

CHILD FIND AND ENGLISH LEARNERS: HELPING SCHOOL TEAMS MAKE APPROPRIATE SPECIAL EDUCATION EVALUATION REFERRALS

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KEY LEARNING OUTCOMES

After this presentation you will be able to:

- Provide training to school staff on appropriately identifying struggling ELLs in order to make conscientious referrals for special education evaluations.
- Provide training to school staff on using progress monitoring data to support decision-making.



WHAT IS CHILD FIND?

- Requires school districts to identify and evaluate all children with disabilities
- Sometimes disabilities are easy to see and sometimes they are not
- There are sometimes complicating factors
 - Attendance
 - Language Acquisition



WHO IS AN ENGLISH LANGUAGE LEARNER (ELL)/CULTURALLY AND LINGUISTICALLY DIVERSE (CLD) LEARNER?

- Students who have a language other than English in their background
 - May be:
 - Born in or outside the U.S.
 - Raised in an environment where a language other than English is dominant
 - Exhibit difficulties speaking, reading, writing, or understanding English
- Sometimes a language difference can look like a disability and that leads to over referral
- Sometimes people assume that the student's difficulty is due to language acquisition and they do not refer soon enough



WHEN DO YOU USE THIS PACKET?

- When an English Language Learner is not making progress after one of the following types of interventions:
 - Tier 2
 - Yellow Zone
 - Secondary
 - Double Dose
 - Target Group



PROCEDURE FOR USING THE PACKET

1. When a child is not making progress after yellow zone intervention, a coordinator needs to be identified. The coordinator is responsible for filling out Red Zone Checklist.
 - Classroom teacher
 - Reading specialist
 - ELD teacher
 - Intervention Coordinator
2. State reason for concern



3. COMPREHENSIVE ACADEMIC REVIEW

- Educational History
 - When did they enter school?
 - Education outside of the U.S.?
 - Attendance
- Vision and Hearing Screening
- Strategies to assist student implemented?
- Assessment Scores



3. CONTINUED...

○ ELD Teacher

- What information do they have?
 - Assessment scores (Reference Sheet 3)
 - Culturally and linguistically sensitive developmental information
- What resources can they offer?
 - Interventions & strategies (Reference Sheets 1 & 2)
 - Materials
 - Overall assistance



4. NOTIFY PARENTS AND WRITE DATE ON THE RED ZONE CHECKLIST FOR ELLS



5. GATHERING BACKGROUND INFORMATION: ACCULTURATION

- Acculturation
 - The process of adapting to mainstream societal, cultural worldviews, customs, and traditions
- Can be influenced by:
 - Time in U.S./Canada
 - Country of Family Origin
 - Time in the School/District
 - Parental or family decision to integrate native language and cultural influences/traditions into daily life
- Influences all areas of development!



5. GATHERING BACKGROUND INFORMATION: LANGUAGE

- Language Development
 - Don't forget native language (L1)
 - What was the first language spoken?
 - When did the child begin speaking?
- Language Use
 - Which language?
 - With whom?
 - How often?
- Receptive and Expressive Skills
 - Do they understand questions and directions?
 - Which language do they do it best?
 - Do others understand their speech?
 - Which language are they understood best?



5. GATHERING BACKGROUND INFORMATION: DEVELOPMENTAL HISTORY

- Developmental Milestones
 - Is rate or age of reaching milestones different than siblings and/or peers?
- Medical History
 - Child and family medical history that could be related to concerns
 - Hearing & Vision
 - Chronic Medical Conditions
 - Medications
 - Traumatic Events
- Don't forget to ask parents if they have relevant concerns or information that haven't been covered yet

6. HAVE THE SLP REVIEW THE BACKGROUND INFORMATION AND LANGUAGE HISTORY



7. DOCUMENT INTERVENTION AND MONITOR PROGRESS

- Current performance scores and levels
- Curriculum and Intervention Strategies
 - What did you do or use?
 - How often?
 - Who implemented and assisted?
 - Progress monitoring data
- Did they make expected growth?
- For Behavior: Is behavior impacted by the student being an English language learner?



8. DATA-BASED DECISION MAKING

- Evaluating the effectiveness of the intervention as you are going
- Look at individual students and determine if you should:
 - FADE intervention (student is at or near benchmark/grade level)
 - CONTINUE intervention (student is making the expected progress, but is not is at or near benchmark/grade level)
 - MODIFY intervention (student is not making the expected progress, consider modifying the intervention or referring for a special education evaluation)

8. CONTINUED...

USE PROGRESS MONITORING DATA TO MAKE DECISIONS


USE GROWTH RATES(*See Reference Sheet 8*)

Example: 2nd grade student in a small group reading intervention focusing on phonics and fluency

First	OCR	6-Feb	20-Feb	6-Mar	20-Mar	3-Apr	24-Apr	Average Weekly Growth
Jennifer	11	16	21	14	24	23	38	2.7

- Example: Jennifer started at 11 words/minute. After a 10 week intervention, she was reading 38 words/minute.

$$38-11=27 \quad 27 \div 10=2.7$$

- Jennifer averaged 2.7 words/minute growth each week.
 - We expect 1.2-2 words growth each week in 2nd grade.
 - Jennifer made the expected progress, however, she is not near the benchmark, continue the intervention because it is working.
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8. CONTINUED...

USE PROGRESS MONITORING DATA TO MAKE DECISIONS

Jennifer: $(38-11)/10=2.7$

Alfonso: $(16-11)/10=0.5$

(DIBELS Winter 2nd grade goal = 68, Spring 2nd grade goal = 90)

First	OCR	6-Feb	20-Feb	6-Mar	20-Mar	3-Apr	24-Apr	Average Weekly Growth	Decision
Jennifer	11	16	21	14	24	23	38	2.7	Continue
Alonso	11	11	9	4	14	16	16	0.5	Modify
Luis	11.5	16	22		14		22	1.0	?-Attend?
Veronica	11.5	13	29	16	23	20	30	1.9	Continue
Alexis	12	14	18	11	20	17	28	1.6	Continue
Samantha	12	24	30	25	27	42	52	4.0	Fade?
Alfredo	13	25	39	38	46	52	67	5.4	Fade
Andrew	13	15	22	8	15	19	30	1.7	Continue
Kenia	12.5	14	20	8	28	27	50	3.75	Fade?

SPECIAL EDUCATION REFERRAL CONSIDERATIONS

I.C.U.

- If the student
 - Has not been making the expected progress in reading, writing, math, behavior, communication, or language acquisition,
- Consider
 - Referring the student for a special education evaluation
- Unless
 - Other factors are the primary cause of the student's academic difficulties



ADDITIONAL RESOURCES

- Reference Sheet 1 : Teaching Strategies according to CALP Level
- Reference Sheet 2: Specific (Additional) Interventions for ELLs
- Reference Sheet 3 : English Language Proficiency Levels/Assessment Scores
- Reference Sheet 4 : Cognitive Academic Language Proficiency
- Reference Sheet 5 : Language Transfer Issues
- Reference Sheet 6 : Ages of Speech Sound Acquisition
- Reference Sheet 7 : Normal Processes and Phenomena of Second-Language Acquisition
- Reference Sheet 8 : Expected Rates of Growth
- Reference Sheet 9: Common ELL Behavioral Manifestations that Mimic other Disorders/Deficits
- Reference Sheet 10 :Determining if a student has a Specific Learning Disability



QUESTIONS?

FEEDBACK?

(we are always trying to improve and we would love your feedback!)

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