

English Language Learners *with* Educational Disabilities

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What do you see?

What do you think?
What do you feel?



What do you see?

What do you think?
What do you feel?



What do you see?

What do you think?
What do you feel?
How will you teach?



What do you need to consider?

Identification, Location, Referral

Evaluation

Development of IEP or IAP

Instructional Pedagogy versus Accommodations

Professional Development

Resources, Resources, Resources

Identification, Location, Referral

NJAC 6A:14 *and* NJAC 6A:15 require the identification-

How do you we identify ELL students with disabilities:

1. PD for teachers and administrators to see the signs and know the difference;
2. Impactful use of data;
3. Constant collaboration between the departments of special education and ESL/Bilingual education;
4. Effective communication with families;
5. In a timely manner~ Timelines Matter!

Evaluation

First-

Know the ELL needs of the student;

Gather formative and summative data to define the areas of concern;

Avoid over-referring students demonstrating behaviors that are typical for students adjusting to a new language, a new culture, a new school, etc;

Ensure strong instructional practices;

Then-

Plan an evaluation that considers the impact of ELL on ability to learn;

Utilize appropriate measures in the student's native language when appropriate;

Ensure measures are valid and reliable for students learning a second language;

Ensure all evaluators are skilled in evaluating students with both second language development AND educational disabilities;

Developing an Individualized Education Program or Individualized Accommodation Plan to ensure student needs are met is not easy... but it is the law!

When developing an IEP for a student with both second language development AND educational disabilities, the district MUST ensure both needs are met.

IEP teams should include:

1. Appropriate members of the CST;
2. General AND Special Education Teachers
3. AND- a professional with knowledge of the programming and services for students with second language development;
4. Appropriate related service providers;
5. The parent(s);
6. The student where appropriate'
7. Other relevant personnel- including an interpreter

Developing a solid plan~

COLLABORATION

- ★ Ensure all relevant professionals are working together to plan the most effective educational program for the student;
- ★ Ensure all collaborators are aware of and consider cultural differences that may exist;
- ★ Ensure parents are, both, invited to the meetings and understand their rights, the programming developed, and the supports available to their child and them;
- ★ Ensure maximal opportunity to be educated within the mainstream;
- ★ Ensure goals and objectives allow for monitoring of progress;

Instructional Pedagogy versus Instructional Accommodations

Good Instructional Pedagogy is:

- Research-based
- Standards based
- Targeted and specific
- Flexible and differentiated
- Planned, evaluated, and adjusted
- Replicated
- Formatively and summatively assessed

Instructional Accommodations must be:

- Individualized
- Based upon evaluation data
- Specific
- Ongoing and implemented regularly
- Designed to allow demonstration of learning that occurring
- Regularly evaluated for efficacy and implementation

Professional Development

https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

Questions you may want to consider:

1. Do teachers understand the ways academic, behavioral, cultural, and instructional differences that may exist with students who are English Language Learners?
2. Are teachers skilled in gathering data that will assist with identifying, both, Special Education and ESL concerns?
3. Are your staff members skilled in communicating with parents of diverse cultures?
4. Do your staff know where to gain support and resources for students with factors that may impact their ability to learn?
5. Is there sufficient collaboration between faculty members?
6. Are administrators skilled in supporting students and families with needs in both areas?

Resources, Resources, Resources...

https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf

<http://www.state.nj.us/education/code/current/title6a/chap15.pdf>

<http://www.state.nj.us/education/code/current/title6a/chap14.pdf>

http://www.ldonline.org/spearswerling/Learning_Disabilities_in_English_Language_Learners

<http://www.ldonline.org/article/19260/>

<http://www.ldonline.org/article/40715/>

<http://www.ldonline.org/article/c677>