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Instructional Practices for Dual-Identified Students

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Agenda

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- **Rationale for change**
- **Common characteristics and challenges in identifying the differences**
- **Identifying Inclusive Practices: Research-based strategies**
- **Role of Collaboration: Putting Practices Into Action**

2

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Objectives: Participants will be able to. . .

- **Compare and contrast, as well as begin to differentiate learning and behavioral characteristics of ELs and students with high incidence disabilities**
- **Identify research-based strategies that support diverse learners**
- **Determine how to use and engage with a collaborative lesson planning protocol that encourages the integration of inclusive practices.**

3

Rationale for Change

Problem & Key Challenges

No definitive processes exist for identifying English learner (EL) students with learning disabilities and determining the best academic placement for them.

Key challenges are:

- A lack of understanding about why EL students are not making adequate progress.
- Poorly designed and implemented referral processes.

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5

Rationale

There are over 500,000 English learners with disabilities in schools in the United States; approximately 8.5% of all English learners also have a disability, and approximately 13% of all students with disabilities are English learners. A total of 58.6% of the students ages 6 through 21 who were limited English proficient (LEP) and served under IDEA, Part B, were educated inside the regular class 80% or more of the day

(38th Annual Report to Congress on the Implementation of IDEA, 2016. U.S. Department of Education, p. 142).

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6

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Rationale- Research

"Multiple needs in an individual student contribute to the challenges schools face when their systems are not integrated and coherent.

Children with a disability who are also English language learners (ELLs) become caught between systems because there is not enough support for both intensive language and special education services.

Ultimately, this dilemma forces an IEP team to make a 'Sophie's choice': in which area will a student receive support, and in which area not?

Either option promises poor outcomes for the student."

(CA's *One System Report* (2015), p. 23)

7

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ELSWD in MA

Across 10 sampled districts:
- **Generally, there are similar rates of special education identification among ELs and the general population**
- **Evidence in some districts of over-identification**
- **Evidence in some district of under-identification**

⁻Center for English Language Learners at American Institutes for Research (AIR), 2015

8

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Activity
Think-Pair-Share

Think and reflect on the data graphs shown previously.

Discuss with your elbow partner:

1. **Do you see these same types of gaps/issues in the districts where you work?**
2. **Why do you think these gaps continue to exist?**
3. **How can these gaps be addressed?**

9

Common Characteristics and Challenges in Identifying the Differences

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Types of Disabilities in MA

- *Specific Learning Disabilities
- Intellectual
- Sensory/Hearing
- Emotional
- Health
- Multiple Disabilities
- Autism
- Neurological

11

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Characteristics of Students with Disabilities Specific Learning Disability

- Unexpected underachievement
- Lack of motivation
- Difficulty generalizing information
- Faulty information processing
- Insufficient problem solving strategies
- Immature social skills
- Disorganization

12

Characteristics of Students with Disabilities
Attention Deficit Hyperactivity Disorder

Inattention/divided attention:	Predominantly inattentive-type:
• Inability to complete two tasks simultaneously • Focused attention • Selective attention • Sustained attention • Vigilance and readiness to respond	• Zone out, internally distracted • Underactive, foggy, and cognitively sluggish. • Do not display commonly recognized disruptive behavior. • Mistakes following oral and written instructions. • Difficulty sorting out relevant from the irrelevant
Hyperactivity and Impulsivity	**Hyperactivity**
• Different expressions of impaired behavioral inhibition. • Not just high activity, but disorganized and purposeless activity. • Overactivity and "subjective feelings of restlessness" (Robin, 1998)	• Motoric activity • Nonstop talking • Struggle to sleep

13

Characteristics of Students with Disabilities
Autism Spectrum Disorder

Difficulty with
- Identifying global concepts and elements of tasks
- Processing auditory information- understanding, retaining and retrieving
- Generalizing skills
- Sequencing information or steps in a task
- Transitioning between different activities
- Time concepts and time management
- Atypical and/or uneven academic, social, or emotional development

14

Characteristics of English Learners

- **English learners need explicit language instruction**
- **Academic proficiency develops over a long period of time (5-7+ years)**
- **Individuals are unique, time to proficiency depends on many factors**
- **L2 acquisition is non linear and complex developmental process aimed at comprehension and communication**
- **Students cannot wait many years to learn content**

15

Slide 16

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Comparisons of Language Differences v. Disabilities

Speaking/Oral Fluency

Learning Behavior Manifested	Indicators of a Language Different due to 2nd Language Acquisition	Indicators of a possible Learning Disability
Student is unable to orally retell a story	Student does not comprehend story due to lack of understanding and background knowledge in English.	Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits.

16

Slide 17

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Comparisons of Language Differences v. Disabilities

Writing

Learning Behavior Manifested	Indicators of a Language Different due to 2nd Language Acquisition	Indicators of a possible Learning Disability
Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally.	Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits.

17

Slide 18

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Comparisons of Language Differences v. Disabilities

Mathematics

Learning Behavior Manifested	Indicators of a Language Different due to 2nd Language Acquisition	Indicators of a possible Learning Disability
Student has difficulty completing multiple-step math computations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1.	Student forgets the steps required to complete problems from one day to the next, even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit.

18

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Barriers Discussion

1. **What are the common problems you see in the identification of students with disabilities who are English Learners?**
2. **What are the barriers for English Learners who might have a disability?**
3. **What are the challenges for students with disabilities who are also English Learners?**

19

Slide 20

English Learner &/or Language Production Difficulty?

Tony, 4th grade student
Chapter 1 of *The Bad Beginning*
by Lemony Snicket
Transcript:

In The Bad Beginning, ah um then their, in the Bad Beginning the their parents were die and the house on fire and they tried to get out but they didn't because the house full of fire, and at the…end of chapter 1 the house…

As an English Learner, what are Tony's language barriers?

As a child with a disability, what are his challenges?

20

Slide 21

English Language Proficiency Levels

3. **Five Levels of Language Proficiency** and corresponding **Performance Definitions for** all **four language domains** (reading, writing, speaking, listening). The *Levels of Language Proficiency* describe stages of second language development, and are aligned to the *ACCESSS for ELLs* assessment. The *Performance Definitions* describe the language ELLs can process and produce toward the end of each level of English language development when given language supports.

| Entering Level 1 | Emerging Level 2 | Developing Level 3 | Expanding Level 4 | Bridging Level 5 | Reaching Level 6 |

Figure 4. WIDA Levels of Language Proficiency

Behaviors associated with Learning Disabilities	Behaviors when acquiring a second language
Difficulty following directions	
Confused by figurative language	
May have difficulty with attention span	
May seem easily frustrated	
Difficulty with phonological awareness	Difficulty distinguishing between sounds not in L1
Slow to learn sound-symbol correspondence	Confusion when sound for the symbol is different in L1
Difficulty remembering sight words	Difficulty when meanings not understood
Difficulty retelling story in sequence	Understand more than can express in L2
May have auditory memory difficulty	Slow to process challenging language

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English Language Learners & Students with Disabilities
Common Reasons for NOT Making Progress

1. Low expectations for academic performance
2. Lack of use of instructional practices that have been proven to be effective
3. Lack of instructional adaptations that are necessary to succeed academically

- Students with Disabilities

1. Low expectations for academic performance
2. Lack of use of instructional practices that have been proven to be effective
3. Lack of instructional adaptations that are necessary to succeed academically

- English Language Learners

Instructional Strategies to Support Dually Identified Students

"It is not the content that limits the students' learning; it is the manner in which the content is taught."

S. DeRuvo, *Teaching Adolescents with ADHD, Strategies Across the Content Areas*

MTSS for ELSWD
Focus on Tier One: Quality Classroom Instruction

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Instruction for Dually Identified Students

Strategies for Supporting Learner's Engagement with Complex Text

Adapted from the *ELA/ELD Framework for California Public Schools*
https://www.cde.ca.gov/Ci/rl/cf/elaeldfrmwrksbeadopted.asp

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Understanding Language
Six Key Principles For ELL Instruction

28

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Researched Based Strategies for SWD
Universal Design for Learning (UDL)

Universal Design for Learning Guidelines   VISIT THE UDL GUIDELINES

| AFFECTIVE NETWORKS: | RECOGNITION NETWORKS: | STRATEGIC NETWORKS: |
| THE **WHY** OF LEARNING | THE **WHAT** OF LEARNING | THE **HOW** OF LEARNING |

Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

29

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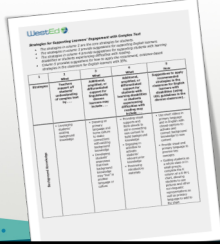
UDL

- **Blueprint for flexible goals, materials, methods & assessments**
- **Valuable instructional methodology for all students**
- **Emphasis on creating effective instruction & flexible goals**
- **Intended to be used within inclusive general education classrooms**

30

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Instruction for Dually Identified Students

- Choose a strategy to examine more closely (column 1)
- Read through columns 2-5
- Discuss column 5 with a partner.
- What other suggestions could you add to column 5?

31

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Video: Teaching channel

Building Analysis Skills Through Art: ELs with Disabilities

Building Analysis Skills Through Art
Grades 9-12 / Special Ed / ELL
CCSS: ELA.RL.9-10.4

Teaching Channel: https://www.teachingchannel.org/videos/building-analysis-skills-special-ed-getty

32

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Discussion: Turn and Talk

1. What strategies or instructional methods have you used for teaching ELSWD? What has worked well? What has not?
2. How can UDL and Strategies for ELs work together?
3. What elements did you see present in the video? Do you have other ideas to add?

33

Other Resources:

- **RETELL**
- **EngageNY**
- **CAL "Go To Strategies"**
- **UDL Free Learning Tools**
- **ESE's Educator Effectiveness Guidebook for Inclusive Practices**

34

RETELL Strategies

Vocabulary
- **Seven Step Process**
- **Word Wheel**

Reading
- **Think Aloud**
- **Reciprocal Teaching**
- **Partner Read**
- **Double Entry Journals**

Writing
- **RAFT**
- **Language Experience**
- **Cut-n-Grow**
- **Write Around**
- **Sentence Combining**
- **Ratiocination**

35

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engage^ny

Meeting Students' Needs Through Scaffolding

www.engageny.org

36

CAL's "GO TO Strategies"

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CAL CENTER FOR APPLIED LINGUISTICS

http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies

The GO TO Strategies:
Scaffolding Options for Teachers of
English Language Learners, K-12

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood

37

More on UDL: www.CAST.org

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38

MA Resource: Educator Effectiveness Guidebook for Inclusive Practices

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Aligned to the MA Educator Evaluation Framework and promotes evidence-based best practices for inclusion following UDL, PBIS and SEL

http://www.doe.mass.edu/edeval/guidebook/

39

Role of Collaboration

Finding Time for Collaboration and Using it Well

- How do you find the time to meet for planning lessons?
- Do you use the planning time you do have to your best advantage?

https://inclusiveschools.org/finding-time-for-collaboration-and-using-it-well/

41

Collaboration for Continuum of Services

- **Information gathering**
- **Processing and interpreting the information**
- **Implementing instruction and interventions**
- **Monitoring student progress and responses to instruction and intervention**

Else Hamayan, et.al. *Special Education Considerations for English Language Learners* (2013)
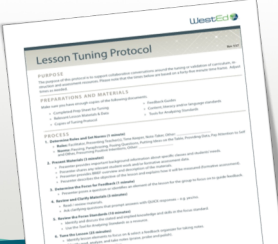
42

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Collaboration for Continuum of Services

- **Information gathering**
- **Processing and interpreting the information**
- **Implementing instruction and interventions**
- **Monitoring student progress and responses to instruction and intervention**

43

Collaborative Lesson Planning: VITAL Process

44

Backward Design Lesson Planning

1. Identify desired results (focus standard and objective(s))	2. Determine acceptable evidence (formative or summative)	3. Plan learning experiences & instruction (strategies and activities): Incorporate inclusive practices

45

VITAL Process

VITAL Process

Discussion

Think, Pair, Share

1. How might you use this protocol and process back at your school or district?
2. What would be a benefit of engaging in collaborative discussions around inclusive practices?
3. Who needs to be at the table?
4. What would be a challenge?

More Information

ELSWD Summer Workshop:
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August 7-8, 2018

https://inclusive-classrooms.eventbrite.com

49

More Information

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VITAL Collaboration Institute

July 24-26, 2018

http://wested_vital-collaboration.eventbrite.com?s=84797632

50

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Understanding Language. Six Principles of English Language Learning Instruction.

English Language Arts/English Language Development Framework for California Public Schools, Kindergarten Through Grade Twelve, (2015). Chapter Two: Essential Consideration in ELA/Literacy and ELD Curriculum, Instruction, and Assessment. California Department of Education.
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf

51

Resources

REL West research:
http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2015086.pdf (research report)
https://relwest.wested.org/system/documents/pdfs/48/original/REL_West_Memo_State_manuals_on_EL_SWD_022016.pdf?1456533413 (summaries of five state manuals)
U.S DOE toolkit:
https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

52

Tools and Resources

Teacher driven materials for behavior and academics
http://interventioncentral.org
Resource for designing rubrics
http://rubistar.org
Description of English language Proficiency levels
https://www.wida.us/
Resources on differentiated instruction
http://www.edutopia.org/article/differentiated-instruction-resources
Teaching Channel – videos of teachers using instructional strategies
https://www.teachingchannel.org/videos?default=1

53