SPED & ELL
Separating Difference & Disability

Dr. Catherine Collier

#AskDrCollier
www.crosscultured.com
catherine@crosscultured.com

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What we know

- We need to know more than what works…..
- We need to know what works with WHOM

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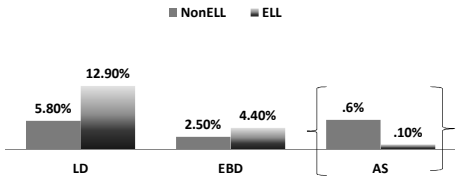
Disproportionality WA



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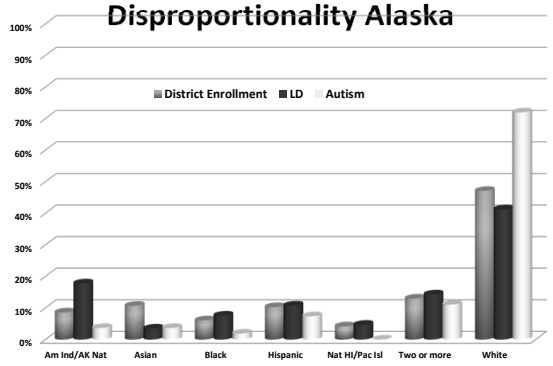
Disproportionality Alaska



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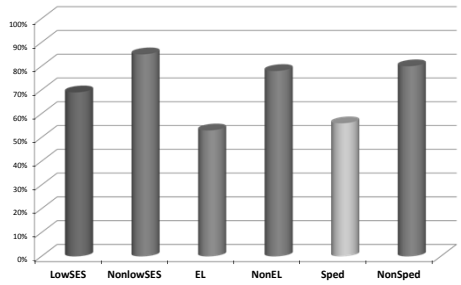
Oregon?



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Definitions

Culture	Learning Disability	Cognition
The concept of things that particular people use as models of perceiving, relating, and interpreting their environment.	A disorder in one or more of the basic psychological processes involved in understanding or using language. May manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations	The process by which individuals perceive, relate to, and interpret their environment.

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ELL Representation Patterns

- Students in English immersion programs are referred to Sped at higher rates than those in bilingual programs.
- ELLs who are "parent waivers" are the most likely to be referred and placed.

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Cultural context: Child Rea

- **Vertical vs horizontal**
- **Instruct vs allow**
- **Indulgent vs strict**
- **Adult vs peers**
- **Inward vs outward**
- **Nuclear vs communal**

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But avoid stereotyping!

- **Sometimes it is easier to understand culturally diverse families in terms of group attributes. But individual families are constantly negotiating their identity and their culture within their peer groups and their community culture is not static.**

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Cultural Context: Acculturation

Heightened Anxiety
Inattention
Confusion in Locus of Control
Withdrawal
Silence/unresponsiveness
Response Fatigue
Code-switching
Distractibility
Resistance to Change
Disorientation
Stress Related Behaviors

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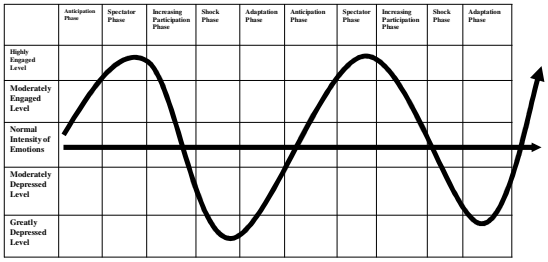
The Intensity of Culture Shock is Cyclical



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Linguistic Context: Krashen's Critical Elements for SLA

1. Provide Comprehensible Input in Second Language
2. Lower the Affective Filter
3. Maintain Subject Matter Education
4. Maintain and Develop Student's Home Language

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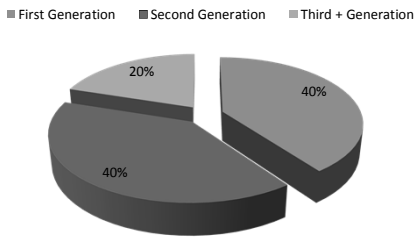
Growth in Native Born LEP



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Linguistic Context: The Deadly Plateau

- **Texts are frequently at *i + 10*, not *i + 1***
- **Growth in reading and academic achievement levels off**
- **Motivation decreases**

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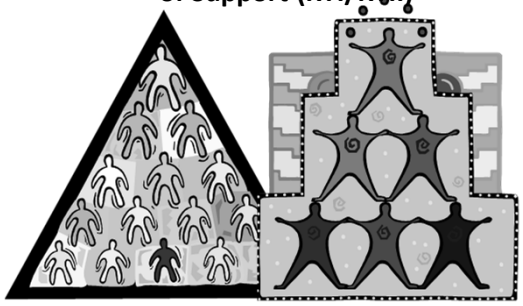
Lots of models of Multi-Tiered Systems of Support (RTI/RTII)



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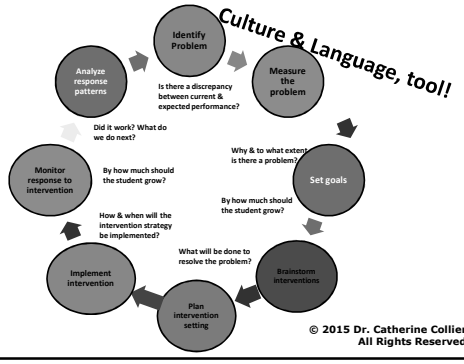
Problem Solving with Progress Monitoring



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Problem Solving or RTI Elements

1. Early, high-quality, scientific research-based interventions
2. Continuous monitoring of student performance and progress during interventions
3. Use of response data to change the intensity or type of subsequent interventions
4. Parents and families informed and involved in team decision making throughout the intervention process

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RTI for CLD is more than reading!

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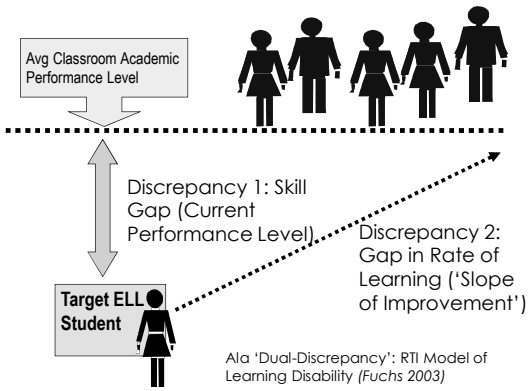

Ala 'Dual-Discrepancy': RTI Model of Learning Disability *(Fuchs 2003)*

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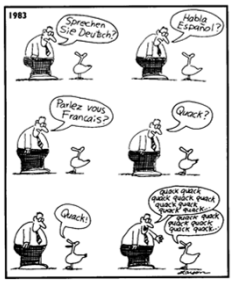
Is RTI the answer to disproportionate representation of CLD/EL?



Only if approaches are culturally and linguistically responsive and address both system and student issues.

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Eight Challenges to RTI for ELL (& CLD)

1. Difficulties with policy guidelines.
2. Different stakeholder views about timing for referral of students who are English language learners.
3. Insufficient knowledge among personnel involved in identification.
4. Difficulties providing consistent, adequate services to students who are English language learners.

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Eight Challenges to RTI for ELL (& CLD)

5. Difficulty obtaining students' previous school records.
6. Lack of collaborative structures prior to referral.
7. Lack of access to assessments that differentiate between second language development and learning disabilities.
8. Lack of consistent monitoring for struggling students who are English language learners.

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Five Things that Work in RTI for ELL

1. Adequate Professional Knowledge
2. Effective Instruction
3. Valid Assessments & Interventions
4. Collaboration Between District Departments
5. Clear Policies

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Reminder!

An EL student may have learning and behavior problems due to language & cultural differences <u>and</u> problems due to an exceptionality.

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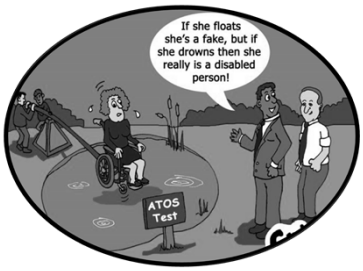
Jargon for Dual labeled



- ELWSN
- ELSWD
- ELSE
- EALSWD
- CLDE

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Legal Context

If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure...

- that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- that the parent understands the content of the notice; and
- that there is written evidence that these two requirements have been met.

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IEP Development for EL Students

IEP must include:

- Specific interventions which address special education needs,
- Specific language acquisition interventions which address the EL student's L2 goals within context of his/her special education needs,
- Identification of service providers responsible for implementing and monitoring the integration of these services, and
- The time limits and scheduled specific re-evaluation formats, dates, and meetings.

§300.324(a)(2)(ii)

- With respect to a child with limited English proficiency, the IEP team shall consider the language needs of the child as those needs relate to the child's IEP, when:
  - the team develops the child's IEP, and
  - the team conducts a meeting to review and, if appropriate, revise the child's IEP.
- In considering the child's language needs (as they relate to the child's IEP), if the IEP team determines that the child needs a particular device or service … the IEP team must include a statement to that effect in the child's IEP.
- For a LEP child with a disability, the IEP must address whether the special education and related services that the child needs will be provided in a language other than English.

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IEP Development for EL (CLD) Students

Team members must include:

1. Parents
2. Regular Educ teacher of student
3. Special Educ teacher of student
4. Agency representative w/ specific qualifications
5. A person who can interpret the instructional implications of evaluation results
6. At discretion of parent/agency, individuals who have knowledge or special expertise regarding the student

From the Director of OSEP/OSERS

"Certainly, it would be a best practice to include the participation of an ELL ELL teacher development of the IEP of a child who is LEP…"

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7 Steps for Separating Difference & Disability

Step 1 Build & Sustain a Foundation for Learning
Step 2 Establish & Support Resiliency
Step 3 Differentiate Instruction & Intervention
Step 4 Monitor Instruction & Intervention
Step 5 Resolve or Refer
Step 6 Integrate Services & Cross-cultural IEPs
Step 7 Maintain Staff & Programs Serving CLDE

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Thank you! Come visit us at www.crosscultured.com

- Over 45 years experience.
- Research on impact of acculturation on referral & placement of CLD students.
- Research on effectiveness of specific cognitive learning strategies for diverse learners.
- Classroom teacher, diagnostician, faculty, administrator.
- Social justice advocate, author & teacher educator.

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