



# English for Speakers of Other Languages & Special Education Programs Together Providing a Continuum of Services

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# Goals

Explain the rationale for the two-pronged collaborative approach between Title III/ESOL and Special Education programs in addressing concerns about serving English Language Learners (ELL) in Special Education by ESOL Coordinators and teachers.

Clarify the process of appropriately identifying, assessing, and serving ELLs who are having excessive amount of academic difficulties.

Discuss ways to determine if ELLs' difficulties arise from language delay or a language learning disability.

Share future directions in ESOL and Special Education collaboration.

Communicate concerns and areas requiring further research and/or support from education partners.

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# Introduction

- ELLs who are having significant academic difficulties present a challenge to educators in many schools.
- Many educators face the complex problem of identifying specific difficulties that students have, determining appropriate interventions that would support their specific difficulties, and delivering these interventions in a timely manner.
- Many schools have not formed teams made up of professionals with different areas of expertise to solve the problem by providing ELLs a continuum of services.

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# Recognition of Challenges

- Federal law requires the assessment of all ELL students, and State Board of Education policy requires school districts to follow the state-adopted exit criteria: (1) Assessing Comprehension and Communication in English State to State (ACCESS) score of level 5 on tier C, and (2) Use of Language Assessment Conference (LAC) if ELL student scores a level 4 on Tier C on ACCESS and receives a passing score on the reading component of the Criterion-Referenced Competency Test (CRCT).
- There are severely impaired ELL students such as deaf ELL students or profoundly cognitively or behaviorally impaired who will never meet the state-adopted exit criteria, thereby becoming “lifetime” ELL students.
- ESOL guidance and Special Education guidance are separate and seemingly divergent.

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# Recognition of Challenges

- The “where,” “why,” and “how” of providing continuum of services are not answered.
  1. Where on the Individualized Education Program (IEP) should ESOL services be documented?
  2. Why should the ELL student receive both services?
  3. How do we report ELLs in Special Education for Full Time Equivalent (FTE) funding?
- Georgia is a local control state. What is the role of the Georgia Department of Education in district policies?

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# Major laws governing education of ELLs

<b>No Child Left Behind</b>	<b>Individuals with Disabilities Education Act</b>
NCLB Title III, Part A	IDEA

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# Georgia's Response to NCLB Provisions Regarding ELLs

## The Federal Mandate

- The *No Child Left Behind Act of 2001* requires states to establish English Language Proficiency Standards (ELP) that reflect the language necessary for proficiency in English and for academic achievement as well as to create assessments aligned with the standards.

## Georgia's Response to the Federal Mandate

- World-Class Instructional Design and Assessment (WIDA) ELP Standards and [ACCESS for ELLs®](#)

## Competency Required of Teachers of ELLs

- Competency in the Strategic Use of the WIDA ELP Standards and [ACCESS for ELLs®](#) Teacher Reports

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# Legal Rights of ELLs

1. **NCLB Title III Part A** mandates that state education agencies ensures that local districts provide opportunities for schools to provide high quality instructional programs designed to develop ELLs' proficiency in English, while they meet challenging State academic content and student academic achievement standards. **ELLs who are SWDs are no exception.**
2. **The Georgia State Board of Education** responded by signing a partnership agreement with the **Office of Civil Rights** to identify, serve, and assess all English Language Learners (ELLs) in grades K through 12, totaling **92,032** in 2009. This agreement has far reaching implications on ELLs' accessibility to quality instruction. **ELLs who are SWDs are no exception.**

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# Stipulations under the Individuals with Disabilities Education Act (IDEA)

- Assessment and other evaluation materials should not be racially or culturally discriminatory and provided in the child's native language or other mode of communication unless it is clearly not feasible to do so.
- A child is not to be determined a child with a disability if the determinant factor is lack of appropriate instruction in reading or math, or limited English proficiency.
- Parents are entitled to an interpreter at the IEP meeting, if needed.
- The IEP team must consider the language needs of the child.

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# Reasons for misidentification of ELLs with disabilities

- Research shows that productions in 24 English grammatical morphemes are similar for typically developing ELLs and monolingual English speakers with specific language impairment such as searching for words even if the concepts are understood
- Assessment of proficiency is complex requiring an understanding of multiple factors such as affect, cultural and linguistic learning and application, contextual variables, etc.
- Heavy reliance on norm-referenced and standardized assessment tools, and lack of consideration to ELLs' bilingual skills
- Lack of understanding of second language acquisition and implications of cross-cultural factors
- Lack of understanding of difference between language and learning disability and second language learning development difficulties

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# Collaborative Roles of ESOL and Special Education Teachers

Best practice indicates that the ESOL teacher should conduct the assessment of *ELL* work in collaboration with the special educator(s) in cases where disability is suspected or has been identified. The two should collaborate in proper identification of ELL with special needs & in program development.

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# Specialized Skills and Experience

**ESOL/Bilingual Specialist** offers clear understanding of:

- Characteristic stages of learning an L2
- Common patterns of errors and typical difficulties during L2 development
- Acculturation practices and use of L1 in instruction
- What is typical for ELLs academically, psychologically, socially, culturally, etc
- Differentiated instruction
- Integration of the ELP with content standards

**SPED/SLP Specialist** offers a clear understanding of:

- Types of learning disabilities and how they manifest in instructional and social interactions
- Spoken and written language and compensatory adaptations employed by exceptional learners
- Expressive and receptive L1 development in oral and written modes.
- How to help with language development as it relates to language learning difficulties

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# Review: First Language Acquisition Assumptions

- By age four, young children have already acquired vocabulary and grammar in their native language.
- Children may make errors in producing grammatical structures, but they are able to process adult speech.
- Regardless of language, children go through a similar stages of L1 acquisition.

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# Review: Natural Progression of Language Development in First and Second Languages

- Infant stage to 12 months – child vocalizes. Babbling – “ma-ma-ma”
- 24 months – unitary stage – speech is abbreviated. “Baby, go?”
- 48 months – expansion and delimiting stage – Language has features of adult language. “I want to go to the store with you.”
- 60 months – structural awareness stage – Child makes errors by overgeneralizing. “I goed to the movies yesterday.”
- Kindergarten level – Automatic Stage – Child can generate original utterances. “When I get big, I’m going to be an astronaut.”
- Grade 1 Level - Creative stage- child is able to create his or her own language. “Mommy, I love you as big as the skies.”
- Grade 2-6 Level – Communication Development Stage – Child uses complex structures. “If I were you, I would have gone with them.”

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# Language Learning Disorder/Disability (LLD)

- A student's underlying inability to learn and process any language adequately.
  - ✓ For ELLs, an LLD exists when the student tries to learn two language codes with an underlying system that is inadequate for even one (Roseberry-McKibbin, 2001).

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# Examples of tools to aid in pre-assessment data collection

- W-APT and ACCESS scores
- Bilingual Oral Language Development Checklist (BOLD)
- CAN DO Chart
- Parent Inventory of Language Skills (PILS)
- Local Educational Agency (LEA) purchased programs
- Observation and ethnographic records

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# Special Education Determination for ELLs

- Difficulties must be present in **BOTH** languages.
- Assessment must be free of cultural and linguistic bias.
- ESOL teacher needs to be a member of the team.

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# L1 Implications for Literacy Development in L2

When teaching reading in Spanish, the syllable is the nucleus for defining how to read words, how to spell words, where to divide words, where to accentuate a word, and how to make simple sentences. When “sounding out” in Spanish, it is done through syllables.

In English, “sounding out” implies pronouncing individual sounds and then blending the sounds together to form the word. Phonological awareness is taught with focus on **onset and rime**. Onset and rime in English separates the initial sound of a single syllable word from the rest of the word.

mamá □ ma - má

ca t □ /k/ /æ/ /t/

manzana □ man - za - na

sol □ sol

**Onset-Rime Blending and Segmentation:** sun -> /s/ + /ən/

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# L1 Implications for Literacy Development in L2

## Teaching Reading Directionality

*Do Chinese people read top to bottom, right to left or left to right?*

If characters appear horizontally, they will be read left to right, in exactly the same way as English. If they are printed vertically, they are read top to bottom, starting from the right-most column and moving left. This means that vertically printed books will start from the "back", from the point of view of a Westerner, and each column of text will be read until the book finishes at the "front".

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# L1 Implications for Oral Language Instruction & Language Disorder Designation

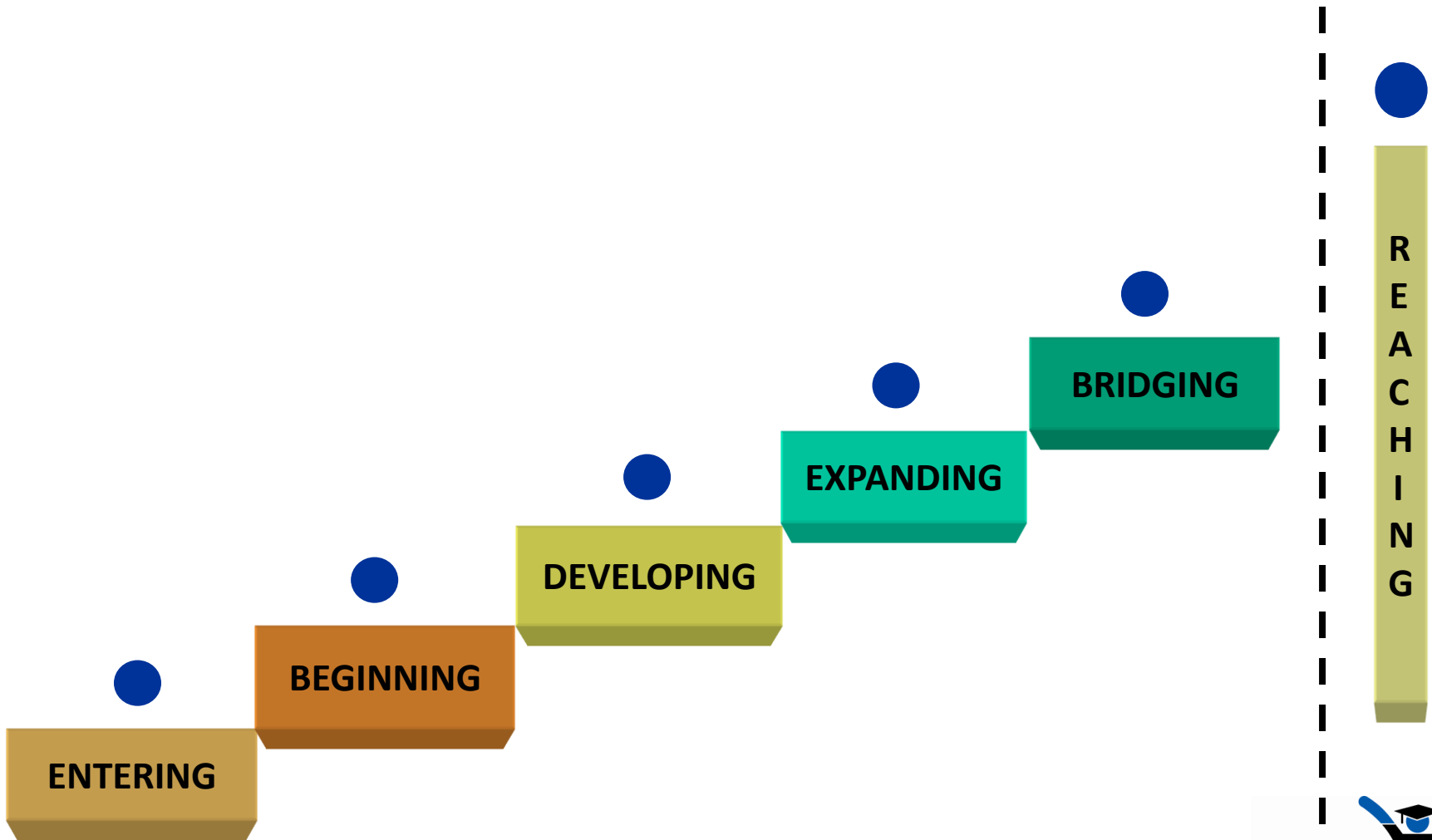
If a native Spanish speaker says /EspEš|Ə|/ or *especial* for special this is merely a transfer of the Spanish s from that alphabet system.

Similarly, there are six initial sounds found in Mandarin that do not occur in English. Often Japanese and Mandarin (and Cantonese) native speakers often mix up // and /r/ because they are unable to distinguish between the two sounds. Japanese does not have separate sounds for // and /r/. While Mandarin Chinese has two separate sounds for // and /r/, they are pronounced based on their position in words (beginning or end). No syllables end in l for the Mandarin language. Hence, both l and r will be produced as // at the beginning of a syllable and /r/ at the end of a syllable.

Some languages do not differentiate between male and female denotation in their pronoun use.

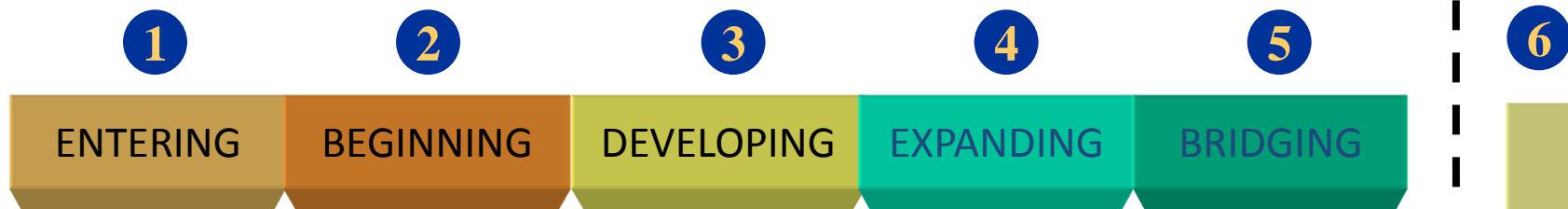
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# The WIDA ELP Scale – Where is your ELL on the scale?



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# Criteria for Performance Definitions



- **Linguistic Complexity:** The amount and quality of speech or writing for a given situation
- **Vocabulary Usage:** The specificity of words or phrases for a given context
- **Language Control:** The comprehensibility of the communication based on the amount and type of errors

# What Constitutes a Language Impairment?

Language Impairment - impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child's ability to participate in the classroom environment. The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the child's educational performance. 34 C.F.R. § 300.8(c)(11).05-22

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# What language impairment does not include:

1. Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language unless it is also determined that they have a speech language impairment in their native/primary language
2. Children who have regional, dialectic, and/or cultural differences
3. Children who have auditory processing disorders not accompanied by language impairment
4. Children who have anxiety disorders (e.g. selective mutism) unless it is also determined that they have a speech language impairment

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# How can the IEP team support program development for ELLs with special needs?

- ❑ Insure instructional practices are designed to support ELLs in both learning a new language and acquiring academic content (Arreaga-Mayer, 1998).
- ❑ Develop an understanding of the child's language and cultural factors as they relate to the child's instructional needs.

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# TransAct

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# Questions?

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