learning deficit?
- Who determines proper interventions?
- What happens when an ELL child doesn't progress?

# IDENTIFICATION



- Over-identification

- Diana v. California Board of Education.
- Students classified due to language difference; inappropriate assessment.

- Under-identification

- Schools are very sensitive to possibility of mis-classification.
- Delays in noting difficulties
- As a result, ELLs with real special education needs are left behind.
- Lau v. Nichols



# IDEA 300.534

## Determination of Eligibility

A child may not be determined to be eligible under this part if

- (1) The determinant factor for that eligibility determination is
  - ✦ (i) Lack of instruction in reading or math;
  - ✦ (ii) Limited English proficiency;

If the severe discrepancy or low functioning is due to one of the above factors, the student is NOT eligible for special education.



# Home Language Survey



- 1) Is a language other than English is spoken in the student's home and, if so, which language?
- 2) Does the student speaks a language other than English and, if so, which language

YES?



Move to Language Proficiency

# ACCESS TEST



- ACCESS for ELLs = Assessing Comprehension and Communication in English State-to-State for English Language Learners
- Standards Based, Criterion Referenced Test
  - Measures Social and Instructional English
  - Measures language associated with Language Arts, Mathematics, Science, and Social Studies
  - Measures Student Progress from year to year in gaining English Proficiency
  - Compliant with NCLB requirements

# TEST STRUCTURE



- There are 5 Grade Level Clusters
  - Kindergarten (K)
  - Grades 1–2
  - Grades 3–5
  - Grades 6–8
  - Grades 9–12
- Each cluster (except K) is broken down in three separate Tiers based on English Proficiency Levels



- The three Tiers (Tier A, Tier B, and Tier C) encompass the five different levels of English Proficiency associated with bilingual education



# ACCESS TEST AND PROFICIENCY LEVELS



The screenshot shows a Microsoft Internet Explorer browser window displaying a PDF document. The address bar shows the URL: [http://www.isbe.state.il.us/bilingual/pdfs/ACCESS\\_fa\\_q.pdf](http://www.isbe.state.il.us/bilingual/pdfs/ACCESS_fa_q.pdf). The browser interface includes a menu bar (File, Edit, View, Favorites, Tools, Help), a toolbar with navigation buttons (Back, Forward, Stop, Refresh, Home, Search, Favorites, Media, History, Mail, Print, Edit, Discuss, Research), and a status bar at the bottom showing the system tray with the Start button, taskbar icons, and the time 11:14 AM.

The PDF content displays a diagram of the ACCESS for ELLs proficiency levels. At the top, five numbered boxes represent the levels: 1. ENTERING (orange), 2. BEGINNING (red), 3. DEVELOPING (yellow-green), 4. EXPANDING (green), and 5. BRIDGING (teal). Below these, three horizontal bars represent tiers: Tier A (grey, covering levels 1-3), Tier B (grey, covering levels 2-4), and Tier C (purple, covering levels 3-5). A large yellow arrow points to the right, and the text "ACCESS for ELLs" is written at the bottom of the diagram.

# ACCESS W-APT



Does ACCESS W-APT determine student's TBE/TPI eligibility?

YES?



ELL teacher will determine placement & interventions for LEP student

\*\*Handouts

# Identification as English Language Learners



- Home Language Survey
- English Proficiency Screening (ACCESS W-APT)
- Parental Consent
- ESL (Intensive Language Instruction in Listening, Speaking, Reading and Writing)
- Bilingual Instruction: Alternative Delivery System of Core Content using two Languages and adaptations)
  - Bilingual Self Contained
  - Bilingual Pull-Out

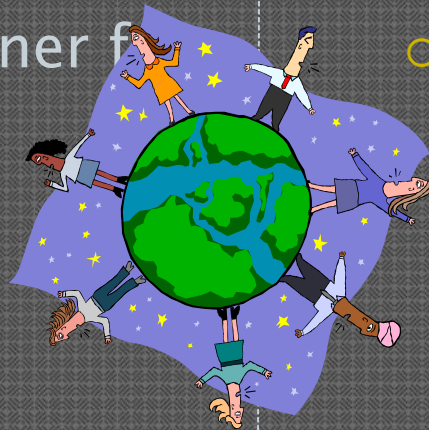
# Factors Affecting Second Language Acquisition

## ○ Intra-personal

- Age
- Motivation
- Degree of L1 proficiency
- Attitude toward target language community
- Tolerance of learner for own errors

## ○ External

- Amount of exposure
- Manner of acquisition
- Availability of language models
- Attitude of target language community
- Tolerance of errors by the community.



# Clarifying Educational Issues in Decision Making for ELLs Struggling to Learn

## Preschool Children

Learning/Behavior Problems Often Associated with Learning Disabilities

### Language

- Slow speech development
- Pronunciation problems
- Difficulty learning new words
- Difficulty following simple directions
- Difficulty understanding questions
- Difficulty expressing needs
- Difficulty rhyming words

### Cognition

- Trouble memorizing
- Difficulty with cause and effect
- Difficulty with basic concepts

### Attention

- High distractibility
- Impulsive behavior
- Unusually restless
- Difficulty staying on task
- Difficulty changing activities

### Social

- Trouble interfacing with others
- Easily frustrated
- Withdrawn
- Poor self-control

# Clarifying Educational Issues ...(2)

## Elementary School-Aged

## Learning/Behavior Problems Often Associated with Learning Disabilities

### Language

- Slow learning sound-symbol correspondence
- Difficulty remembering sight words
- Difficulty retelling a story in sequence

### Attention

- Difficulty concentrating
- Difficulty following multiple directions
- Difficulty finishing work on time

### Social

- Difficulty interpreting facial expressions
- Difficulty understanding social situations
- Apparent lack of common sense
- Misinterpreting the behavior of others

Source: Adapted from Berger(2000), Baca & Cervantes (2004); Collins & Hoover(1987); Cummins (1984); Hoover & Collier (1985); Jerrell (2000); Ortiz & Wilkerson(1990).

# The Processes of Second Language Acquisition



- Silent Period
- Early Production
- Speech Emergence Stage
- Intermediate Proficiency
- Advanced Fluency



# Expected Behaviors When Learning a Second Language (L2)

## Silent Period

- Difficulty following directions
- Speaks very little English
- May be silent, doesn't respond when spoken to
- Difficulty understanding questions
- Difficulty expressing needs
- May be withdrawn/Low self-esteem
- May seem to exhibit poor attention and concentration
- Pronunciation problems

## Early Production Stage

- May be withdrawn
- Speaks in single words & phrases
- May seem to have trouble concentrating
- Phrases may contain notable grammatical errors
- May be easily frustrated

# Expected Behaviors When Learning a Second Language (L2)

## Intermediate Stage

- Learner is approaching age appropriate levels
- Still makes errors in speech, reading, & writing in English
- May seem more proficient than she is
- May seem slow processing challenging language
- May be confused by idioms, slang conveyed in English
- May understand more than he is able to demonstrate
- May seem to have poor auditory memory



# Cultural Behaviors or Values



- May view time differently (i.e. starting times, deadlines)
- Anxiety, stress due to process of adapting to cultural environment
- Acting out may reflect lack of experience with formal schooling
- Differences in preferred style of learning may reflect cultural norms
- External locus of control may be emphasized in some cultures
- Time management abilities reflect cultural values toward time
- Independent work may be discouraged in favor of group work/ collaboration
- Coping strategies may vary by culture

- Confusion with time & space may be due to lack of familiarity with new cultural expectations
- Behaviors involving touch, movement, proximity to others may vary
- Kinesthetic strategies may receive greater emphasis
- Ways of showing respect may vary (e.g., lowered eyes v. eye contact)
- Discourse styles vary (e.g., Overlapping talk v. waiting one's turn)
- Offering a different opinion may be considered a sign of disrespect
- Gender differences may influence the extent to which girls speak
- May not be used to learning through question-answer exchanges ( e.g., preferring observation)

# Gathering Relevant Data



- Attendance/educational gaps
- Grades
- Assessment of L1
- Mobility
- Length of time in district/county
- Achievement in both languages
- Family dynamics
- Cultural characteristics
- Level of Support: Self Contained or Pull Out

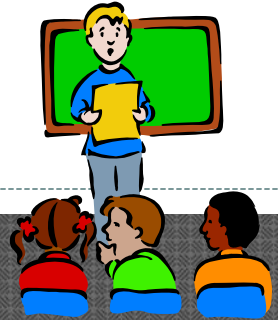


# Support Systems Available Prior to Formal Referrals



- Consultation between Gen Ed. and ELL Teacher (Director/Principal)
- Teachers Collaborate with Team, Director, and Principal
  - Gather relevant data from initial profile
  - Gather current data
  - Classroom observations (effective use of strategies; appropriate interventions)
- Counseling
- Community-based programs (Korean, Japanese, Polish)
- One-on-one tutoring, identifying the exact weakness and using strategies that address that deficiency.
- Intervention Strategies
- Communication and collaboration among all teachers, staff, parents and administrators is essential for effective interventions.

# Intervention Strategies for Grouping & Classroom Management



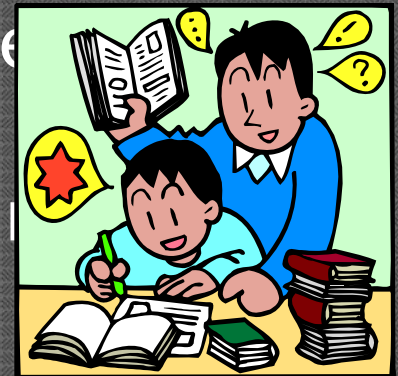
- Vary grouping strategies
  - direct instruction, mixed ability grouping, pairs
- Provide for differentiated teaching and learning (SIOP)
- Plan and promote positive interdependence and individual accountability.
- Provide increased opportunity to practice academic language.
- Promote a positive social climate.



# Instructional Intervention

- Carefully sequenced, scaffolded instruction
- Assess progress
- Teach using significantly different strategies (learning styles, multiple intelligences)
- Informally monitor progress over time

● Document this process



# Tiered Progress

Universal screening



**Tier 1** Interventions (6- 8 weeks)  
with Progress Monitoring

Progress?



Yes  
Continue Tier 1  
Interventions



**No**  
**Problem**  
**Solve with**  
**Team**

# Tiered Progress (2)



**Tier 2** – Implement new interventions in smaller groups and track progress in smaller chunks. (6-8 weeks)

IMPROVEMENT?

**YES**

Continue interventions

**No,** Team reviews data and decides between  
a. New interventions,  
b. Modify or intensify services, or  
c. Tier IV – referral to SPED

# If Interventions do NOT Solve Problem



- A special education referral is initiated. A summary of all of the interventions and relevant data accompanies the referral.



- A child study team convenes to determine whether the child should be referred for a comprehensive evaluation.

# Language Dominance and Proficiency (1)

## Oral language

- Assess oral language proficiency assessment in **both** languages



- ✦ Some suggestions of instruments:
  - ACCESS, AIMSWEB
  - If tests are unavailable in student's native language, use informal assessment measures (language sample, oral story retelling, evaluation of receptive language).

# Language Dominance and Proficiency (2)



If L1 dominant, consider native language skills in achievement when available.

If English dominant, consider English in cognitive assessment.

If bilingual with no clear dominance, assess in both languages.

# Academic Evaluation



- An English evaluation should be attempted if English instruction has been given for 1+ years.
- If student has received native language instruction within a reasonable time period (1–2 years); a native language evaluation should be conducted.
- If native language assessment is NA, a functional assessment can provide information about student's ability

# Functional Assessment in Both Languages



- Authentic assessment in the classroom
- Curriculum-based assessment
- Dynamic assessment – evaluate performance over time
- Questionnaires from various staff members
- Portfolio assessment
- Evaluate communication holistically and across settings
- Use natural language samples

# Speech and Language



- Speech pathologists must use procedures, modifications and tests appropriate for diagnosis and appraisal in the language and speech of child.
- May include descriptive linguistic analysis
- Results indicating a language disorder should be handled with care. Language differences must be considered



# Intelligence/Cognition



- Must be conducted in the student's most proficient language. (if NA consider nonverbal + informal measures).
- If not clearly proficient in one language, consider assessing in both languages.
- If very young, a developmental scale may be used.






# Socio-cultural

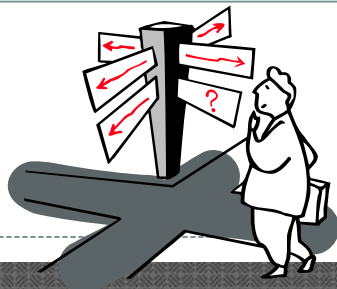


- Acculturation pattern
- Family background/dynamics
  - Separation from parents
- Educational support at home
- Previous educational experiences
- Home country political/economic reality
- Behavior at home and prior to coming to U.S.

# Causes of Confusion in Assessing Students with Language Differences and/or Language Learning Disabilities



Language Differences		Language Learning Disabilities
Language performance is similar to other students who have had comparable cultural and linguistic experiences.		Language patterns are unique to the student and unlike others in the student's cultural community.
Limited Vocabulary in the native language is due to lack of opportunity to use and hear the native language.		Student demonstrates limited vocabulary even when there are rich language opportunities in the native language.
Student shifts from one language to another within an utterance.		Word finding problems are evident and student substitutes with another language.
Communication may be impeded by an accent or dialect.		Student exhibits deficits in expressive and receptive language, which impede communication.
Pragmatic Skills such as interpreting facial expressions, appropriate physical proximity, and use and interpretation of gestures are age appropriate		Student demonstrates difficulty using and interpreting nonverbal language, often leading to social problems.



# Indicators of Language Difference



- Second language acquisition follows a developmental course similar to first language acquisition.
- Language loss is a normal phenomenon when opportunities to hear and use L1 are minimized.
- Shifting from one language to another within utterances is not necessarily an indicator of language confusion (code switching).
- It is normal for second language learners to have difficulty with fluency associated with lack of vocabulary, word finding difficulties and/or anxiety.



# Indicators of Learning Disability



- Difficulty in learning language at a normal rate compared to learners from similar backgrounds, even with special assistance in both languages.
- Short mean length of utterances (in both languages).
- Auditory processing problems (e.g. poor memory, poor comprehension).
- Poor sequencing skills. Communication is disorganized, incoherent and leaves listener confused.
- Communication difficulties when interacting with peers from a similar background.
- Lack of organization, structure and sequence in spoken and written language; difficulty conveying



# Committee to determine eligibility



## 105ILCS 5/14-8.02:

*Identification, Evaluation and Placement of Children*

*(b) No child shall be eligible for special education facilities except with a carefully completed case study reviewed by professional personnel in a multidisciplinary staff conference and only upon recommendation of qualified specialist or a qualified bilingual specialist, if available.*

# Placement of LEP Students with Disabilities



## 105ILCS 5/14-8.02:

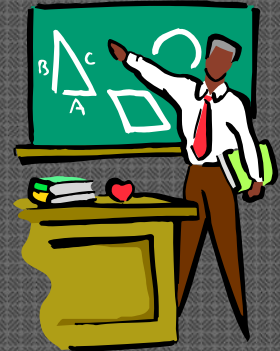
*(d) The placement of limited English which provide for integration with non-disabled peers in bilingual classrooms. Annually each January, school districts shall report data on students from non-English speaking backgrounds receiving special education and related services in public and private facilities.*

# Placement and Services in the least restrictive environment that address all needs



## • *Be Creative*

- *General education program with ESL and/or inclusion services*
- *Bilingual/ESL with inclusion/resource room services*
- *Special education with bilingual/ESL services*
- *Bilingual Special Education*



# Eligibility and IEP Development

- The committee determines eligibility:
  - Reviews all data.
  - Determines if child has a legally defined disability.
  - Provides assurances that the determinant factor of the student's problems are not primarily the result of language, culture or not having the opportunity to learn.
- The committee develops the IEP:
  - Includes present level of performance: L1 and L2
  - Annual goals for L1 and L2 (if applicable).
  - Amount of time in each setting and duration of services
  - Evaluation criteria
  - Persons responsible for implementation
  - Strategies appropriate to disability and language and culture.

# Assessment Modifications for Special Needs ELLs



- Allow extra time
- Reword questions using simplified language
- Use bilingual dictionary or translation of items.
- Change percentage of work required for passing grade.
- Use rubric to grade student's work
- Refer to modifications on IEP.



# Resources



Cross-cultural Developmental Education Services  
Dr. Catherine Collier      [info @ crosscultured.com](mailto:info@crosscultured.com)

The National Center for Culturally Responsive Educational Systems  
(NCCREST) A. Artiles, Vanderbilt University and J. Klingner,  
University of CO at Boulder  
[www.Nccrest.org](http://www.Nccrest.org)

CEC Division for Culturally and Linguistically Diverse Exceptional  
Learners      [www.cec.sped.org](http://www.cec.sped.org)

Center for Applied Linguistics      [www.cal.org](http://www.cal.org)  
National Literacy Panel      [www.cal.nlp](http://www.cal.nlp)

Klingner, J., Hoover, John J., and Baca, Leonard. (2008) Why Do English Language Learners Struggle with Reading? Thousand Oaks, CA: Corwin Press.

Office English Language Acquisition

[www.ed.gov/offices/oela](http://www.ed.gov/offices/oela)

# Resources



Office of Special Education and Rehabilitative Services

[www.ed.gov/offices/osers](http://www.ed.gov/offices/osers)

National Institute of Child Health and Human Development

[www.nichd.nih.gov/crmc/cdb/cdb.htm](http://www.nichd.nih.gov/crmc/cdb/cdb.htm)

Intercultural Development Research Association

[www.idra.org](http://www.idra.org)

National Association of Bilingual Education

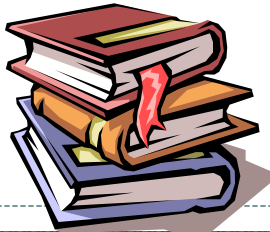
[www.nabe.org](http://www.nabe.org)

*Illinois School Code –2007*

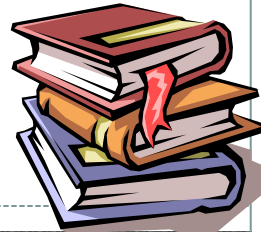
*Article 14. Children with Disabilities*

<http://www.isbe.state.il.us/>

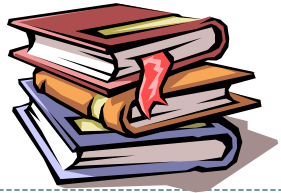
*Article 14c– Transitional Bilingual Education*



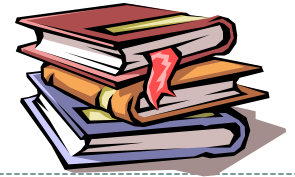
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# QUESTIONS?

