

Take a Survey:

→Go to: www.DifferenceOrDisability.Weebly.com

→Click on: Survey

English Learners: Difference or Disability?



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Objectives

- Explain categories of special education with a deeper dig into learning disabilities using a graphic organizer and cooperative group structures
- Analyze characteristics of language acquisition that mirror learning disabilities using graphic organizers
- Develop background knowledge of the pre-referral process through group discussion and reflection
- Examine information gathering tools through hands-on experiences
- Learn how
 - to design instruction and intervention plans for English Learners
 - to create an action plan by exploring resources in a small group

Culture Tree

Surface Culture

Observable patterns

Low emotional impact on trust

Shallow Culture

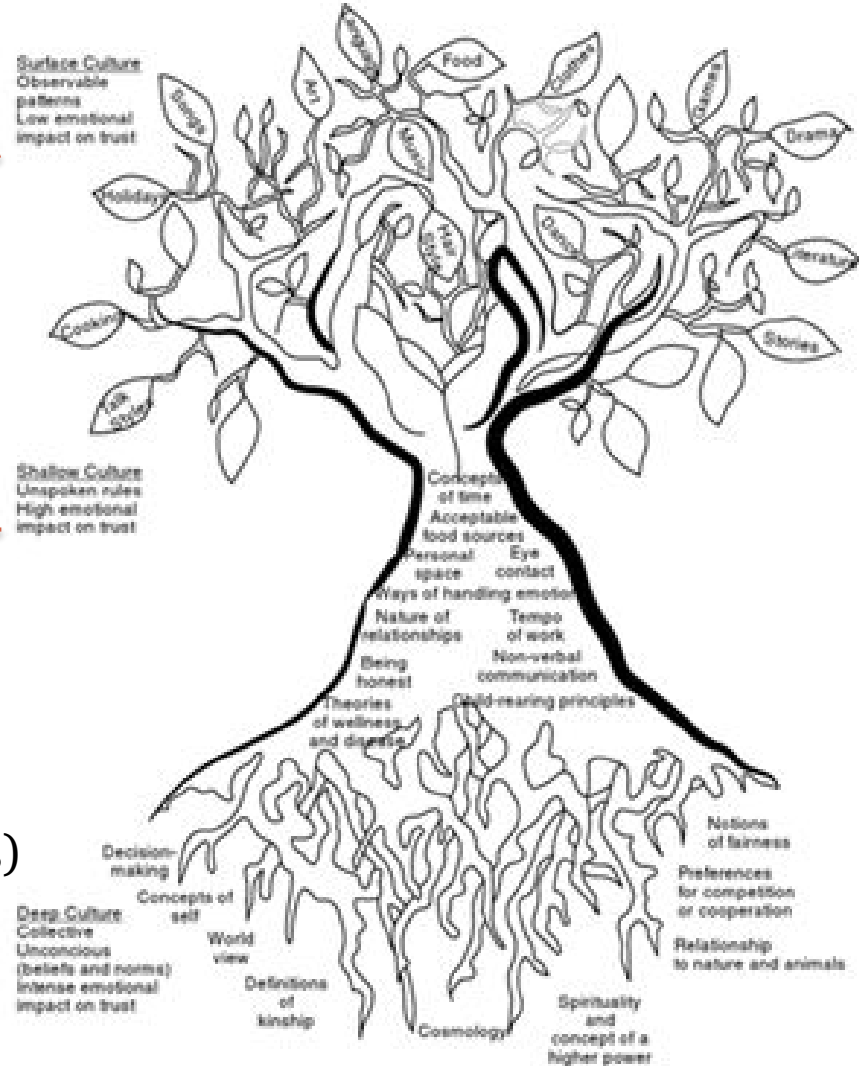
Unspoken rules

High emotional impact on trust

Deep Culture

Collective Unconscious (beliefs/ norms)

Intense emotional impact on trust

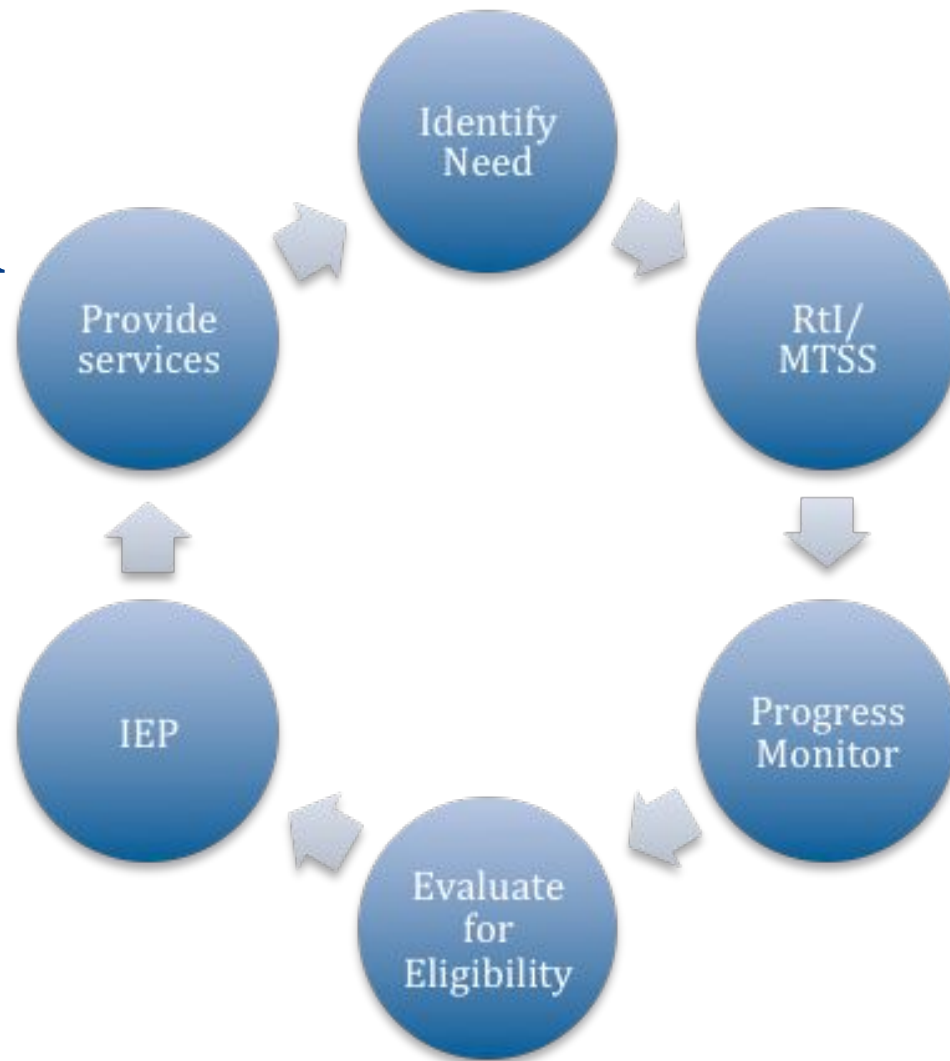


WIDA Levels

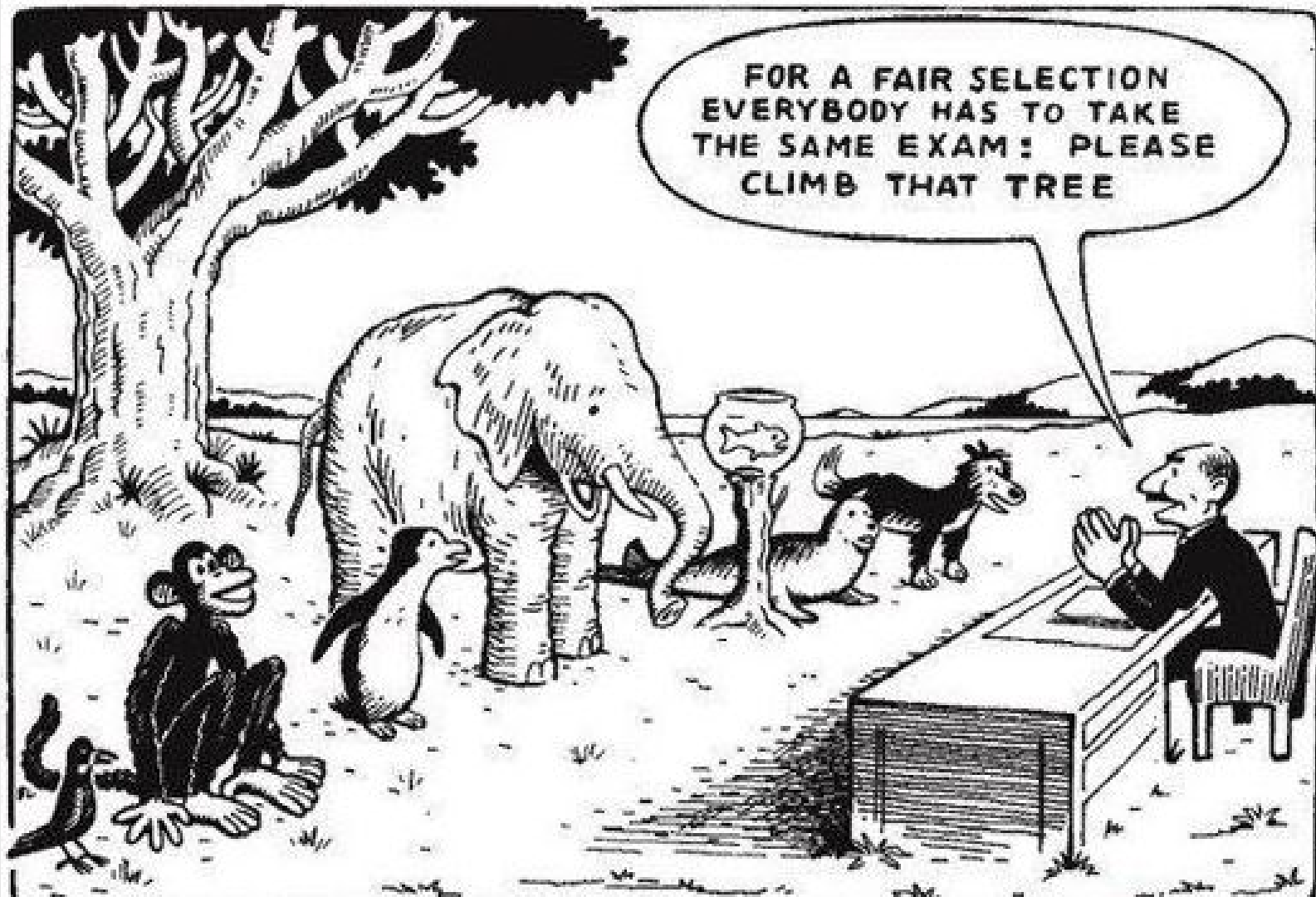


[Click for Link to WIDA Performance Definitions](#)

Special Education



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Why are ELs
Under
Identified?

What's
at Stake?

Why are ELs
Over Identified?

What's
at Stake?

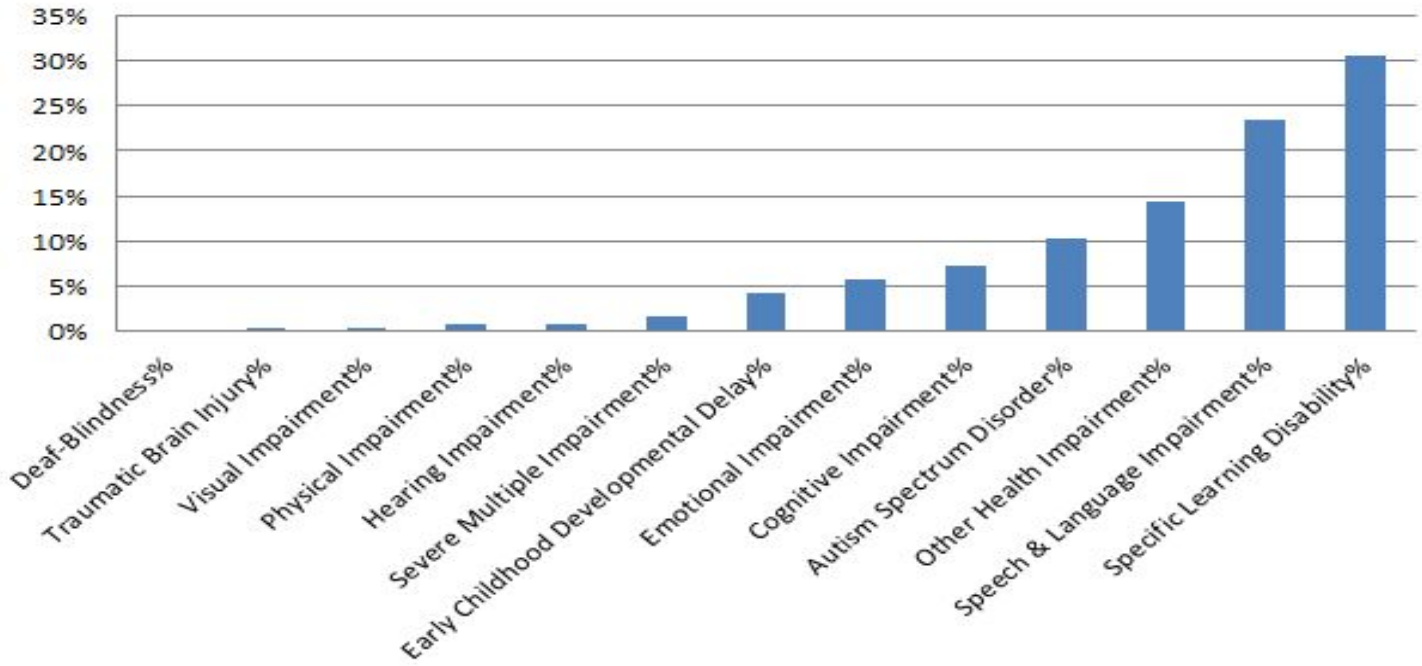
13 Special Education Eligibility Areas

- ***Specific Learning Disability (SLD)**
- ***Speech and Language Impairment (SLI)**
- *** Emotional Impairment (EI)**
- *** Cognitive Impairment (CI)**
- Autism Spectrum Disorder (ASD)
- Deaf-Blindness
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Severe Multiple Impairment (SMI)
- Physical Impairment (PI)
- Other Health Impairment (OHI)
- Traumatic Brain Injury (TBI)

** For the purposes of this workshop we will focus on attending to these categories*

Oakland County: Disabilities Identified Most Frequently

Eligibility Distribution for Students with IEPs Oakland County 2015-16



Group Work!

1. Handout: [Disabilities and Sociocultural Characteristics](#)
2. Brainstorm at tables
3. Share out!

Emotional Impairment

- Impact on learning, over time
- Poor interpersonal relationships
- Inappropriate behavior/ display of feelings
- Pervasive mood of unhappiness or depression; or
- Physical symptoms/ fears

Emotional Impairment

Behavior	Sociocultural/ Language Consideration
Fails to talk; extreme social withdrawal.	
Arrives late; confuses time.	
Poor interpersonal relationships.	
Fights or harrasses others.	
Behaves impulsively.	

Emotional Impairment

Behavior	Sociocultural Consideration
Fails to talk; extreme social withdrawal.	Normal stage: Language acquisition/ acculturation.
Arrives late; confuses time.	Concept of time varies between cultures.
Poor interpersonal relationships.	Normal stage: Language acquisition/ acculturation.
Fights or harrasses others.	Culturally appropriate in native culture
Behaves impulsively.	School expectations vary

Cognitive Impairment

- Limitations in mental functioning/ skills
- Difficulties in communicating, taking care of him or herself, and social skills.
- Slow development in learning to speak and walk
- Difficulty learning in school

Cognitive Impairment

Behavior	Sociocultural/ Language Consideration
Difficulty putting on coat/ clothes	
Very slow growth in content areas	
Unable to name colors and simple personal details	
Behind peers physically (Gym class, recess time)	
Difficult to understand speech	

Speech & Language Impairment: IDEA

- Communication disorder
- Stuttering, lack of fluency
- Impaired articulation
- Language impairment: Difficulty using words/phrases in context

Speech & Language Impairment

Behavior	Sociocultural/ Language Consideration
Student does not respond to verbal directions/ questions.	
Student has long wait time.	
Student can't pronounce certain sounds when speaking/reading.	
Student lacks verbal fluency.	
Student speaks "around" subject; doesn't "get to the point."	

SLD: Specific Learning Disability

Immersion Activity:

Experiencing Decoding Difficulties as an English Learner

Source: <http://www.pbs.org/wgbh/misunderstoodminds/>

SLD: Specific Learning Disability

Difficulty with one of the following:

- Using spoken or written language
- Decoding reading/ spelling
- Comprehending reading or speaking
- Math calculations
- Could be due to brain injury, dyslexia, aphasia, brain disfunction

SLD: Specific Learning Disability

Basic Reading

Math Problem Solving

Reading Fluency

Math Computation

Reading Comprehension

Oral Expression

Written Expression

Listening Comprehension

****Based on RtI/ MTSS interventions, progress monitoring and formal assessments**

SLD Characteristics by Grade Level

1. Join **Grade Level Group**: Elementary, Middle, or High School
2. Discuss **2 Characteristics** and **Considerations**
3. Share Out: **SLD Continuum**

SLD: Specific Learning Disability

Behavior	Sociocultural Consideration
Comprehending text	Bias or language level
Phonological awareness	...with English sounds.
Remembering sight words/ vocabin ENGLISH.
Applying math facts to complex problems	Oral presentation above language level
Grammatical patterns	Subject/verb agreement, tenses, rules imprint from L1
Applying multi-step story problems	Bias or language level

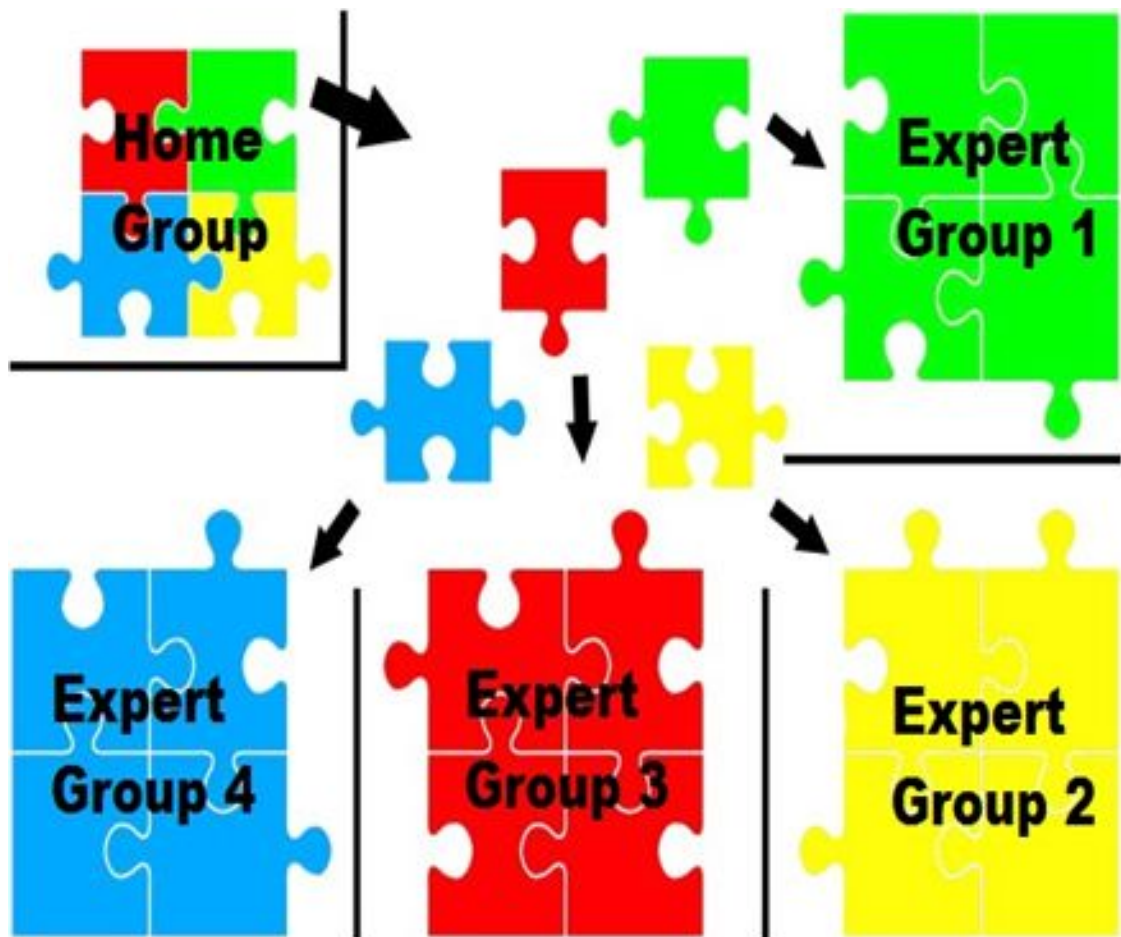


BREAK

Jigsaw: English Learners & Disabilities

Sentence, Phrase, Word Activity

1. WIDA Focus on Differentiation (Part 1)
2. Asking the Right Questions
3. A Cultural, Linguistic, and Ecological Framework for RtI with English Language Learners ([Introduction and Tier 1](#))
4. A Cultural, Linguistic, and Ecological Framework for RtI with English Language Learners ([Tier 2 and Tier 3](#))
5. Impact: Meeting the Educational Needs of English Language Learners with Learning Disabilities





LUNCH!

Does your district have an established protocol for English learners suspected of having a disability?

Where are you in each step of the process?

Pre-Referral Process for ELs

Step 1: Multi-Disciplinary Team

Step 2: Review Curriculum & Instruction

Step 3: Interventions & Progress Monitoring

Step 4: Information Gathering

Step 5: Resolution or Referral?

Step 6: Culturally Responsive Evaluations

Step 1: Multi-Disciplinary Team

A Team Approach RIGHT From the Start!

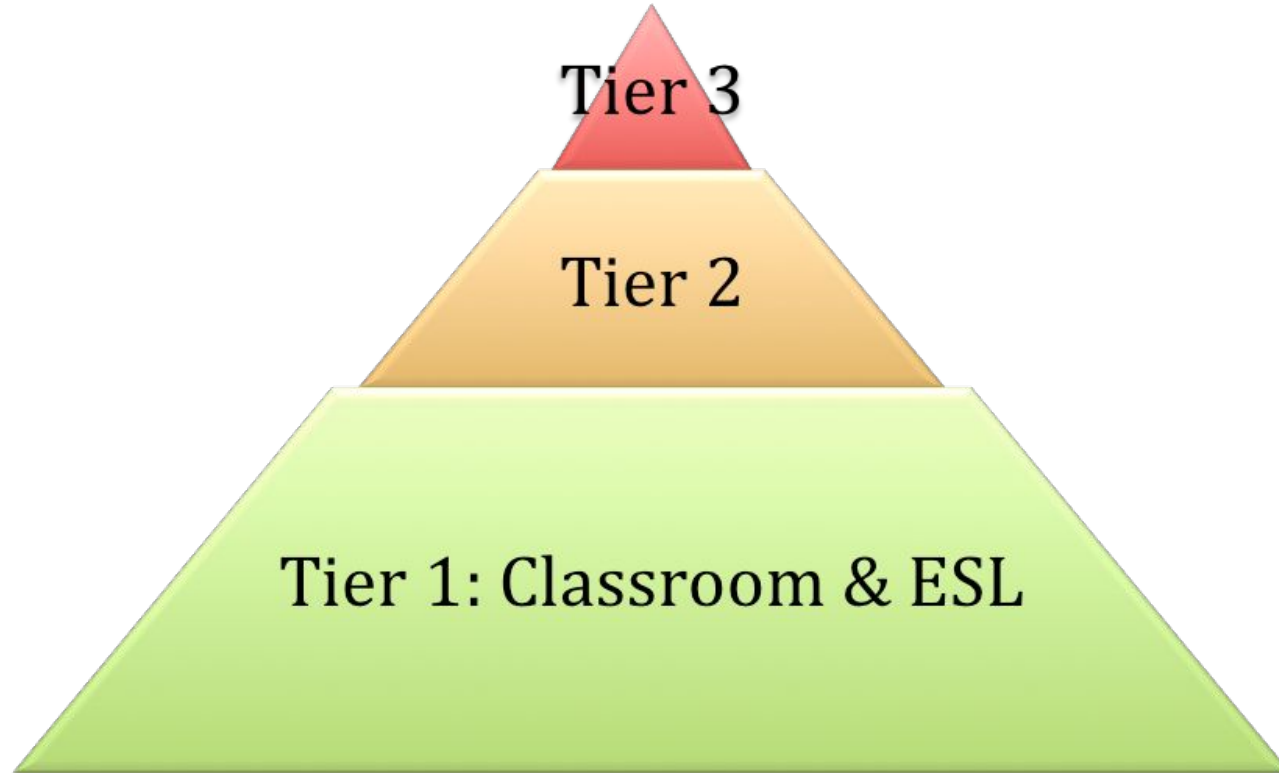
Team:

- Who is at the table?
- Who should be?

You:

- What is your role?
- What would you like it to be?

Step 2: Review Curriculum & Instruction



WIDA Instructional Focus



Social &
Instructional
Language



Language of
Language
Arts



Language of
Mathematics



Language of
Science



Language of
Social
Studies



Moises



Does Moises have characteristics of a disability?

Is the teacher meeting his needs?

[Link to video](#)

Step 3: Interventions & Progress Monitoring

Interventions

Cultural
Bias?

Language
Level?

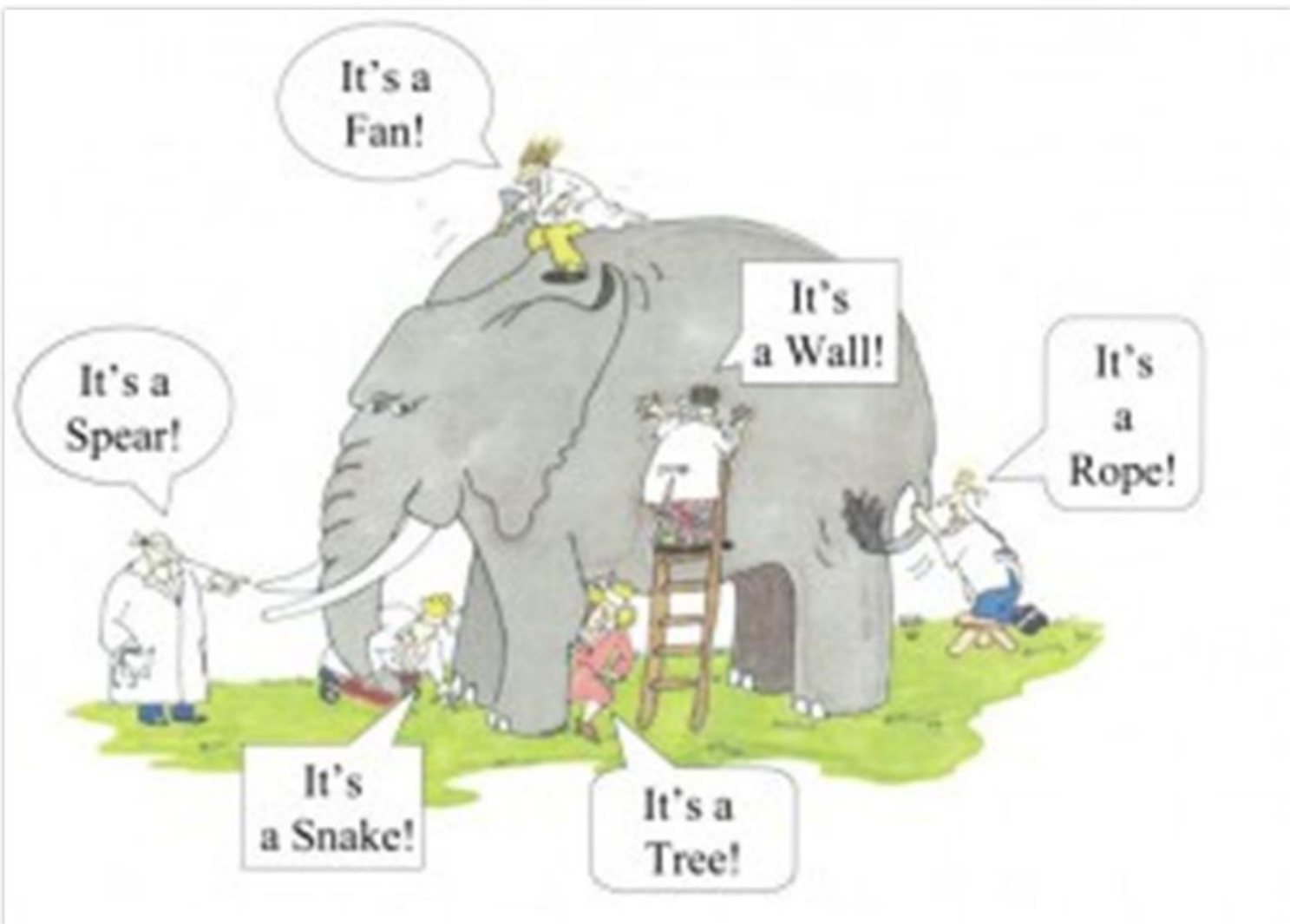
Progress Monitoring

Cultural
Bias?

Language
Level?

[Link to
Interventions
Review Form](#)

[Link to Cultural
Bias Checklist
\(Collier\)](#)



Step 4: Information Gathering

Background/ Cultural



[Link to
Information
Gathering
Resources](#)

Information Gathering

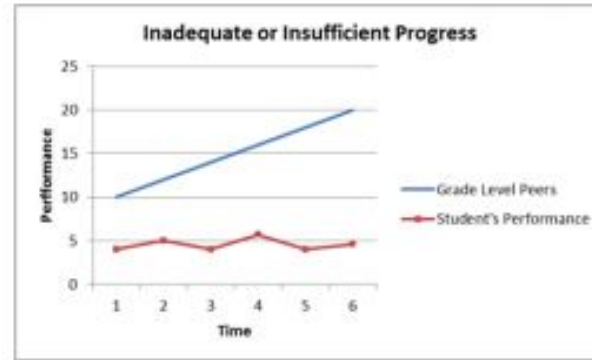
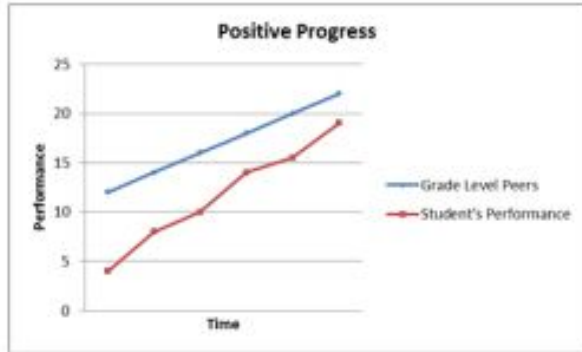
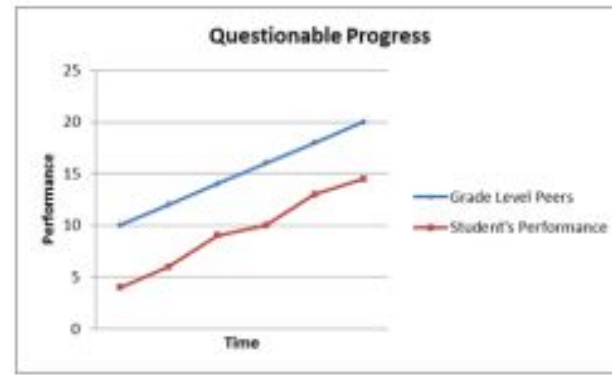
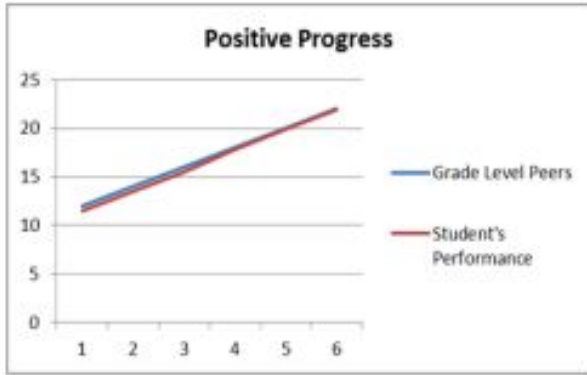
Language Acquisition

WIDA Spring 2014	
Listening	5.0
Speaking	4.5
Reading	2.3
Writing	1.5

WIDA Spring 2015	
Listening	6.0
Speaking	5.4
Reading	2.4
Writing	1.3

Information Gathering

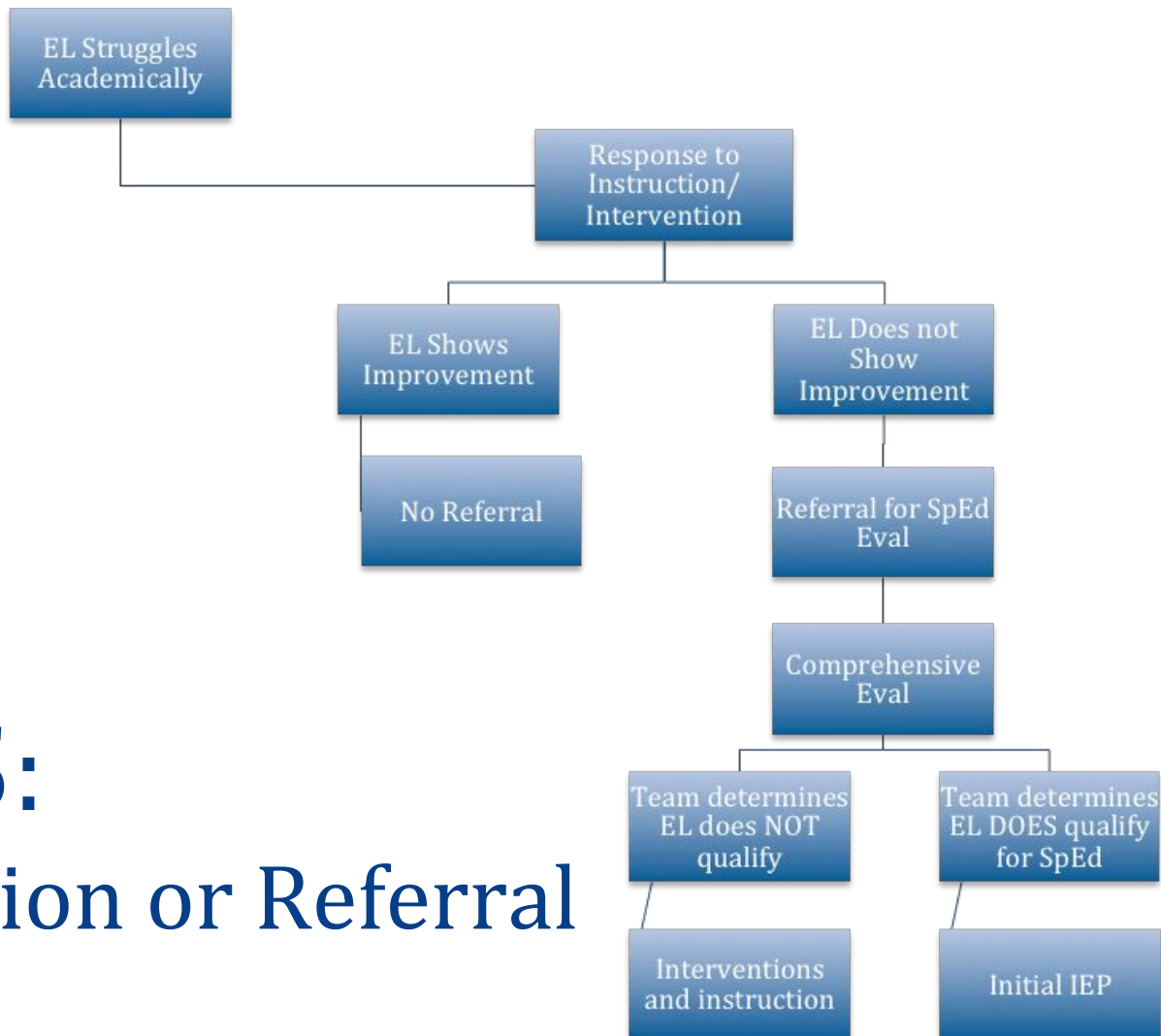
Academic Progress





BREAK

Step 5: Resolution or Referral



Step 6: Culturally Responsive Evaluations

Formats

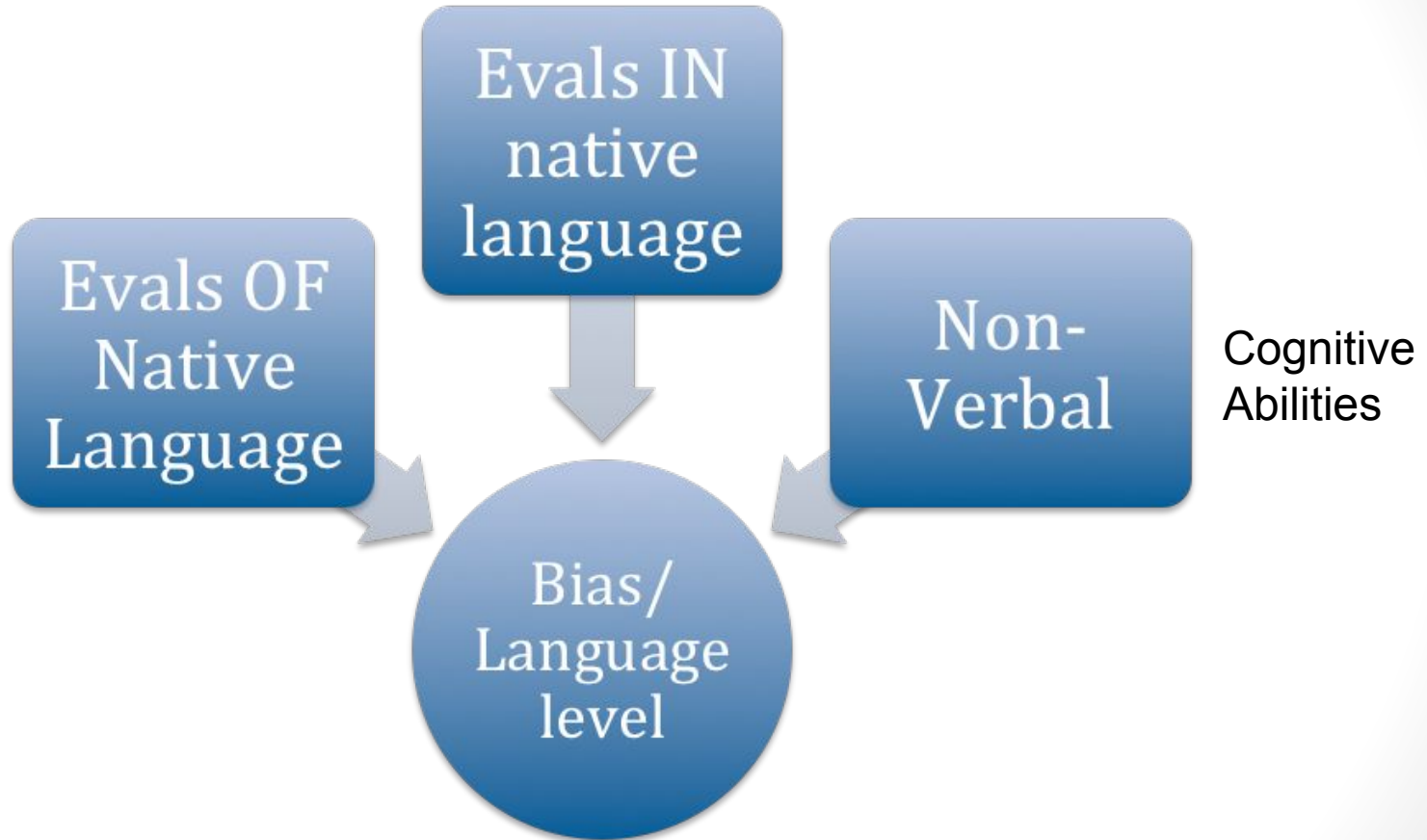
What formats are challenging for ELs?

What formats might help them demonstrate proficiency?

Bias

What biases have you seen in assessments? Examples?

Bilingual and Certified Evaluator
Fair procedures for reporting scores



District Analysis

1. Review a district's protocol. As you read, code each section in relation to the six steps.
2. How does your district protocol address the six steps?
3. Identify an area of growth.

Goal & Action Plan

Goal:

Action Plan/ Resource:

1

2

Website Exploration:

- Go to: www.DifferenceOrDisability.Weebly.com
- Find good stuff using the [Resource Document](#)
- Create your action plan!

Return to Our Objectives

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