

Appropriate Practices in the Referral and Identification of Students who are Culturally and/or Linguistically Diverse

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September 8, 2011

Outcomes

- Participants will understand the appropriate referral and identification of students who are culturally and/or linguistically diverse suspected of having educational disabilities
- Participants will understand documentation required in a Body of Evidence

Building the Body of Evidence

- Record Review
- Family Interview/Observation
- Classroom Interview/Observation
- Individual Informal tasks
- Progress Monitoring
- Triangulation of Multiple Data Sources
- Formal Assessments as needed

All CLD Students

- Home Language Survey (PHLOTE)
- Parent Checklist
- CELApro Place Assessment
- CELA Proficiency
- Student Placement
- Targeted/Intensive Interventions
- Progress Monitoring
- Data Dialogues

Home Language Survey (HLS)

- Helps district personnel determine if a student has a Primary Home Language Other Than English (PHLOTE)
- Helps district personnel determine if a student with a PHLOTE needs to be tested for English language proficiency

English Language Learner (ELL) Determination

Home Language
Survey
(HLS)

Colorado English
Language
Assessment
(CELA)

Language Proficiency Determinations

CELA Place Proficiency Definitions

CELA NP (Not Proficient)

CELA AP (Approaching Proficient)

CELA P (Proficient)

State Proficiency Definitions

NEP (Non-English Proficient)

LEP (Limited English Proficient)

FEP (Fluent English Proficient)



Body of Evidence

Language Dominance v. Proficiency

- Determine language proficiency in the four skill areas in English
- Determine the student's language dominance
- Assess non-English dominant students in their native language
- Assess English dominant students in English and if appropriate in their native language

Language Dominance v. Proficiency

In the speech/language and cognitive areas:
assess in the home language and English

In the academic area:

assess in the language of instruction for over two years

- Use assessments that minimize cultural bias
- Work with someone who is proficient in the student's primary language/dialect
- Use multiple data sources

Other Considerations

- How long has the student lived in the US?
- How much schooling has the student received?
- What type of instruction has the student received?
- What experience has the student had with language?
- How does the student compare with their peers?

Other Considerations

- Has the student ever been retained?
- How does the student interact with others in the home environment?
- How does the student use language in the home?
- What is the student's health and developmental history?

If English Learners

- Receive high quality research-validated instruction in general education,
- Receive appropriate intervention that is well documented,
- And their language proficiency and socio-cultural context has been considered...

Yet, they are not making progress with appropriate interventions (and other factors have been excluded as influences on their learning), then identification of a learning disability should be considered.

Echevarría & Vogt, 2011

Response to Intervention (RtI)

A multi-step approach in providing services to struggling students at increasing levels of intensity using the process of progress monitoring to decide if additional instruction or intervention is needed in general education or if a referral to special education is warranted.

RtI Consideration For Students Who Are ELL/CLD

During the entire process it is extremely important that specific cultural and linguistic issues be addressed as well as the specific learning and behavior that are part of the teacher's concern before school personnel can move forward to formally evaluate and consider placement in special education placement.

RtI For Students Who Are ELL/CLD

What it IS

- Supports general education improvement goals for all ELL/CLD students
- Fosters academic achievement of ELL/CLD students without special education
- Focus on effective general education instruction
- Collaboration between general education and SpEd in providing ELL/CLD students with greater continuity of services

What it is NOT

- A special education initiative
- A means for getting ELL/CLD students into special education
- A method of increasing/decreasing students in special education
- Focused primarily on learning disabilities among ELL/CLD students without a Body of Evidence

C. Collier, 2010

Students Who are CLD Suspected of Having Educational Disabilities

- Special Education Referral
- Evaluation Plan to Include Focused Assessment
- Eligibility Determination

Special Education Referral

Prior Written Notice

- Provides written notice when a special evaluation is proposed.
- Provides documentation for parental consent for an initial or eligibility special education evaluation.
- Provides documentation for parental consent for reevaluation.
- Provides written notice when the team is proposing that no additional evaluation data are needed.

Planning an Evaluation

What is known?

What are the concerns and who has them?

How does each concern affect academic progress?

What evidence is available specific to each concern?

Planning an Evaluation

What is to be discovered?

What evidence is to be collected?

How best can teams collect evidence?

Who will be responsible?

Difference v. Disability

Areas to consider in Determining What Further Information/Assessments are needed:

- Cognition
- Communication
- Academic Performance
- Social Emotional Status
- Physical Status
- Transition/Life Skills and adaptive Behaviors

Limitations to Standardized Tests With Students Who Are CLD

- Validity and reliability may be questionable
- Validity and reliability may be compromised
- Students' aptitude and/or achievement testing yield little prescriptive information for instructional interventions

Quality Assessments Should

- Assess the student's current level and mode of functioning within the scope of their cultural background and experiences
- Identify educational needs rather than focus on perceived or inferred intellectual deficits
- Focus on learning assets and strengths as the basis for new learning
- Be on-going or dynamic

Considerations in Assessment Interpretation

- Use informal measures to supplement standardized test scores
- Ascertain whether errors are typical of other students with similar backgrounds
- Interpret overall test scores within a **team** setting

Considerations in Assessment Interpretation

- Review test results with families members/other persons from student's background to gain additional insight as to the student's performance
- Include disclaimers and cautions about any departures from standard testing procedures and what effect they have on interpretation

Assessing Cognitive Functioning

A process in which formal testing should be secondary to clinical and professional judgment

- review the student's records and data collected during the pre-referral process (BoE)
- Assure a comprehensive developmental history

Assessing Cognitive Functioning

- Determine the adequacy of the current instructional environment
- Perform a diagnostic/teaching cycle

Assessing Speech/Language Difference v. Disability

- To determine a speech/language disability, differentiating a language disability from a cultural or language difference is crucial
- In order to determine a language disability, the assessor must rule out the effects of different factors that may simulate language disabilities

The 15 Bilingual Phenomena

- Cross-linguistic Influence
- Interdependence
- Threshold Hypothesis
- Interlanguage
- Arrest
- Attrition
- Avoidance

The 15 Bilingual Phenomena

- Language Alteration
- Language Non-Use
- Overgeneralization
- Hesitation
- Transfer
- Fossilization
- Backslide
- U-shape

D. Gonzales, 2008

Determining Specific Types of Communication Disorders for Bilingual Students

- Language
- Articulation
- Voice
- Fluency

Assessing Academic Function

- Determine academic strengths and weaknesses
- Assist the teacher in helping the student become more successful academically
- Determine the impact of the disability on educational learning

Assessing Behavior

MULTICULTURAL CONSIDERATIONS

- What is the school system like
- What is the degree of disparity between the dominant culture and the student's culture
- Is the student adapting to the dominant culture

Multi-Cultural Considerations for School and Classroom

1. What is the school system like in the home culture
 - a. What kind of curriculum emphasis is there
 - b. What are the teaching techniques
 - c. What are the discipline procedures
 - d. What are the grading systems and policies
 - e. What kinds of thinking are reinforced by the system

Multi-Cultural Considerations for School and Classroom

2. What is the degree of disparity between the dominant culture and the student's culture
 - a. What are the major value differences between the dominant culture and the student's culture
 - b. How does/doesn't the student accommodate disparities between cultures, what has been tried, what worked and what could work

Adapted from: CDE Questions for multi-cultural assessment

How do cultural influences, such as values, social interaction patterns, expectations & behaviors, experiences & linguistic patterns affect classroom expectations and performance?

Behavior Etiology of ELLs

1. Language Load
2. Cultural Differences
3. Stages of Language Acquisition

All of the above can lead to stress, anxiety, fatigue, depression and acting out

Evaluation Report

- Includes information from a body of evidence.
- Includes accurately interpreted data.
- Includes triangulated data and conclusions are clearly stated.

Evaluation Report

- Directly and explicitly address performance in relation to the identified concerns, questions and priorities
- Identify characteristics the student demonstrates that are or are not consistent with special education eligibility criteria

Evaluation Report

- Documents the sources of information and assessment methods used
- Includes dates the assessments were completed and by whom

Evaluation Report Checklist

- Does it provide meaningful and understandable information to parents and others who do not have your background and training?
- Does it directly and explicitly address the initial questions and concerns?
- Does it discuss a pattern of strengths, interests, and weaknesses so that a meaningful plan can be developed?

Guiding Questions

- What documentation is there that the evaluation team considered the impact if language/cultural differences on learning? (difference v disability)
- What is the Body of Evidence (BoE) to support an eligibility determination?
- Does the evaluation report reflect the students strengths and needs as they pertain to his abilities to access the general curriculum?

Eligibility Determination

Eligibility Determination

- The team determines if a student has a disability and is eligible for special education.
- The team has considered the evaluation to be sufficient and comprehensive.
- The team has considered that the student cannot receive reasonable educational benefit from general education alone.