English Speakers of Other Languages (ESOL) and Special Education Programs Working Together:
Building a Bridge

Assessment, Identification and Intervention

Dr. John D. Barge, State School Superintendent

National Challenges

❑ Differing views about timing for referral of students who are ELLs.

❑ Insufficient knowledge among personnel involved in identification

❑ Lack of consistency in providing SPED and ESOL services to students who are ELLs and lack of consistent monitoring for struggling students who are ELLs after identification.

❑ Lack of collaborative structures in pre-referral and in providing services to students who are ELLs

❑ Lack of access to assessments that differentiate between L2 development and learning disabilities, particularly in languages other than English and Spanish; Lack of access to trained bilingual test interpreters and translators

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Presenters

Mae Lombos Wlazlinski, Ph.D.
Education Research and Evaluation Specialist
ESOL and Title III Monitoring
Innovative Academic Programs Division
Georgia Department of Education
mwlazlinski@doe.k12.ga.us

Leah Tillery, M.A., CCC-SLP
Education Program Specialist
Speech and Language Pathology
Division for Special Education Services and Supports
Georgia Department of Education

ltillery@doe.k12.ga.us

Activity

❑Work with a partner

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How many of the following terms can you identify? Work with a partner.

1. LEP
2. ELL
3. ESOL
4. L1, L2
5. Silent period
6. Bilingual
7. BICS & CALP
8. Code-Switching
9. Culture Shock
10. Bridging

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National Challenges

❑ Disproportionality among language minority students, specifically, Hispanics
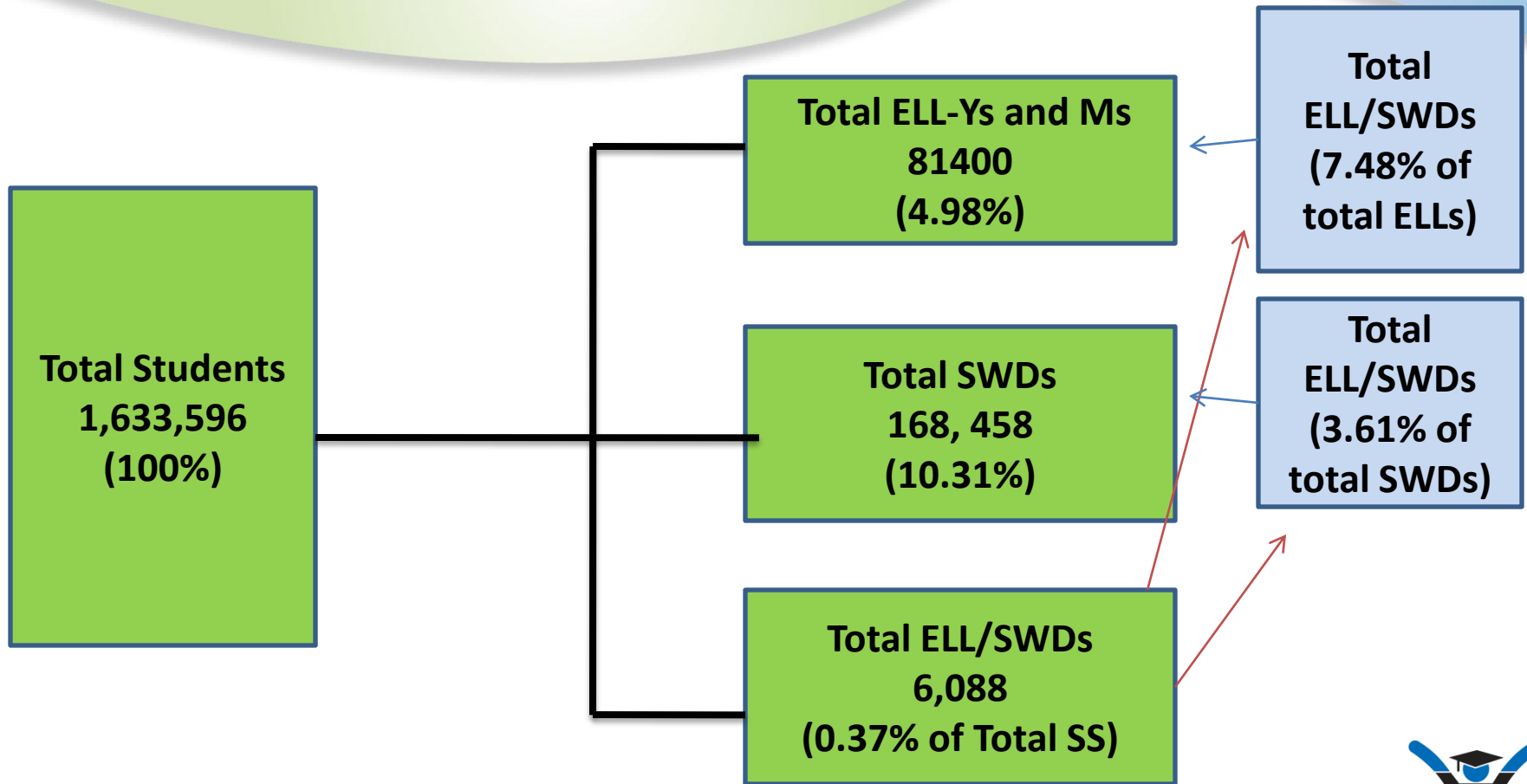
✓ Under & Over Identification, Why?

Georgia Challenges

❑ There are Wide achievement gap among ELL/students with disabilities (SWDs) and ELLs and the general student population

❑ Distinguishing the normal pattern of English language and literacy development from delays that might be associated with special education difficulties

❑ Lack of professional development opportunities for Special Education(SPED) and ESOL teachers to work collaboratively and share theoretical knowledge and instructional strategies specific to their fields

❑ Confusion about appropriate intervention and referral procedures

❑ Perceived lack of collaboration between GaDOE ESOL/Title III and SPED resulting in unclear procedures affecting ELLs who are also SWDs

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Guidance from Federal Law

❑ Two federal laws frame how the education system serves students identified as English Language Learners and students dually identified as English Language Learners with a disability

❑   No Child Left Behind Act (NCLB)

❑   IDEA 2004

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Distribution of ELL, ELL/SWD, and SWD K-12 Students in Georgia 2011

Total Students 1,633,596 (100%)

Total ELL-Ys and Ms 81400 (4.98%)

Total ELL/SWDs (7.48% of total ELLs)

Total SWDs 168, 458 (10.31%)

Total ELL/SWDs (3.61% of total SWDs)

Total ELL/SWDs 6,088 (0.37% of Total SS)

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Lag in Achievement of ELLs who are SWDs

Four Year Trend: CRCT ELA Scores
Overall Pass Rate

	2007	2008	2009	2010
3rd Grade Regular	85.62%	87.11%	86.52%	90.99%
3rd Grade ELL	71.89%	78.93%	80.85%	85.80%
3rd Grade ELL_SWD	50.87%	56.15%	58.30%	59.07%
3rd Grade SWD	65.06%	67.33%	64.37%	64.56%
8th Grade Regular	88.41%	89.53%	91.85%	96.20%
8th Grade ELL	55.23%	64.12%	72.46%	73.72%
8th Grade ELL_SWD	38.94%	46.05%	56.04%	51.25%
8th Grade SWD	57.42%	59.24%	64.74%	65.08%

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Lag in Achievement of ELLs who are SWDs – Four Year Trend: CRCT Math and Reading Scores Overall passing Rate

	2007	2008	2009	2010
3rd Grade ELL Math	85.79%	81.33%	73.52%	77.62%
3rd Grade ELL_SWD M	38.94%	39.00%	47.77%	53.28%
3rd Grade ELL Reading	72.51%	63.36%	90.99%	94.27%
3rd Grade ELL_SWD R	50.59%	68.15%	70.14%	80.28%
5th Grade ELL Math	74.42%	71.09%	77.77%	90.74%
5th Grade ELL_SWD M	55.43%	46.68%	56.07%	65.66%
5th Grade ELL Reading	63.57%	81.19%	83.27%	90.74%
5th Grade ELL_SWD R	48.54%	62.50%	63.38%	65.66%
8th Grade ELL Math	56.42%	57.78%	62.65%	66.71%
8th Grade ELL_SWD M	39.81%	37.66%	44.44%	44.24%
8th Grade ELL Reading	58.27%	69.91%	79.44%	84.06%
8th Grade ELL_SWD R	39.90%	57.39%	66.99%	72.66%

2010 Group Disaggregated Data Overall Pass Rate

Groups 3rd grade	CRCT English 3rd grade	Groups 8th grade	CRCT English 8th grade	Groups 11th grade	GHSGT English 11th grade
Regular Students (104,988)	95.99%	Regular Students (104,829)	96.22%	Regular Students (96,816)	93.86%
ELLs (11,532)	94.27%	ELLs (3,446)	73.27%	ELLs (2,173)	65.90%
SWDs (13,344)	81.75%	SWDs (12,721)	65.08%	SWDs (8,939)	54.08%
ELL/SWDs (1,141)	80.28%	ELL/SWDs (279)	51.25%	ELL/SWDs (56)	41.07%

Characteristics of Language Use and Development in ELLs

L1 and L2

What is the difference between L1 and L2?

❑L1 vs. L2

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Language Development in First Language (L1)

➤ Infant stage to12 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 over-generalizing. "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."

Second Language Acquisition (SLA)

❑Behaviors of Typical Bilingual Language Development:

   ❑Silent period

   ❑ Interference

   ❑Code switching

   ❑ Language loss

Cross-linguistic Differences - SLA Literacy Development

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/

Cross-linguistic Differences - SLA Literacy Development

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 was 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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Cross-linguistic Differences - SLA Oral Language Development (Phonology)

❑If a native Spanish speaker says */EspEšıƏl/ 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.

❑Tagalog speakers may say /past/ for /fast/ or add a vowel before words beginning with a cluster such as in /Iskul/ instead of /skul/.

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Cross-linguistic Differences - SLA Pragmatics Development

Pragmatics – Rules governing social interactions e.g., turn taking, maintaining topic of conversation

❑ *Social responses to language are based on cultural background (e.g., comfort level in asking and responding to questions)*

❑ *Pauses between turns or overlaps in conversation; interaction between adults and children, between male and female*

❑ *Topics that are taboo vs. acceptable*

❑ *Acceptable behavior in the classroom*

Cross-linguistic Differences - SLA Morphology and Syntax Development

Syntax: The rules governing the order, grammar, and form of phrases or sentences. Grammatical error due to native language influences

- ❑ *you like cake? (omission of do)*
- ❑ L1 Word order may differ from that of English: Arabic sentences are ordered V-S-O whereas Urdu sentences are S-O-V.

Morphology: The rules governing the construction of words from meaningful units

- ❑ *Speakers of Russian and Japanese may not use articles as they do   not exist in their languages. Spanish speaker may omit the   possessive "s". Instead of Peter's book will say "The book of Peter got   wet.*
- ❑ *Some languages form plural of nouns by repeating a syllable.*

Cross-linguistic Differences - SLA Semantic Development

Semantics: The rules pertaining to the underlying and the surface meaning of phrases and sentences.

❑ *Koreans may have difficulty using pronouns, as they do not exist in their language.*
❑ *A student may code switch because of this inability or unfamiliarity of the vocabulary in English (e.g., The train is muy rapido.)* The student knows the concept but not the vocabulary.

Collaborative Roles of ESOL & SPED Specialists

Identifying
English Language Learners (ELLs) With
A Disability

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Identifying ELL Students with Disabilities: Causes of Confusion

Echevarria, Vogt, and Short (2003)

Language Differences

- Language performance
- Limited vocabulary
- Language switching
- Communication
- Pragmatic skills

Language Disorder

- Language performance
- Limited vocabulary
- Word finding problems
- Communication
- Pragmatic skills

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Identifying ELL Students with Disabilities: Combining Specialized Skills and Experience

ESOL Teacher/Bilingual Specialist

▸ Characteristic stages of learning an L2

▸ Acculturation practices and use of L1 in instruction

Special Education Specialist/ Speech Pathologist

▸ Learning disabilities

▸ Expressive and Receptive Language

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(L2) Second Language Acquisition(SLA): The Five Stages

❏ Krashen and Terrell (1983) defined five stages of a second language acquisition process. These stages are still utilized as guide for developing ELL intervention programs and assessments.

1. Preproduction

2. Early production

3. Speech emergence

4. Intermediate fluency

5. Advanced fluency

Identifying ELL Students with Disabilities: Student Support Teams

❑ Who should be a part of the Student Support Team?

Identifying ELL Students with Disabilities: ESOL Teacher's Knowledge Base

❑ Language Proficiency Misdiagnosis Model for Disability Determination

❑ Linguistic and Conceptual Development

❑ Home Language Survey

❑ Normal Processes of Second Language Acquisition

❑ Cross-linguistic relationships/characteristics: phonology, morphology, syntax, pragmatics, and semantics (provide examples)

❑ Student's ACCESS Scores

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Identifying ELL Students with Disabilities: Before you test…

❑How do you know if it's time to conduct an evaluation?

Language Difference vs. Language Disorder

❑Language Difference-Difficulties related to language acquisition or culture.

❑Language Disorder- Developmental history reveals atypical language development or learning difficulties in first language.

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Identifying ELLs with disabilities

❑Review, Interview, Observe, Test (R.I.O.T)

❑Best Practice- ESOL teacher and Sped. specialist collaboration

Collaborative Roles of ESOL & SPED Specialists

Assessing English Language Learners:

Best Practices

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Assessing English Language Learners with a Disability

Individuals with Disabilities Education Act 2004

Sec. 300.304

❑ What does the law say about Evaluation procedures?

- ❑**Evaluation materials**
- ❑**Test administration**

Assessing English Language Learners with a Disability

❑Language Learning Disability (LLD)

  ❑A student's underlying inability to learn and process any language adequately

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Assessing English Language Learners with a Disability

- **Standardized, Norm-Referenced Tests**

Assessing English Language Learners with a Disability

Alternative Assessment measures

❑Dynamic Assessment

❑Formative Assessment

• The key is **<u>ongoing</u>** progress monitoring

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Assessment of English Language Learners with a Disability

❑Working with interpreters
  ❑What is their role? and why is it important?

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Assessment of English Language Learners with a Disability

❑Assessment conditions

  ❑Culturally sensitive

  ❑ Appropriate Assessment tools

  ❑ Language(s) evaluated

  ❑Qualified professional

Assessing English Language Learners with a Disability

❑ Testing information

❑ Developmental History

❑ Psychological Issues

❑ Language/Cultural Experience

❑ Learning disability signals /Expressive & Receptive Language skills

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Activity

☐ Case Study:

Sergei was a student with fluent speaking and listening comprehension skills, but his reading and writing did not match this oral competence. He was a reluctant reader with serious decoding and spelling difficulties, and he was particularly confused by the many irregularities in English. His teachers noted his short attention span, yet his parents believed that he was just lazy. His mother remembered his persistent difficulties with learning to read in his native language, even though it is an extremely phonetic language.

Collaborative Roles of ESOL & SPED Specialists

Intervention for ELLs in Special Education and ESOL:

Best Practices

Intervention for ELLs in Special Education and ESOL

❑Sheltered Instruction Observation Protocol (SIOP)

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Intervention for ELLs in Special Education and ESOL Cont.....

❑Strategies in Special Education
❑Strategies in ESOL

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Individualized Education Plan (IEP) – Collaborative Application of Strategies

❑ Which section of the IEP should the ESOL specialist assist the SPED specialist in completing?

  ❑Present Level of Performance

  ❑Consideration of Special Factors

  ❑Consult on Goals/Objectives & Service model

  ❑Student Supports

Activity

❑True/False Quiz

1. Students should not be served in ESOL after they qualify for Special Education services

2. Code-switching is a normal phenomenon that occurs in children and adults

3. ESOL services are not a part of the IEP

4. It takes up to five to seven years to acquire academic proficiency in a second language

5. An ELL with a disability will be confused by parents speaking the native language in the home

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Future Directions in Collaboration between Title III/ESOL and Special Education

- ❑ Plans for training special education teachers on best practices for English language learners
- ❑ Plans for piloting a training for administrators on successful collaboration between programs
- ❑ Presentations at Special Education and ESOL conferences
- ❑ The GaDOE will adopt the WIDA *Alternate ACCESS for ELLs* – an English language proficiency test for ELLs who are severely impaired

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FAQ and QA

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