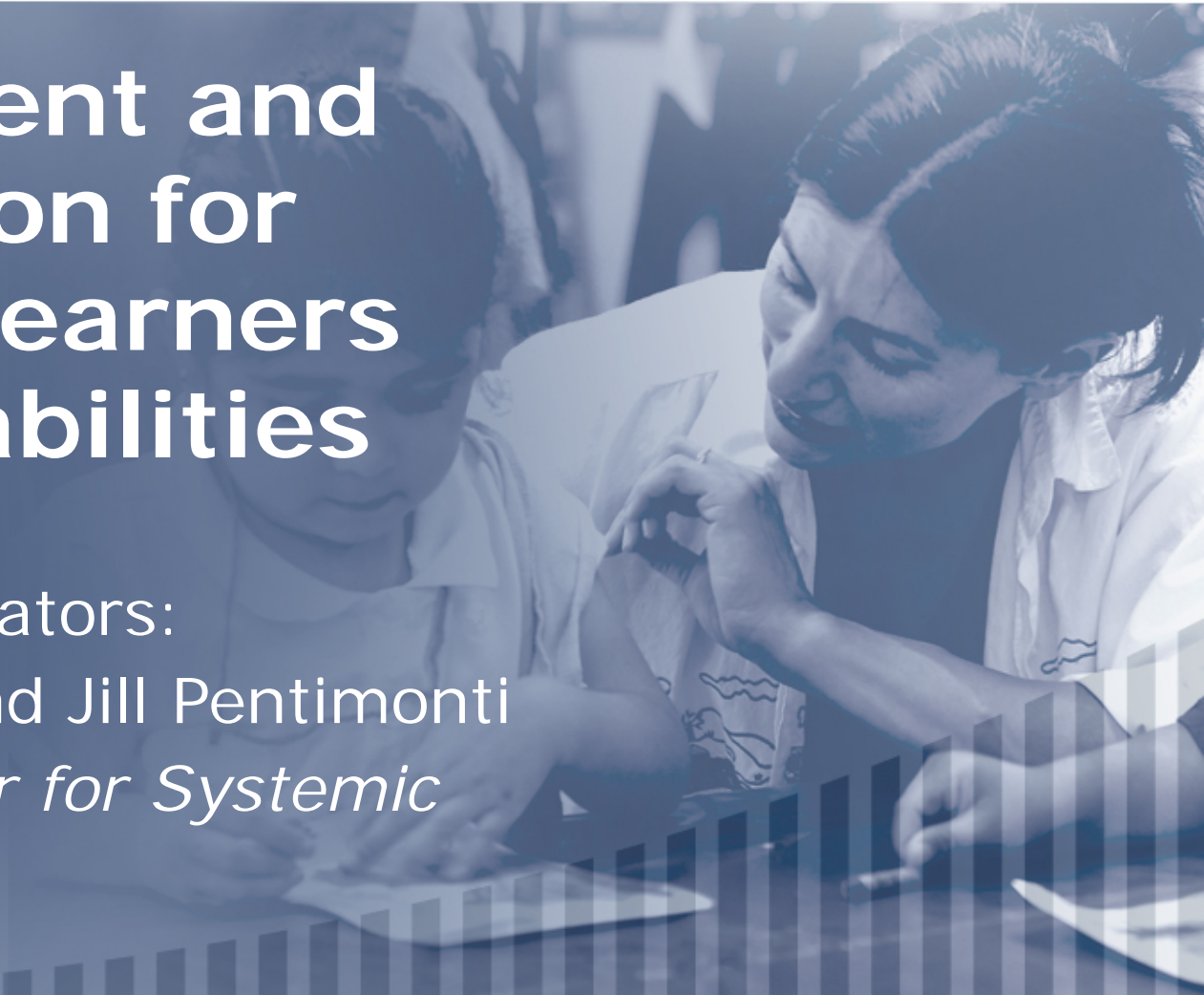


Assessment and Instruction for English Learners with Disabilities

Webinar Moderators:
Lauren Artzi and Jill Pentimonti
*National Center for Systemic
Improvement*



Topics of Today's Webinar

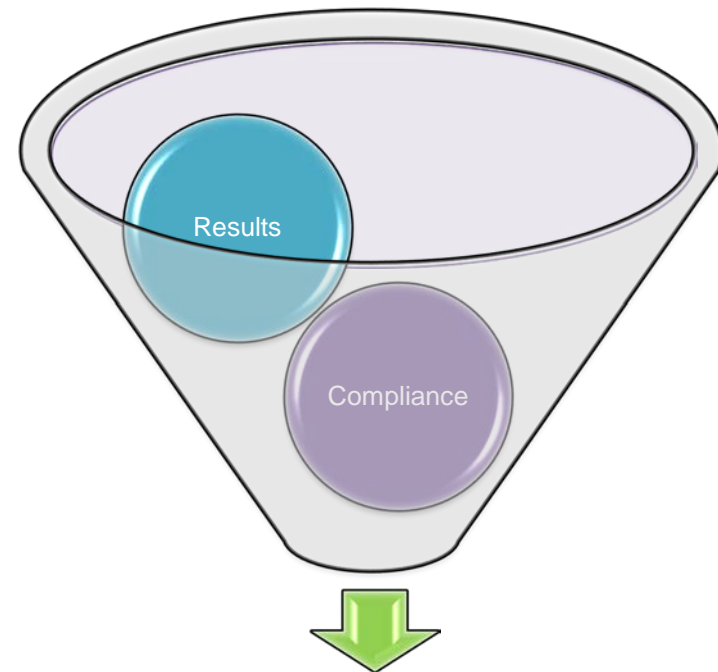
- What Research Says About Assessment and Referral for English Learners
 - Demographic overview
 - Identifying English learners with disabilities
- Providing Guidance for Educators of English Learners with Suspected Disabilities
 - Research to Practice: State development of guidance handbook
 - Effective practices from the guidance handbook

National Center for Systemic Improvement: Supporting Systems Transformation in States



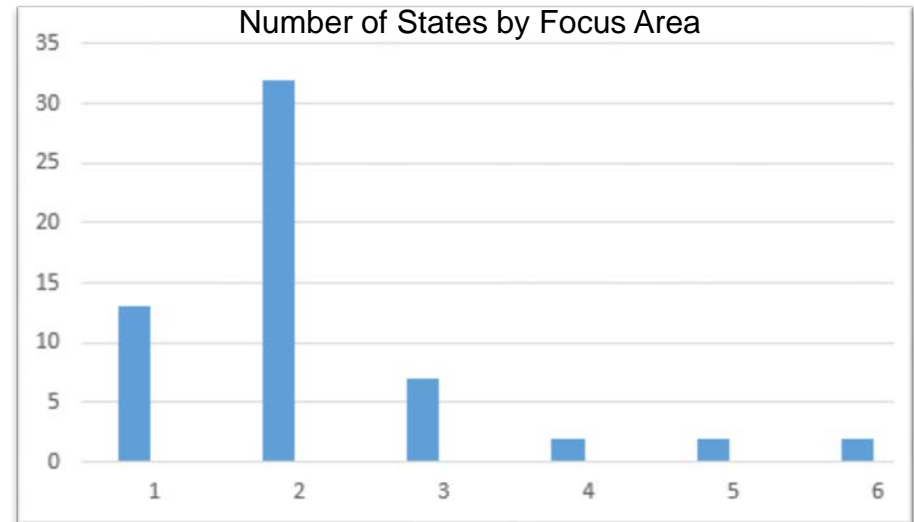
Results-Driven Accountability

- Shift from Compliance to Results plus Compliance



Part B State/Entity RDA Focus Areas

1. Graduation
2. Reading/ELA
3. Math
4. Reading and Math
5. Early Childhood Outcomes
6. Post-school Outcomes



- Variations: Disability category; race/ethnicity; **English learner**; gender; grades; poverty status; subset of districts
- Find state focus areas at <https://ncsi-resources.wested.org/>

Panelists and Moderators



Diane August



Rachel Slama



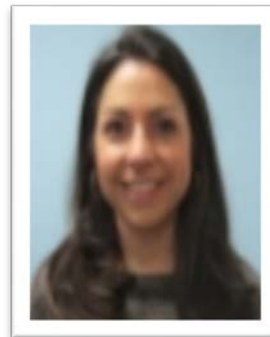
Shereen Tabrizi



Jayne Sowers



Lauren Artzi



Jill Pentimonti

What Research Says About Identification and Assessment of English Learners with Disabilities

Drs. Diane August & Rachel Slama
American Institutes for Research

Center for **ENGLISH**
LANGUAGE Learners

at American Institutes for Research

Section Discussion Topics

Demographics of
ELs with disabilities

Identifying ELs with
disabilities

Demographics of English Learners with Disabilities

New Legislative Provisions for ELs with Disabilities in the Every Student Succeed Act (ESSA)

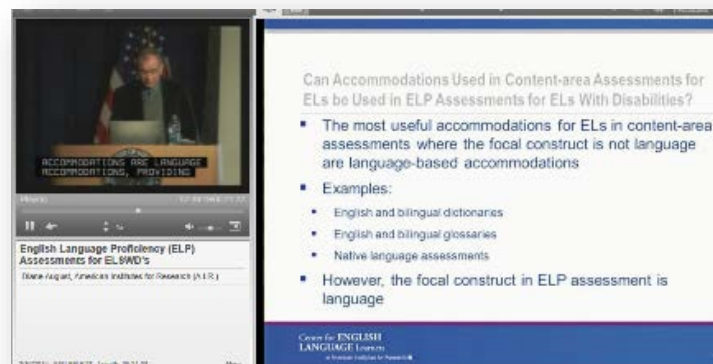
- Accountability for EL progress toward and mastery of English is now integrated into Title I under ESSA rather than Title III under NCLB.
- ESSA requires States to report ELs making progress in English language proficiency in the aggregate and disaggregated by English learners with a disability (sec. 3121(a)(2)).

U.S. Department of Education Meeting on ELs with Disabilities

- Meeting took place March, 2015.
- Brought together diverse perspectives from national experts on English Learners with disabilities.
- In preparation for meeting, reviewed resources, including technical reports, research articles and testing manuals.

ELs with Disabilities Meeting Summary Materials

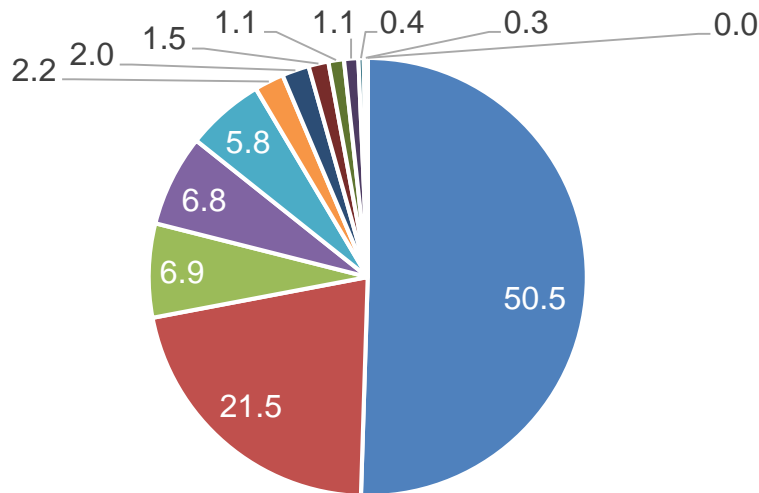
- http://ncela.ed.gov/files/15_2037_QELPA_ELSWD_Summary_final_dla_5-15-15_508.pdf
- <http://edstream.ed.gov>



Meeting Topics

- Identifying English learners with disabilities
- Fostering valid and reliable English language proficiency assessments for English learners with disabilities
- Assessing English learners with the most significant cognitive disabilities

Demographic Overview by Disability



- Specific learning disability
- Intellectual disability
- Autism
- Emotional disturbance
- Multiple disabilities
- Visual impairment
- Deaf-blindness
- Speech or language impairment
- Other health impairment
- Developmental delay
- Hearing impairment
- Orthopedic impairment
- Traumatic brain injury

- 91.5% of ELs with disabilities fall into five IDEA disability categories
- Percentage of ELs with disabilities* classified as having...
 - Specific Learning Disabilities—50.5%
 - Speech or Language Impairment—21.5%
 - Intellectual Disabilities—6.9%
 - Other Health Impairment—6.8%
 - Autism—5.8%

*includes school students ages 6–21

Select IDEA (2004) Definitions of Disability Terms

- **(10) Specific learning disability.** (i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- **(11) Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Source: IDEA (2004), Part 300(A)(300.8)(c). Retrieved from:
<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E8%2Cc%2C>

Identifying English Learners with Disabilities

Identification Challenges

- ELs have faced over- and under-identification as students with disabilities (Cummins, 1996; Limbos & Geva, 2001).
- ELs face contextual factors that correlate with academic challenges (Geva & Herbert, 2012).
- Normative language and literacy development versus disability distinction is important from legal and civil rights perspective (IDEA, 2004; U.S. Department of Education, 2015).

Some Indicators of ELs with Specific Learning Disabilities

- Persistent problems in word reading, reading fluency, and spelling
- Difficulties despite consistent and targeted instruction
- Lack of progress compared to students with similar linguistic/educational backgrounds

Source: Adelson, Geva, & Fraser (2014):

<http://www.ctserc.org/assets/documents/initiatives/specific-learning-disabilities-dyslexia/archive/ELLs-with-special-needs.pdf>

Some Indicators of ELs with Specific Learning Disabilities

- May show better listening comprehension than reading comprehension
- Understanding of written text does not increase even when general language knowledge develops
- Difficulties in all languages spoken and a history of academic difficulties prior to immigration

Source: Adelson, Geva, & Fraser (2014):

<http://www.ctserc.org/assets/documents/initiatives/specific-learning-disabilities-dyslexia/archive/ELLs-with-special-needs.pdf>

Methods and Measures for Accurate Detection of Reading Disabilities in ELs

- Assess students in English and first language when appropriate
 - Should occur as soon as educators or family members suspect child has a disability
 - True reading or disability will present in native language and English
- Assess students' cognitive processing skills related to reading and writing
 - Cognitive processing skills include working memory, phonological awareness and rapid automatized naming
 - These skills more “hard wired” and common across languages, making it easier to detect disability in ELs

Methods and Measures for Accurate Detection of Reading Disabilities in ELs

- Observe a student's response to intervention and compare to peers with similar linguistic and educational backgrounds. ELs with disabilities:
 - Exhibit difficulties despite consistent and targeted intervention
 - Do not make same progress as peers from similar linguistic/educational backgrounds
- Collect information from parents on performance in home language, prior schooling and how student's reading development compares to that of siblings. ELs with disabilities:
 - Have difficulties in all languages spoken, have history of academic difficulty prior to immigration and have more difficulty than siblings did at their age

Practices for Accurate Identification of Speech or Language Impairment in ELs

- Use measures with track record of accurate identification for ELs and bilingual assessments when appropriate (Baron & Anaya, 2015; Peña, Bedore & Kester 2015, 2016).
- Ask parents targeted questions to determine if there are same issues in all languages spoken at home (Peña, Gutiérrez-Clellen, Iglesias, Goldstein, & Bedore, 2014).

Practices for Accurate Identification of Speech or Language Impairment in ELs

- Conduct a dynamic assessment– an interactive assessment focused on the learning process (Peña, Gillam, & Bedore, 2014)
 - Children who can make changes in short teaching sessions likely do not have a language disorder
- Use universal identification tools (Boerma et al., 2015)
 - New tools under development are sensitive to the difficulties that children with language impairment demonstrate
 - Rely on basic cognitive processes such as short-term memory and phonological awareness
 - Minimize the influence of language proficiency in any specific language

How Educators and Families can Support Appropriate Identification of Disabilities among ELs

- Include English learner specialists in IEP teams to help ensure valid and reliable identification (Iglesias, Geva, Linan-Thompson & Ortiz, 2015; Thurlow et al., 2015; DEA, 2004; U.S. Department of Education, 2015a; DOJ & OCR, 2015)
- Include families in the special education referral process (see Paradis, Schneider, & Duncan, 2013; Geva & Herbert, 2012)
- Provide educators with detailed manuals focused on the identification and support of ELs with disabilities

Discussion

- What do you think the obstacles are for differentiating between normative language development and disability?
- Are you aware of methods and measures that help differentiate between normative language development and disability in English learners?

Providing Guidance for Educators of English Learners With Suspected Disabilities

Shereen Tabrizi, Ph.D., *Michigan
Department of Education*

Jayne Sowers, Ed.D., *Great Lakes
Comprehensive Center*



Section Discussion Topics

Research to practice:
State development of
guidance handbook

Effective practices from
guidance handbook

Great Lakes Comprehensive Center (<http://greatlakes-cc.org>)

- Federally funded technical assistance center to serve the State Education Agencies of Indiana, Michigan, and Ohio
- Includes work with English learner needs





Research to Practice: Process for Developing Guidance Handbook

State of Michigan—Defining the Need and Purpose

- Draw on the theory of action for the work on English learners with suspected disabilities
- Create awareness of the complexity of the identification process
- Share process for avoiding over- or under-representation of English learners in special education

State of Michigan—Defining the Need and Purpose

- Explain the differences between second language acquisition and disabilities
- Promote collaboration among professionals working with English learners
- Provide consistent guidelines for instruction, interventions (multi-tiered systems of support [MTSS]), and referral of students to special education evaluation
- Discuss supports for English learners determined by multiple measures

Michigan's Theory of Action in Supporting ELs With Suspected Disabilities

- If teachers of special education learn about ELs and second language acquisition...
 - If teachers of ELs learn more about disabilities...
 - If all educators collaborate to determine ELs' disabilities...
- THEN**
- ELs with disabilities will be appropriately identified and will receive appropriate placement and supports.

Guidance Handbook



**Guidance Handbook for Educators
of English Learners with
Suspected Disabilities**

January 2016

- http://www.michigan.gov/documents/mde/Guidance_Handbook_for_Educators_of_English_Learners_with_Suspected_Disabilities_-_January_2016_515881_7.pdf

Guidance Handbook—Development

- Determined audience and purpose:
 - (a) special education teachers to learn about ELs
 - (b) teachers of ELs to learn about students with disabilities
 - (c) administrators and classroom teachers to learn about both groups

Guidance Handbook—Development

- Convened an MDE-selected group of knowledgeable, experienced educators and psychologist from around the state to serve as thinking partners and writing group
- Created detailed outline and volunteered to write sections

Guidance Handbook—Development

- Investigated other states' similar documents (three were found):

Arizona



<http://www.azed.gov/english-language-learners/files/2012/12/studentswithduallabels-december2012-oelas.pdf>

Connecticut



http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/CAPELL_SPED_resource_guide.pdf

Virginia



http://www.doe.virginia.gov/instruction/esl/resources/handbook_educators.pdf

Guidance Handbook—Development

- Discussed with and co-wrote special education sections with Michigan Department of Education's Office of Special Education
- Developed timelines—All writers had full-time education jobs; required about nine months to complete; multiple drafts and reviews



Effective Practices from Guidance Handbook

Effective Practices (Handbook Page 23)

Effective Practice 1:

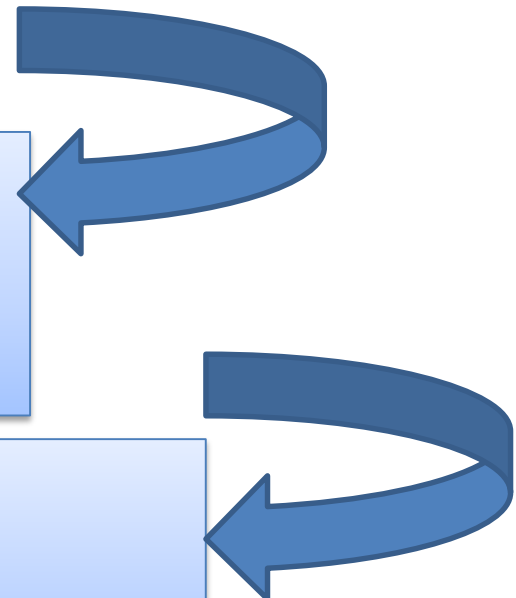
- Appropriate placement
- Evidence-based instruction
- Evidence-based curriculum
- Interventions

Effective Practice 2:

- Review prior information
- Determine and conduct appropriate assessments and interventions

Effective Practice 3:

- Discuss current/recent information



Effective Practice 1 (Pages 24–33)

- Appropriate placement
- Evidence-based and effective instruction
- Evidence-based curriculum (literacy, numeracy)
- Prevention, timely and early intervention

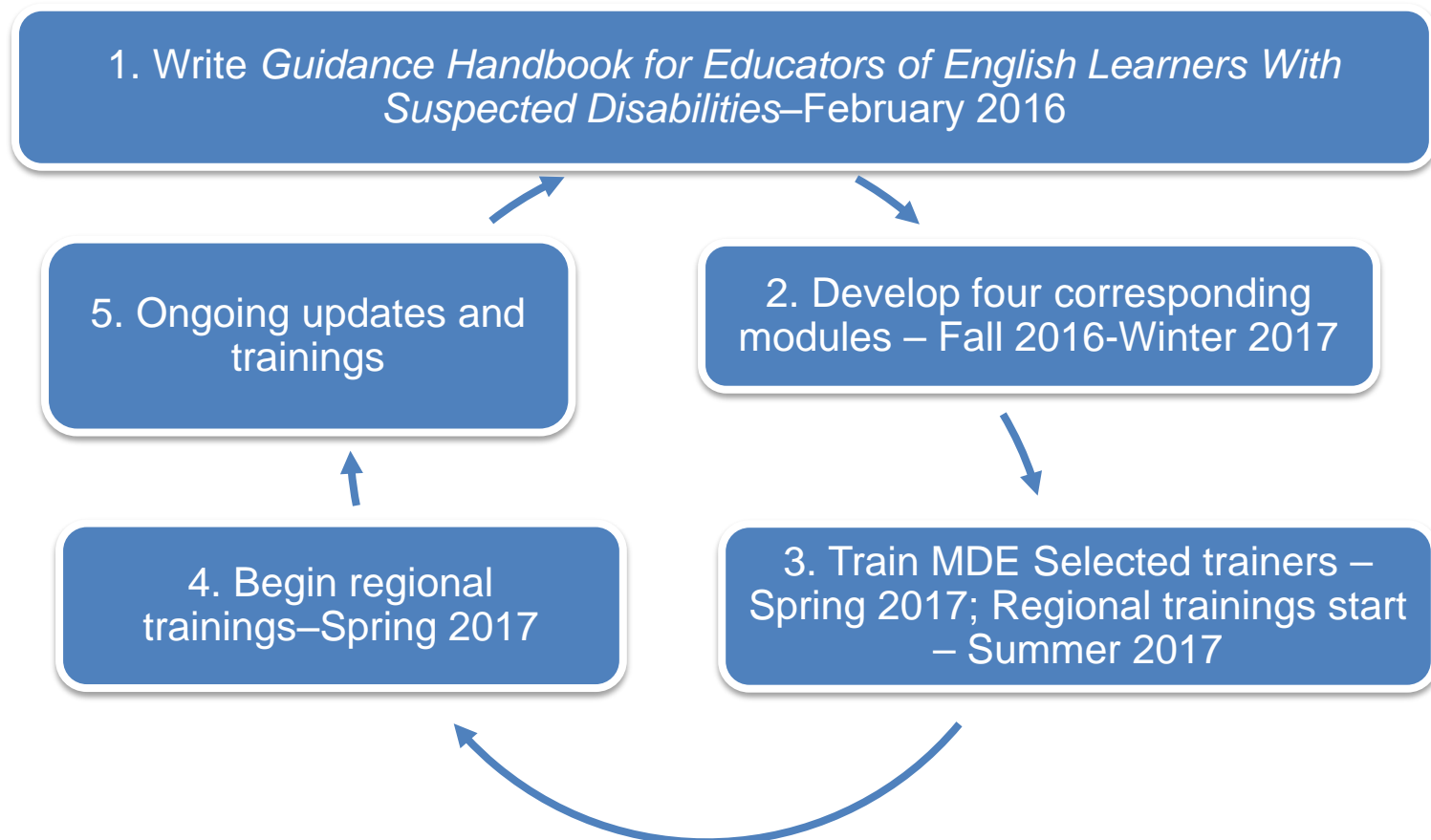
Effective Practice 2 (Pages 33–35)

- Review prior information (Student Instructional Team)
- Review and conduct appropriate assessments and interventions guided by the assessments
- Provide intervention through MTSS
- Embed MTSS into existing school improvement program

Effective Practice 3 (Pages 35–41)

- Discuss current/recent information
- Review and analyze information gathered during the progress-monitoring component of the problem solving process
- Review all data to determine path:
 - Intensive individualized intervention (Tier 3)
 - Less intensive group intervention setting (Tier 2,1)
 - Formal referral to evaluate the student for special education services

Implementation in Michigan



Discussion Question

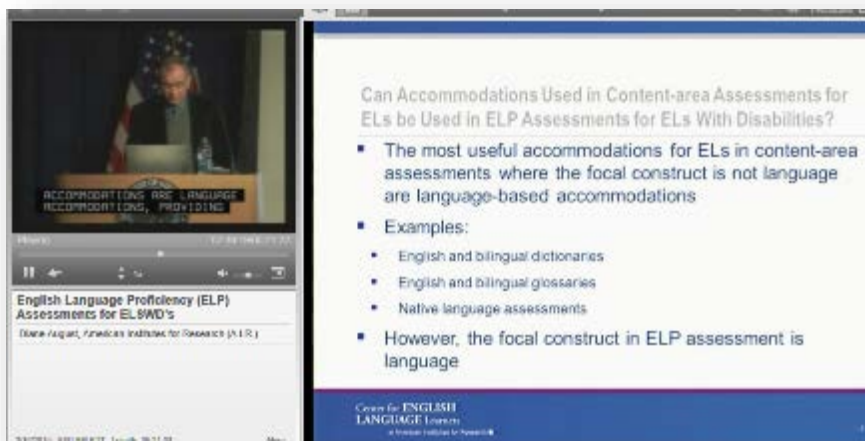
- How is (are) the state(s) or technical assistance center with which you work providing guidance to local education agencies and other stakeholders on the topic of supporting English learners with suspected disabilities in instruction and assessment?

Wrap Up



Resources Highlighted Today

- http://ncela.ed.gov/files/15_2037_QELPA_ELSWD_Summary_final_dla_5-15-15_508.pdf
- <http://edstream.ed.gov>



Resources Highlighted Today

Identification, Assessment, and Instruction of English Language Learners with Learning Difficulties in the Elementary and Intermediate Grades

A guide for educators in Ontario school boards (March, 2014)

Vicki Adelson, Esther Geva, and Christie Fraser

- <http://www.ctserc.org/assets/documents/initiatives/specific-learning-disabilities-dyslexia/archive/ELLs-with-special-needs.pdf>

Resources Highlighted Today



**Guidance Handbook for Educators
of English Learners with
Suspected Disabilities**

January 2016

- http://www.michigan.gov/documents/mde/Guidance_Handbook_for_Educators_of_English_Learners_with_Suspected_Disabilities_-_January_2016_515881_7.pdf

Resources Highlighted Today

- Arizona Guidance

- <http://www.azed.gov/english-language-learners/files/2012/12/studentswithduallabels-december2012-oelas.pdf>

- Connecticut Guidance

- http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/CAPELL_SPED_resource_guide.pdf

- Virginia Guidance

- http://www.doe.virginia.gov/instruction/esl/resources/handbook_educators.pdf



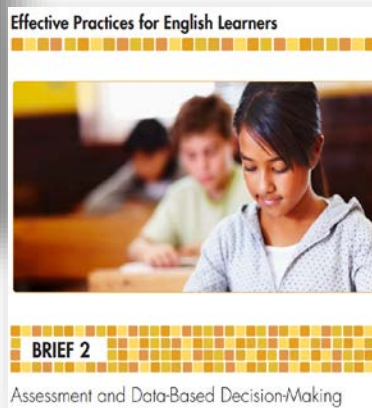


Resources for Supporting English Learners in Tiered Systems of Supports

Supporting ELs in Tiered Systems of Supports

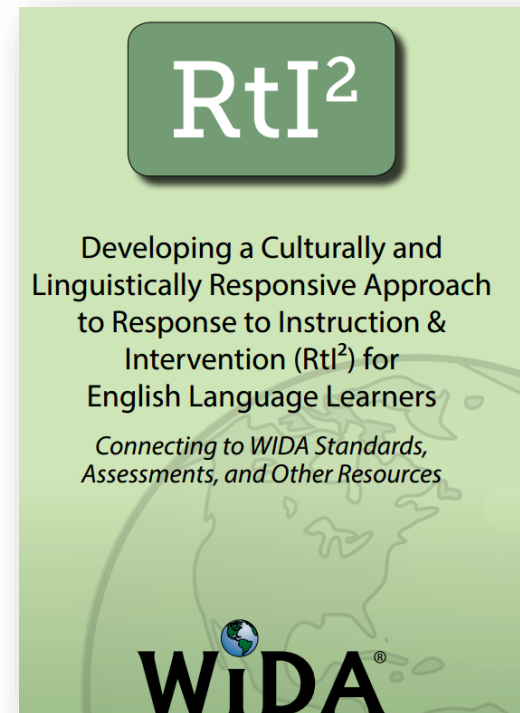
- Effective practices for ELs brief series available at:

<http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite>



Supporting ELs in Tiered Systems of Supports

- WIDA Consortium handbook available at:
<https://www.wida.us/get.aspx?id=601>



Resources to Find Information on Intervention Effectiveness With ELs

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

11 Results filtered by: English Learners Kindergarten to 12th Grade

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners**
- Teacher Excellence
- Schoolwide Programs
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade**
- Path to Graduation
- Postsecondary

MORE FILTERS

Evidence of effectiveness	Intervention	Grades examined	Compare
	Fast ForWord®	K-10	<input type="checkbox"/>
	Peer-Assisted Learning Strategies	K-6	<input type="checkbox"/>
	Reading Mastery	K-5	<input type="checkbox"/>
	Peer Tutoring and Response Groups	1-6	<input type="checkbox"/>
	Instructional Conversations and Literature Logs	2-5	<input type="checkbox"/>
	Enhanced Proactive Reading	1	<input type="checkbox"/>
	Bilingual Cooperative Integrated Reading and Composition (BCIRC)	2-3	<input type="checkbox"/>
	Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP)	5	<input type="checkbox"/>
	Arthur	K	<input type="checkbox"/>
	Read Well®	1	<input type="checkbox"/>
	Read Naturally®	2-6	<input type="checkbox"/>

Print

<http://ies.ed.gov/ncee/wwc/>

<http://ies.ed.gov/ncee/wwc/FWW/Results>

Resources to Find Information on Intervention Effectiveness With ELs

Academic Intervention

This tools chart presents information about studies that have been conducted about academic intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Effect Size*, includes information about the results of the studies. The third tab, *Intensity*, provides information related to the implementation of the program as an intensive intervention. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention. **Additional information** is provided below the chart.

Grade Level: Subject:

Study Quality Effect Size Intensity Additional Research

Title ▲	Study	Participants ①	Design ①	Fidelity of Implementation ②	Measures Targeted ②	Measures Broader ②
Academy of MATH	Torlaković (2011)	●	●	●	●	●
Academy of READING	Fiedorowicz & Trites (1987)	●	●	●	●	●
Academy of READING	Torlaković (2011)	●	●	●	●	●
Burst:Reading	Dubal, Hamly, Pavlov, Richards, Yambo, et al. (2012)	●	●	●	●	●
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	●	●	●
Enhanced Core Reading Instruction	Smith, Nelson-Walker, Fien, Smolkowski & Baker (2013)	●	●	●	●	●
Failure Free Reading	Torgesen, Myers, Schirm, Stuart, Vartivarian, et al. (2006)	●	●	●	●	●
Fast Forward Language Series	Slattery (2003)	●	●	●	●	●
Fast Forward Language Series	Miller, Merzenich, Tallal, DeVivo, Linn, et al. (1999)	●	●	●	●	●

Resources to Find Information on Intervention Effectiveness With ELs

Best Evidence Encyclopedia
Empowering Educators with Evidence on Proven Programs

Home | About the BEE | Review Methods | Sign Up for News | Resources

Program Reviews

- Mathematics**
 - Elementary
 - Middle/High School
 - Effectiveness of Technology
- Reading**
 - Beginning
 - Upper Elementary
 - Elementary
 - Middle/High School
 - English Language Learners
 - Struggling Readers
 - Effectiveness of Technology
- Science**
 - Elementary
 - Secondary (New!)
- Comprehensive School Reform**
 - Elementary (CSRQ)
 - Middle/High School (CSRQ)
 - K-12 Meta-Analysis (Borman)
 - Education Service Providers (CSRQ)
- Early Childhood**
 - Early Childhood Education

Reading / Middle and High School

Top-Rated Programs	Key Findings
Limited Evidence Programs	Review Summary
Other Programs	Review Methods

What reading programs have been proven to help middle and high school students to succeed? To find out, this review summarizes evidence on four types of programs designed to improve the reading achievement of students in grades 6-12.*

- Reading Curricula (Curr)**, such as *LANGUAGE!*, *McDougal Littell*, and other standard and alternative textbooks.
- Computer-Assisted Instruction (CAI)**, such as *Jostens/Compass Learning*, and *Accelerated Reader*.
- Instructional Process Programs (IP)**, such as cooperative learning, strategy instruction, and other approaches primarily intended to change teachers' instructional methods rather than curriculum or textbooks.
- Combined CAI and Instructional Process Models (CAI + IP)**, such as *READ 180* and *Voyager Passport*.

Full Report
Slavin, R.E., Cheung, A., Groff, C., and Lake, C. (2008). Effective reading programs for middle and high schools: A best evidence synthesis. *Reading Research Quarterly*, 43, 3, 290-322.

* Note: This summary is a slight update of the article published in the *Reading Research Quarterly*.

Sign Up for News
Click Here to sign up for our Best Evidence in Brief e-newsletter

Links
Full Report (PDF, 197KB)
Educator's Summary (PDF, 267KB)

JOHNS HOPKINS UNIVERSITY
School of Education
CDDRE

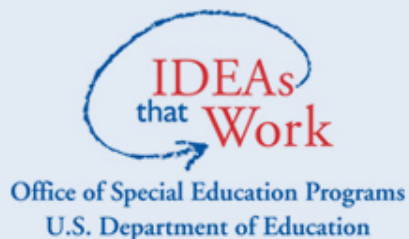
About Johns Hopkins University / Center for Data-Driven Reform in Education
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NCSI Partners

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- U.S. Department of Education. (2015). *Addendum to questions and answers regarding inclusion of English learners with disabilities in English language proficiency assessments and Title III annual measurable achievement objectives*. Washington, DC: Author.