

Reducing the Overidentification of Multilingual Learners for Special Education Services & Providing Appropriate Services for Dually Qualified MLLs

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OSPI Special Education Division
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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today. We are presenting today from the ancestral lands of the Pueblo People (New Mexico) and of the Yakama Confederated Tribe and Bands.





Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. **We achieve this by developing equity-based policies and supports that empower educators, families, and communities.**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- **Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes** for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- **Requires education leaders to** develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and **actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.**



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Today's Discussion

- ❑ Access, Equity, Inclusion
 - ❑ What does WA State Data tell us?
- ❑ "We have a historically high rate of dual-qualified students: Now what?"
 - ❑ Root Cause Analysis
 - ❑ Essential Practices: Coordinated Early Intervening
- ❑ Appropriate services
- ❑ Resources



We want participants to have information (data, strategies, tools, legal requirements) and a framework to evaluate their own systems for identifying and serving multilingual learners with disabilities.



Access and Equity

Access, Equity, and Inclusion

Washington Data

Data Reflection

Access and Equity in the Identification of Multilingual Learners with Disabilities

Access means ensuring equal opportunities to participate in general education by reducing or removing barriers.

Equity means each student receives the support and resources needed to benefit from equal opportunities to learn and participate in all aspects of school.

Inclusion means students feel a sense of belonging and experience meaningful participation in learning and the community because the environment, curriculum, and assessments are accessible and equitable.



What does WA State Data tell us?

240 districts with Multilingual English Learners (MLs)

80% (192) have >15% MLs identified as students with disabilities (SWD)

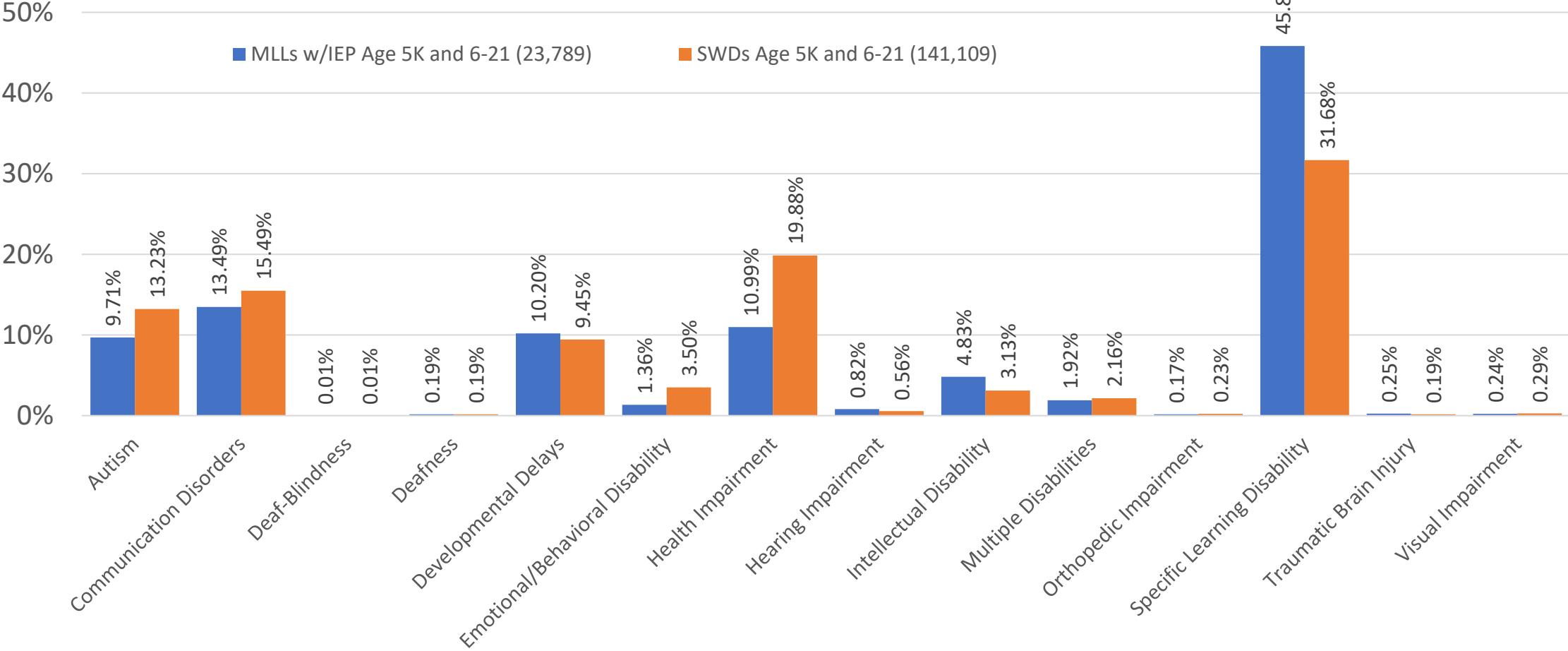
State:

27,624 -19% MLs identified as students with disabilities (SWD)

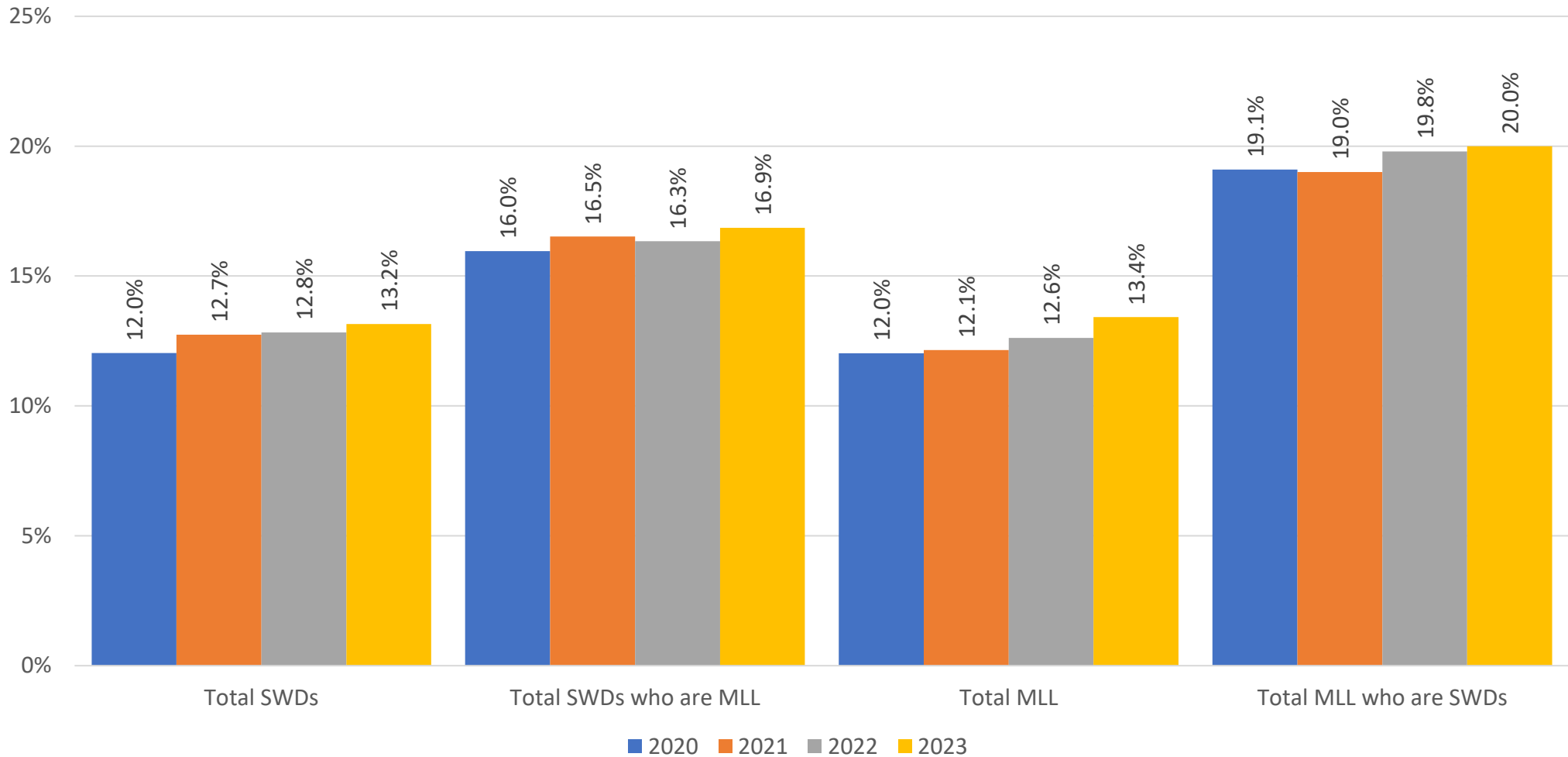
Incident of disability approximately 13% in any student group



2022 WA Students with Disabilities by Eligibility & MLL Status



Comparison of Dually-Eligible Students



Source: Office of Superintendent of Public Instruction. *Special Education Federal Child Count Nov 2020 through 2022 and OSPI Tableau Dashboard Oct 1 Student Enrollment: Take a Closer Look: Data Details (April 2022).*



OSPI Provided Data Sources

- Fall 2022, ML [Data Table](#) (click to download)
- Fall 2022, ML [Data by ESD](#)
- Fall 2022 Special Education Federal Child Count
- Special Education Federal Child Count Nov 2020 through 2022 and OSPI Tableau Dashboard Oct 1 Student Enrollment: Take a Closer Look: Data Details
- Fall 2022, Center for Change in Transition Services, Seattle University. *Indicator 14 Post-School Outcomes, Washington state.*

Fall 2022 Data Table

D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Total Student Enrollment	Total Multilingual Learner Enrollment	Percent Multilingual Learner Enrollment (%)	Multilingual Learners Attaining Proficiency	Percent Multilingual Learners Attaining Proficiency (%)	Multilingual Learners met ELA standard 2 years post-exit	Percent Multilingual Learners met ELA standard 2 years post-exit (%)	Multilingual Learners met Math standard 2 years post-exit	Percent Multilingual Learners met Math standard 2 years post-exit (%)	Multilingual Learners met ELA standard 4 years post-exit	Percent Multilingual Learners met ELA standard 4 years post-exit (%)	Multilingual Learners met Math standard 4 years post-exit	Percent Multilingual Learners met Math standard 4 years post-exit (%)	Multilingual Learners who have not exited ELD after 5 years	Percent Multilingual Learners who have not exited ELD after 5 years (%)	Students dually qualified for Multilingual and Disability supports	Percent students dually qualified for Multilingual and Disability supports (%)

Fall 2022 Data Organized by ESD/District

Long Term English Learner and Dually Qualified ML/SWD Rate by ESD (n >10) Based on Fall 2022 CEDARS Data.
 Average % SWD for any student group: 13%. Target for LTEL rate: 20% to 25%

Data Reflection



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Take a moment to reflect on the representative data for Multilingual Learners with disabilities in your district and ESD.

What do you notice?

What do you wonder?

Questions or comments?

How do we address the current overidentification ?



Root Cause Analysis

Essential Practices: Coordinated Early Intervening Services

Process of Historical Review

Overidentification Root Cause Analysis

- ✓ Staff lack understanding of language acquisition
- ✓ Racial and linguistic implicit biases
- ✓ Weak partnerships with families
- ✓ Lack of positive behavior supports
- ✓ Inconsistent MTSS efforts
- ✓ Culturally biased evaluation practices
- ✓ Misidentification of language acquisition needs as special education needs (deficits)
- ✓ Inconsistency in evaluation reporting
- ✓ Inaccurate eligibility practices

Overidentification Root Cause Analysis

- ✓ Uneven implementation of evaluation resources
- ✓ Review identification process: To what extent was primary language development and impact considered?
- ✓ Poorly designed and implemented referral procedures
- ✓ Inadequate pre-referral interventions
- ✓ Non-cohesive child study teams
- ✓ Review and re-evaluate as necessary
- ✓ Special education is the only game in town

Three Minute Reflection



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Take a moment to reflect on the root causes of the overidentification of multilingual learners in special education.

Which causes might pertain to your setting?

Questions or comments?

Essential Practices: Coordinated Early Intervening Services

- ✓ Increase ML-certificated staff
- ✓ Provide professional development for language acquisition
- ✓ Explore Universal Design for Learning (UDL)
- ✓ Provide professional development on explicit instruction
- ✓ ML teacher provides classroom coaching
- ✓ Equity and calibration training for school psychologists
- ✓ Weekly classroom supports for teachers of dually identified students
- ✓ Review identification of current MLs who are SWDs

Essential Practices: Coordinated Early Intervening Services

- ✓ Development and implementation of MTSS
- ✓ Train all staff on WIDA ELD Standards Framework and use in planning units of instruction
- ✓ Leadership trained for identifying district professional development needs for MLs and SWDs
- ✓ MTSS teams trained by ML staff
- ✓ ML staff members of child study teams
- ✓ Provide targeted support to families
- ✓ Review and revise the pre-referral process
- ✓ Train ML paraeducators

Essential Practices: Coordinated Early Intervention Services

- ✓ Identify an ML advocate – staff resource for peers
- ✓ Develop models of differentiated instruction for ML students
- ✓ Evaluation process includes functional and academic performance in English and primary language
- ✓ Historical review of student files including pre-referral interventions, progress monitoring, and identification of what student may not have received as needed
- ✓ Importance of data in both languages

Historical Review to Verify Eligibility



- ✓ Identify review team members (special education and multilingual partners)
- ✓ Reinspect pre-referral data
- ✓ Reinspect language acquisition data
- ✓ Investigate comprehensive evaluation data – check for appropriate assessments
- ✓ Research family participation/input
- ✓ Analyze student progress
- ✓ Proceed with re-evaluation if needed

Three Minute Reflection



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Take a moment to reflect on the coordinated early intervening services.

Which services might you add to your district practices?

Questions or comments?

Identification Process



Presume Competence

Common Barriers

Stages of Pre-Referral Process

Referral and Evaluation for MLs

Identification of MLs with Disabilities OSPI Webinar [May 2022](#)



Presuming Competence

“Without using speech or accurately moving your body, answer the following question: What’s your favorite color?”

Unless you managed to find a really creative and innovative method, you probably either remained silent or moved awkwardly.

Now imagine if someone saw your reaction and assumed you simply didn’t understand the question in the first place.

[Presuming Competence: What Is It and Why Is It Important? - The Autism Site News \(greatergood.com\)](http://greatergood.com)

Presuming Competence

Presuming competence means making the least dangerous assumption about what students are capable of learning and accomplishing in school.

Rather than view student challenges or inability to meet a teacher's learning objective as a deficit in the student due to a disability or multilingual status, recognize how unidimensional instruction or environments may be affecting what a student learns and how they can show what they know.

Common Barriers for Multilingual Learners & Students with Disabilities

Multilingual Learners

- ✓ Lower expectations for academic performance
- ✓ Lack of use of instructional practices that have been proven to be effective
- ✓ Lack of instructional adaptations that are necessary to succeed academically

Students with Disabilities

- ✓ Lower expectations for academic performance
- ✓ Lack of use of instructional practices that have been proven to be effective
- ✓ Lack of instructional adaptations that are necessary to succeed academically



Six Stages in the Pre-Referral Process

***Regardless of the pre-referral stage, it is always important for the team to include the student's parent(s) or guardian(s) in the process.**

Stage 1: Initial concern regarding a student's progress

Stage 2: Information gathering

Stage 3: Information sharing and team discussion

Stage 4: Discussion of possible strategies

Stage 5: Implementation and monitoring of strategies

Stage 6: Evaluation and decision making



Referral and Evaluation for MLs

Adapted from National Center for Systemic Improvement

Culturally and linguistically responsive individualized assessment plan

In-depth culturally and linguistically responsive parent interview in the home language.

Observations in different contexts (core classroom, tiered supports, ELD settings, non-instructional, both languages).

Oral assessments for both primary language and English.

MTSS data from culturally and linguistically appropriate tiered supports

Pre-referral process must address culture and language.

IEP includes language goals to meet IEP goals and academic standards.

Monitor language development for patterns of stagnation and regression.



Let's take a five-minute break.





Appropriate Services

Role of Parents

FAPE – LRE - ELD

MTSS for MLs

Essential Practices for Core Instruction and Tiered Supports

Services for Students with Significant Cognitive Delay

Parent Involvement – All Stages

- ✓ Pre-referral
- ✓ Consultation with parents: What do they observe in multiple settings outside of school?
- ✓ Evaluation
- ✓ IEP development
- ✓ Progress Reporting
- ✓ Reminder: **All language environments** must be considered to distinguish language from disability



Individuals with Disabilities Education Act (IDEA) Principles



Zero Reject - Locate, identify, & provide services to all eligible students with disabilities

Protection in Evaluation - Schools must conduct nondiscriminatory assessments to determine if a student has an IDEA related disability

Free Appropriate Public Education (FAPE) - Schools must develop and deliver an individualized education program of special education services that confers meaningful educational benefit.

Least Restrictive Environment (LRE) - Students with disabilities must be educated with nondisabled students to the maximum extent appropriate.

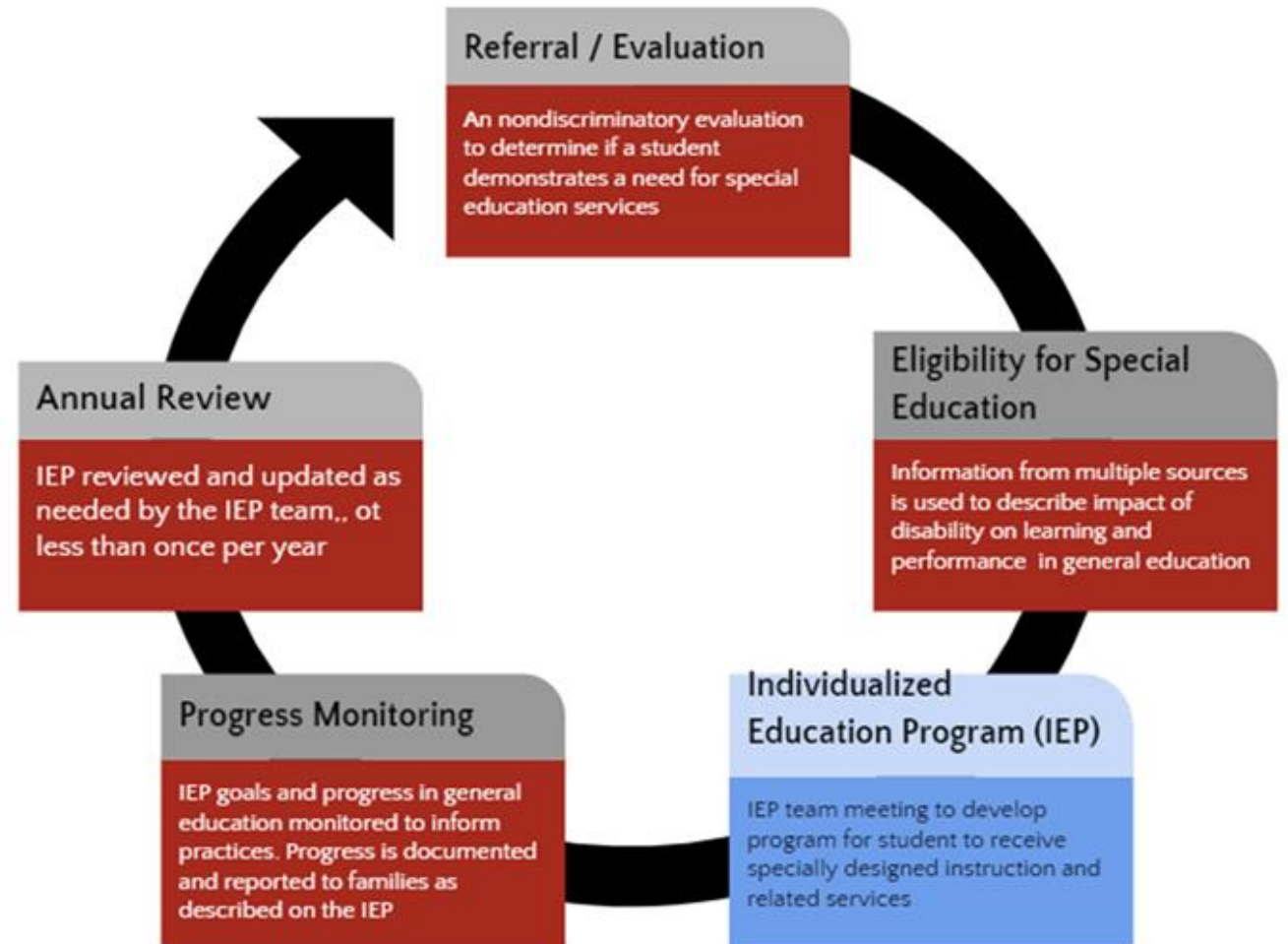
Procedural Safeguards - Schools must comply with the procedural requirements of the IDEA.

Parental Participation - Schools must collaborate with families in the development and delivery of their child's special education program.

IEP - not a curriculum...

IEP Components:

1. Present Levels of Academic Achievement and Functional Performance (PLAAFP)
2. Annual goals
3. Measuring progress
4. Supplementary aids and services and related services
5. Participation and accommodations in state and district-wide assessments
6. Frequency, location, duration (service matrix)
7. Extent of non-participation with nondisabled students



FAPE, LRE and ELD should always be “linked up” with one another to support equal and equitable opportunities to experience and succeed in public school.

LRE: Every student with IEP

- Peers
 - Meaningful
 - Across school settings
- Gen ed curriculum
 - Aligned SS
 - Closest to where everyone else is
- Extracurricular activities
 - Opportunity to participate



FAPE: Every student with IEP

- Specially designed instruction
 - Aligned with goals
 - Individualized
 - Adapted/Modified
 - Accommodations
- Related Services
 - Support SPED services



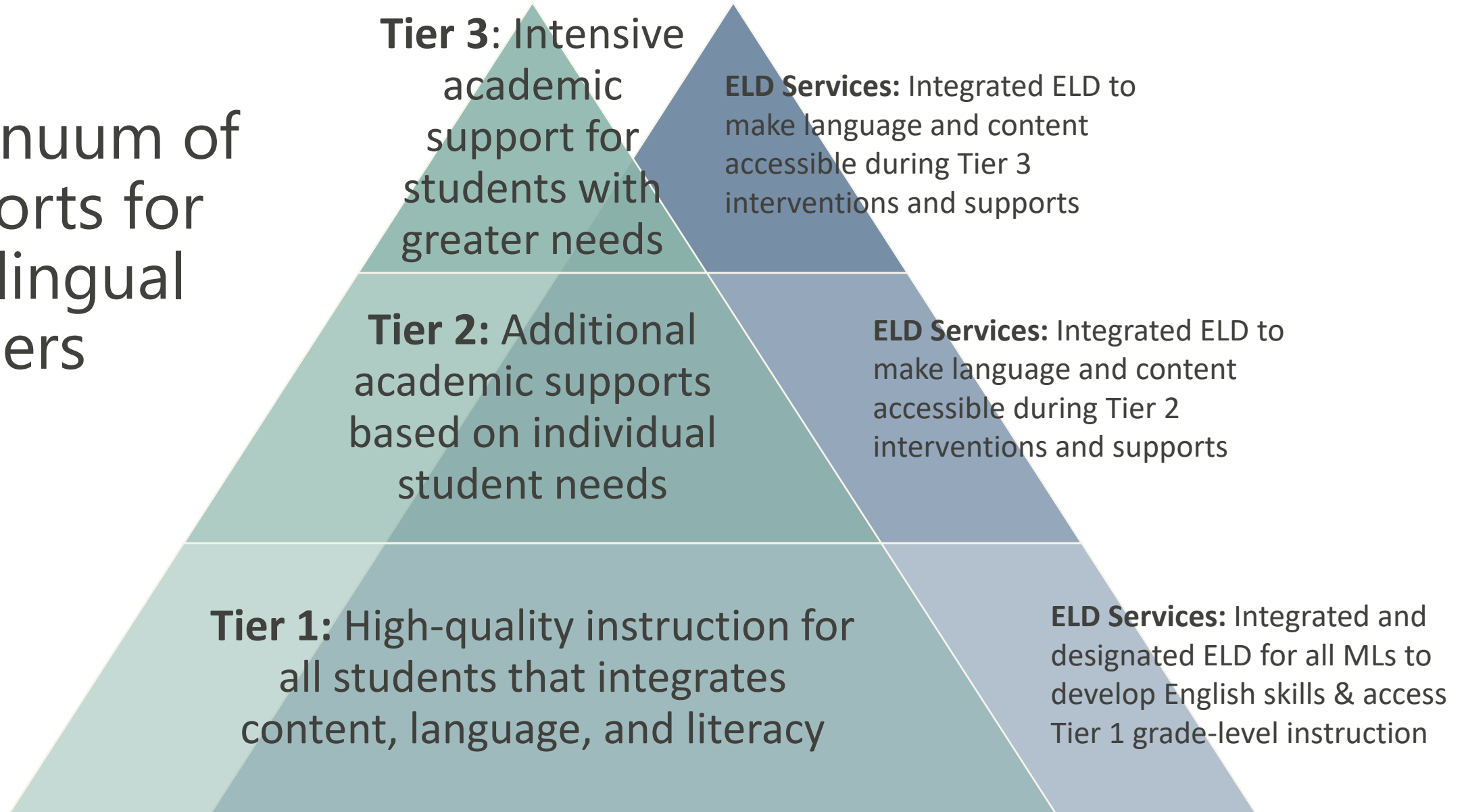
English Language Development:

- Integrated/meaningful access and designated
- Integrated throughout the day – all settings
 - Designated planned and delivered by teacher with ML expertise
 - Designated can be delivered within any setting

IEP academic goals should be aligned with ELD objectives

Designated ELD	Integrated ELD	Meaningful Access
Instruction designed specific for individual ML language proficiency levels.	Opportunities within content instruction to unpack academic language.	Visuals, gestures, realia, graphic organizers
Can group by no more than 1 language level.	Cognates/false cognates.	Emphasis: Content understanding
Emphasizes the language demand of content instruction and supports access, understanding, and expressive language of content.	Often focuses on morphemes (prefixes, suffixes, roots), vocabulary, syntax, encountered within content lesson	Audience: Whole class and/or small groups of MLs
Addresses 4 domains; often in preparation for content instruction as well as reinforcement after content instruction.	Occurs within all core instruction	Essential for MLs - Benefits all
Includes ample opportunities to practice/use the language.	e.g., Teacher restates text using familiar vocabulary, adds vocabulary to cognate chart	Instructional strategies specific to multilingual English learners
Requires planning by teacher with ML expertise. Best if delivered by teacher with ML expertise.	e.g., Sentences frames, paired conversations, quick writes	e.g., GLAD, SIOP, UDL, Thinking Maps
Required for all identified MLs. DOES NOT EQUATE WITH PULL OUT	Ample focus on retell, recount, summarize	Occurs within all core instruction
Occurs in all program models, including dual.	Essential for MLs - Benefits all	

Continuum of Supports for Multilingual Learners



Evidence-Based Practices: OSPI Guidance

- Brief, reader friendly
- Overview of designated and integrated ELD
- May be useful entry point for discussion

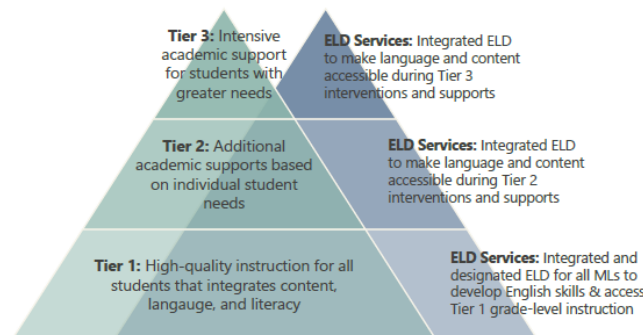
Evidence-Based Practices for Multilingual Learners

All students in US schools are guaranteed a basic education as part of their civil rights. For Multilingual Learners (MLs), that means that the education must be comprehensible, since they are in process of acquiring English, and the structures of academic English must be taught ([Dual Civil Rights Obligation](#)). These two elements should occur in tandem and throughout the day. It doesn't make sense to try and teach MLs for 30 minutes per day and expect that to transfer to all the rest of the content and English they encounter.

MTSS Framework

One might ask: "How does one accomplish this?" It is helpful to frame this conversation of evidence-based practices within the Multi-Tiered System of Supports (MTSS) Framework. The following diagram shows the relationship between core instruction and tiered supports for all students and what is needed for that instruction and tiered supports to work for MLs.

The visual below refers to Integrated English Language Development (ELD), which is language instruction that is provided within core instruction that makes the instruction comprehensible. This Integrated ELD should take place both in Tier 1 instruction and during Tier 2 and 3 supports in order for MLs to benefit from the high-quality instruction and supports.



MTSS Model Criteria (Examples)

1. Multi-Level Instruction

Criterion 1: Schoolwide multi-level model is in place and includes **Tiers 1, 2, and 3 or 4**.

Criterion 2: General class educators, special educators, and bilingual/ESL specialists are involved in implementing **Tiers 1 and 2 instruction**.

2. Research-Based Core Literacy Instruction

Criterion 1: Equitable access (e.g., accessing prior knowledge, building background knowledge) to the literacy curriculum exists for all ELs emphasizing **listening, speaking, reading, and writing**.

Criterion 2: Literacy instruction develops **both first and second language** oral proficiency, reading fluency, vocabulary, and comprehension.

3. Culturally/Linguistically Sustaining Practice

Criterion 1: Instruction incorporates diverse cultural heritage, **values, and norms** of students.

Criterion 2: Instruction reflects educator knowledge and application of **first and second language acquisition stages and strategies**.

MTSS Model Criteria (Examples) cont.

4. Multiple Levels of Assessment and Data Sources

Criterion 1: Process exists **linking assessment with instruction** through use of curriculum-based measurement materials/procedures.

Criterion 2: A variety of **authentic assessment measures** are used to best determine learner progress toward intermediate and outcome benchmarks/objectives.

5. Ecological Decision Making

Criterion 1: Three interrelated ecological factors (i.e., **learner, classroom, home/community**) are considered in program planning, interpretation of assessment results, and selection of interventions.

Criterion 2: Information and input gathered from **different environmental settings** using culturally sustaining assessment measures, processes, observations, and interviews are included in grade or school-level team discussions about learners.

MTSS4els.org: Collection of Briefs

- Multicultural Instructional Systems for Els
- **Evidence-Based Tier 2 Intervention Practices**
- Els with Significant Learning Difficulties or Disabilities: Recommendations for Practice
- Fostering collaborative Partnerships with Families of Els within MTSS
- Promoting Leadership and Collaboration for an Effective MTSS for Els.
- Meeting the Needs of Els through Multitiered Instructional Framework
- Assessments and Data-Based Decision Making
- Core and Supplemental English as Second Language Instruction for Els
- Core and Supplemental Biliteracy Instruction for Els
- Professional Development to Support Multitiered Instructional Framework

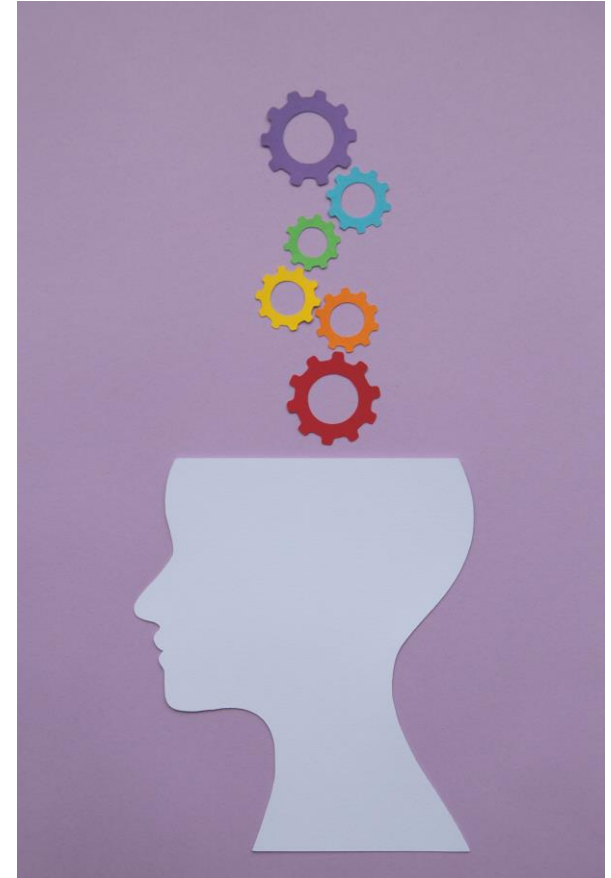
BRIEF 2

Evidence-Based Tier 2 Intervention Practices for English Learners



Evidence-Based Practices: Guiding Questions

- ✓ Is **core instruction** differentiated to the unique language and literacy instructional needs of MLs? (This includes Tier 1 interventions and supports)
- ✓ Does **core instruction** include a rigorous native language and/or English oral language development component?
- ✓ Are **core literacy** progress monitoring assessments valid and reliable for MLs and are they used regularly?
- ✓ Do data indicate that a disproportionate number of MLs need **Tier 2 interventions**?
- ✓ Are **Tier 2 interventions** linguistically and culturally responsive?
- ✓ Is the language of intervention aligned with the primary language of core instruction (applicable to dual programs)?



Essential Practices for Core/Tier 1 Instruction



Instruction students can understand

Integrated ELD: academic language is taught/unpacked throughout the day

Academic discourse/oral language development throughout the day

Language expectations/goals for units of instruction are formatively measured and adjustments made accordingly

ML/Bilingual practices incorporated into literacy instruction

Academic language developed in core instruction

“The process of language and literacy development is a dual language process involving both their home language and their second language regardless of whether they are being instructed just in English or bilingually.”

Escamilla, Olsen, Slavick 2022



Two Essential Resources on Literacy Instruction for MLs

Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students

Kathy Escamilla, Ph.D., Laurie Olsen, Ph.D., and Jody Slavick, Ph.D., National Committee for Effective Literacy for Emergent Bilingual Students.



Comprehensive Literacy Instruction for Multilingual English Learners

Laurie Olsen, Ph.D.



Oral Language Development in both Primary Language and in English

“If (students) are limited to using only the language of instruction to share their thoughts, conjectures, and opinions, then a great deal of their thinking and understanding may not be fully accessed or shared in the classroom.” Sanchez-Lopez & Young



Oral Language Assessments and Instruction



- Consider linguistic knowledge across all languages even if instruction is only in English
- Assessment examples: Language samples, checklists, rating scales, observations and anecdotal notes, retell, dictations tasks, cloze tasks.
- Ample opportunities to **retell/recount/summarize** using visual supports (pictures cards, graphic organizers, sentence frames)
- Analyze use of discipline-specific oral and written language
- Support development of self-awareness: syntax, morphology, register, metacognitive tools to reflect on language purpose. Example: “What words/phrases do I use to make an argument? To explain a process? To retell a story or recount an event?”



Evidence-Based Practices for Tiered Supports

CULTURALLY AND LINGUISTICALLY RESPONSIVE RESPONSE TO INTERVENTION WITHIN MULTITIERED SYSTEM OF SUPPORTS: FIDELITY OF IMPLEMENTATION RUBRIC

Adapted from National Center on Response to Intervention. (2011). *RTI essential components integrity rubric*. Center on Response to Intervention. (2014). *RTI fidelity of implementation rubric*.

Preferred Citation

Project LEE, Project ELLIPSES, & Project ELITE². (2019). *Culturally and linguistically responsive response to intervention within multitiered system of supports: Fidelity of implementation rubric*. U.S. Office of Special Education Programs.

Overview

The Culturally and Linguistically Responsive (CLR)–Response to Intervention (RTI) Fidelity Rubric is used by individuals who are responsible for monitoring school-level fidelity of RTI implementation within a multitiered system of supports (MTSS). The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet that has guiding questions and a place for users to record their ratings for each criterion; this worksheet can be used in an interview with a school's RTI leadership team.

Definitions

English learners (ELs): K–12 learners whose native language is not English or who come from an environment where a language other than English is dominant, which has a significant impact on their level of English language proficiency (modified from the federal definition of “students who are limited in English proficiency”)

Literacy: Includes reading, writing, speaking, and/or listening, depending on the context and areas of RTI being implemented (for ELs, speaking and listening must also be included when reading or writing is addressed)



Essential: Culturally and linguistically responsive practices which reflect and build upon unique assets/cultures of MLs (see [Fidelity of Implementation Rubric](#) in Resources)

Pre-teach vocabulary

Activate and build background knowledge

Support MLs to make connections to cross-curricular topics

Extensive oral language development and practice

Use of assessments that capture the full range of linguistic abilities, across languages

Tiered Reading Interventions: Key Concepts

Flexible grouping, 4 -6 students, incorporating language proficiency and attention to contextualizing instruction

Systematic, explicit, sequential with differentiation utilizing language scaffolds

Evidence-based strategies for never MLs can be effective for MLs when language scaffolds are incorporated into instruction (integrated ELD layered onto interventions)

Explicit teaching of vocabulary strategies

Cognate awareness: Words that exist in both languages (analyze/analizar)

Morphemic awareness: word parts such as prefixes, roots, suffixes and using them to access new words in both languages



Tiered Reading Interventions: Key Concepts

Explicit teaching of comprehension strategies with modeling & gradual release

- Inferencing, drawing conclusions cause and effect, summarizing, synthesizing, making predictions
- Metacognitive strategies (how to think about what is being read): visualize, make connections to text, ask clarifying questions.

Interactive, structured academic discussions

- [Academic Conversations \(Zwiers\)](#)
- Paired discourse with clear target: "Which solution do you think would work best? Why do you think that?"
- Supports: Sentence starters, vocabulary charts, graphic organizers, models of appropriate discourse.

Question generation

- [Question Formulation Technique](#)
- "ASK and answer questions about key details in text" CCSS RL 1.1.
- Supports: Examples of questions, TPS to prepare questions, model questions, model responses.

Collaborative learning and peer support

- Numbered heads
- Give one Get One
- Cooperative group structures with clear role assignments
- Many other examples!



Example: Reading Intervention

Without Integrated ELD

- Reading skill assessment for speakers of English
- Group by skill
- Curriculum delivered with fidelity (pacing guide, no adaptations for MLs)
- May include de-contextualized instruction especially for foundational skills
- Often lacks thematic content integration

With Integrated ELD

- English and first language reading skill assessment.
- Group by skill with consideration of first language reading and English proficiency.
- Activate and build background knowledge
- Contextualized instruction (pictures, graphic organizers, charts, manipulatives).
- Speaking and listening recognized and tapped into as basis for literacy.
- Thematic content integration.

Three Minute Reflection



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Take a moment to reflect on appropriate services.

What is working well within your services for dually qualified students?

What is an area needing improvement/attention?

Questions or comments?

Services for MLLs with Significant Cognitive Disabilities



- Definition
- State Assessments
- Language and Instructional Decisions
- Instructional Challenges

Multilingual Learners with Significant Cognitive Disabilities

...one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

...may use multiple modes of communication, including speech as well as augmentative and alternative communication devices. These devices may include communication boards, tablets, or eye gaze-operated systems.

State Assessments



Several federal laws – the **Elementary and Secondary Education Act, English Language Acquisition Act, and Individuals with Disabilities Education Act (IDEA)** – mandate that ML students and students with disabilities participate in state achievement assessments and are instructed on grade level academic standards.

The **WIDA Alternate ACCESS for ELLs** assesses the language proficiency of English Learners (ELs) with the most significant cognitive disabilities.

The **Washington Access to Instruction & Measurement (WA-AIM)** is an alternate assessment based on alternate achievement standards aligned to the Common Core State Standards for students with significant cognitive disabilities.

Students with Significant / Complex Disabilities

- Students with significant cognitive disabilities or complex needs are no exception to the mandates of IDEA meant to ensure students with disabilities have access to grade-level general education curriculum and standards.
- **There is no alternative curriculum for students with disabilities in Washington State.**
- Students cannot be removed from grade-level general education settings solely because of modifications needed to the general curriculum
- Learning progressions help students with disabilities build knowledge and skills toward grade-level learning standards EE.3.NBT.1. [WA-Aim Math Access Point Framework](#) Essential Elements

EE.3.NBT.1. WA-Aim Math Access Point Framework Essential Elements	Grade-Level Standard CCSS.MATH.CONTENT.3.NBT.A.1
<p>Use decade numbers (10, 20, and 30) as benchmarks to demonstrate understanding of place value for numbers 0–30.</p> <p>Access Points (in order of complexity)</p> <ol style="list-style-type: none"> 1. Student will identify numbers between 0 and 10. 2. Student will use base-ten to identify numbers between 	<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.¹</p> <p>CCSS.MATH.CONTENT.3.NBT.A.1</p> <p>Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>CCSS.MATH.CONTENT.3.NBT.A.2</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship</p>

School should be a place of belonging for *every* student



- Although the experience of belonging is equally important for students with significant cognitive disabilities as it is for their peers, it has remained far more elusive.
- Within inclusive schools, students with and without disabilities learn together in the same classrooms throughout the entire day.
- Educators and specialized instructional support personnel (i.e., English language specialists, physical therapists, school counselors, speech-language pathologists) collaborate closely to deliver strong instruction and individualized support
- [Supporting Students with Significant Cognitive Disabilities](#)



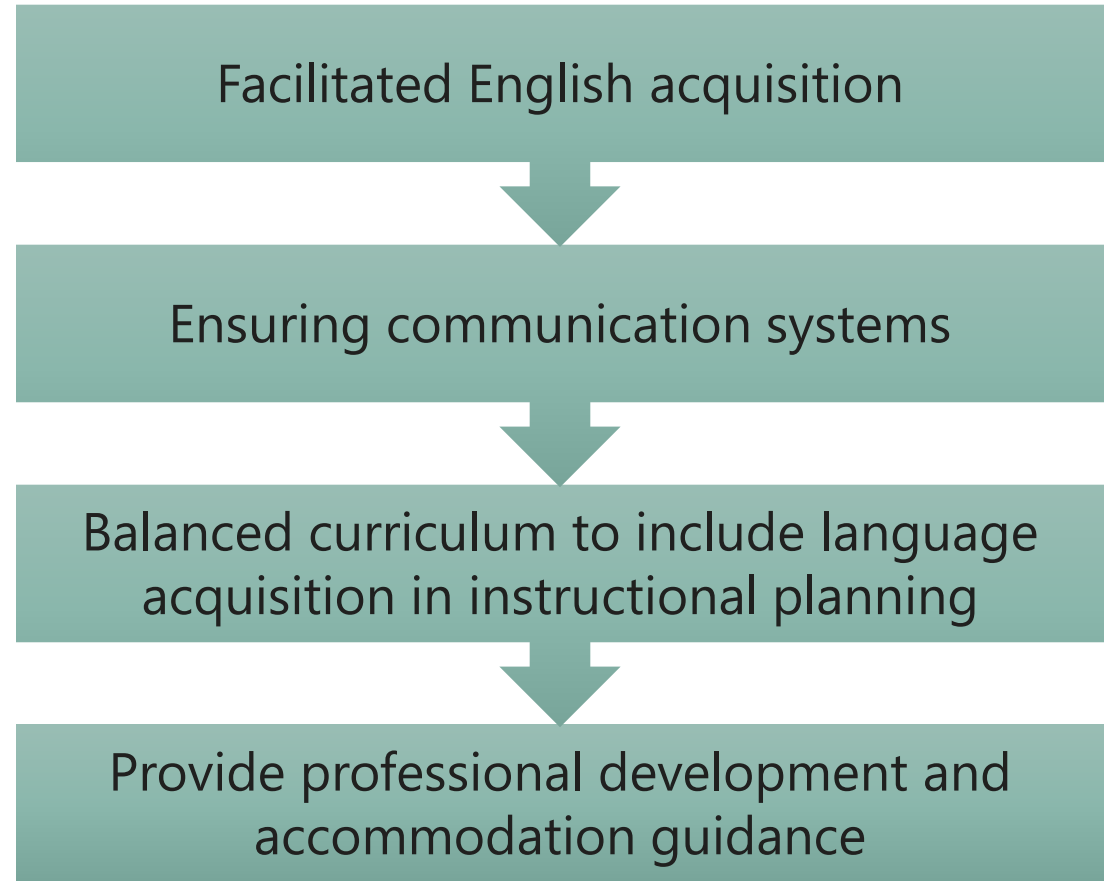
Augmentative and Alternative Communication Devices

- Consider where the student will need to use the device
- Pay attention to the expressive and receptive language domain needs of each student
- Include **all languages** the student uses on the device
- Program the student's device to promote language development
- Consider how culture affects how student communicate and use their devices
- Engage family and school professionals in best practices



Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities

Language and instructional decisions for students with significant cognitive disabilities who are identified as MLLs are made by the student's Individualized Education Program (IEP) team, which includes an MLL coordinator



Closing Countdown 3-2-1

1. How does something you learned about supporting multilingual learners with disabilities in your program connect to what you already knew?

2. How will this information inform program improvement for students who are multilingual learners with disabilities and their families?

3. What will you share with your administrative and/or instructional team members?





Resources and Tools

Resources and Tools Index – update this

- Culturally and Linguistically Responsive MTSS: Fidelity of Implementation Rubric
- RTI Considerations for Els Placemat (RTI4success.org)
- Evidenced-Based Practices
- Accessing EL-Special Education Data
- DOE Resources
- IEP Team Checklist: Considering Language Development
- Best Practices to Support English Learners with Disabilities
- The Advancing Alternate English Language Proficiency Assessment (Advancing ALTELLA) Project: advancingaltella.org (See Resources)
- Resources for Writing Linguistically Appropriate IEP Goals
- Developing IEP goals for culturally and linguistically diverse students [Developing IEP goals for culturally & linguistically diverse students](#)
- Including students with significant cognitive disabilities <https://tiescenter.org/resources>



CULTURALLY AND LINGUISTICALLY RESPONSIVE RESPONSE TO INTERVENTION WITHIN MULTITIERED SYSTEM OF SUPPORTS: FIDELITY OF IMPLEMENTATION RUBRIC

Adapted from National Center on Response to Intervention. (2011). *RTI essential components integrity rubric*; Center on Response to Intervention. (2014). *RTI fidelity of implementation rubric*.

Preferred Citation

Project LEE, Project ELLIPSES, & Project ELITE². (2019). *Culturally and linguistically responsive response to intervention within multitiered system of supports: Fidelity of implementation rubric*. U.S. Office of Special Education Programs.

Overview

The Culturally and Linguistically Responsive (CLR)–Response to Intervention (RTI) Fidelity Rubric is used by individuals who are responsible for monitoring school-level fidelity of RTI implementation within a multitiered system of supports (MTSS). The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet that has guiding questions and a place for users to record their ratings for each criterion; this worksheet can be used in an interview with a school's RTI leadership team.

Definitions

English learners (ELs): K–12 learners whose native language is not English or who come from an environment where a language other than English is dominant, which has a significant impact on their level of English language proficiency (modified from the federal definition of “students who are limited in English proficiency”)

Literacy: Includes reading, writing, speaking, and/or listening, depending on the context and areas of RTI being implemented (for ELs, speaking and listening must also be included when reading or writing is addressed)



Highly useful tool for reflecting on system's and how they are/are not responsive to MLs unique needs.



RTI: Considerations for English Language Learners (ELLs)

Data-Based Decision Making

What information do I need in order to make appropriate decisions regarding ELLs?

When making decisions regarding appropriate placements for ELLs or the effectiveness of a particular intervention or curriculum for ELLs, school personnel must consider additional data points beyond screening and progress monitoring data. Factors such as first and second language acquisition; methods and programs for instruction in the native language; and the interaction among linguistic, cognitive, and academic development are all areas to be considered so that the evaluation of ELLs, whether through screening or progress monitoring, can be conducted equitably and appropriately. School personnel should review students' records and talk to students and their parents to obtain information on the following data points:

- Native language (L1) skills
- Cultural values and beliefs
- Life experiences and assets
- Prior formal education (in L1 and L2)
- Second language (L2) skills

Screening

How do you identify ELLs who are potentially at risk?

A limited number of tools have been researched specifically for use with ELLs. Validity may be a concern because assessment results could be influenced by students' language, cultural, and experiential backgrounds.

- Use tools with demonstrated reliability and validity to identify and monitor students' needs for instructional support in reading in both L1 and L2.
- Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.



Defining RTI

- Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems.
- With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.
- RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

Progress Monitoring

How do you determine adequate progress for ELLs?

It may take longer for instruction to have the desired impact with ELLs, but this does not necessarily mean the student has a specific learning disability.

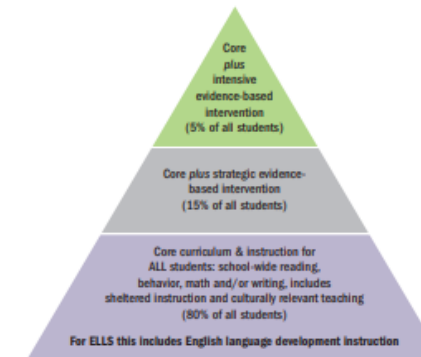
- Set the same goals—grade-level standards—for ELLs as for everyone else, and use the same measures to determine achievement.
- It may be helpful also to set short- and long-term intermediate goals as ELLs work toward meeting the grade-level standards. Depending on what these are, it may be appropriate to use a test or a portfolio to determine when these goals have been met.
- Monitor student progress in all languages of instruction.

Multi-Level Prevention System

What evidence-based interventions should be used with ELLs?

Few intervention programs have included ELLs in their norming samples. Therefore, we must use what we know about effective instruction in literacy and instruction for ELLs for instruction at all levels of the multi-level prevention system.

- Plan instruction based on what you know about the student's performance and literacy experiences in L1 and L2, and teach for transfer if needed.
- Consider students' cultural and linguistic needs, and adjust instruction accordingly.



Reference

Brown, J. E., & Sanford, A. (2011). *RTI for English language learners: Appropriately using screening and progress monitoring tools to improve instructional outcomes*. Washington, DC: National Center on Response to Intervention. Retrieved August 11, 2011, <http://www.rti4success.org/resource/type/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-too>



Evidence-Based Practices

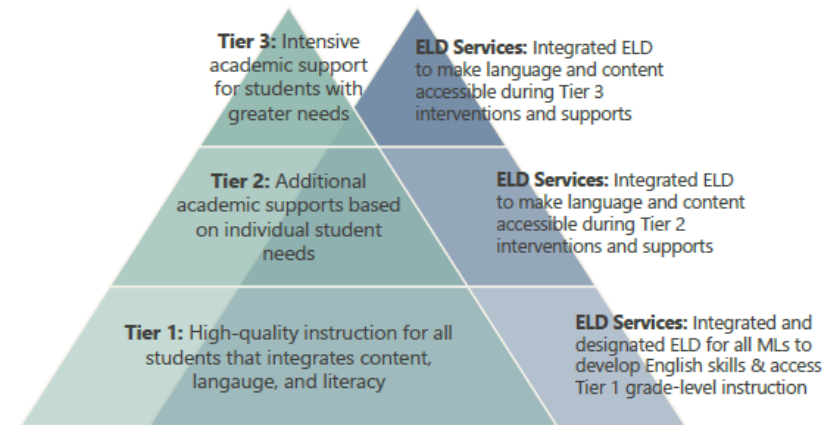
Evidence-Based Practices for Multilingual Learners

All students in US schools are guaranteed a basic education as part of their civil rights. For Multilingual Learners (MLs), that means that the education must be comprehensible, since they are in process of acquiring English, and the structures of academic English must be taught ([Dual Civil Rights Obligation](#)). These two elements should occur in tandem and throughout the day. It doesn't make sense to try and teach MLs for 30 minutes per day and expect that to transfer to all the rest of the content and English they encounter.

MTSS Framework

One might ask: "How does one accomplish this?" It is helpful to frame this conversation of evidence-based practices within the Multi-Tiered System of Supports (MTSS) Framework. The following diagram shows the relationship between core instruction and tiered supports for all students and what is needed for that instruction and tiered supports to work for MLs.

The visual below refers to Integrated English Language Development (ELD), which is language instruction that is provided within core instruction that makes the instruction comprehensible. This Integrated ELD should take place both in Tier 1 instruction and during Tier 2 and 3 supports in order for MLs to benefit from the high-quality instruction and supports.



Resources for Identifying and Serving MLs with Disabilities

- OSPI webpage: [Disproportionality Self-Study Overview and Resources](#)
- OSPI webpage: [Providing a Continuum of Services for English Learners with Disabilities](#)
- Serving English Learners with Disabilities: How ESL/Bilingual Specialists Can Collaborate for Student Success:
<https://www.colorincolorado.org/article/serving-english-learners-disabilities-how-eslbilingual-specialists-can-collaborate-student>

Department of Education Resources

- [Dear Colleague Letter, English Learner Students and Limited English Proficient Parents \(01/7/2015\) Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives](#)
- [Addendum to Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives Issued July 18, 2014](#)
- [Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\) September Issued September 23, 2016](#)
- [Tool #5: Selecting Appropriate Accommodations for Students with Disabilities](#)
- [English Learner Tool Kit for State and Local Education Agencies.](#)



IEP Team Checklist: Considering Language Development

Framing Questions	Yes	No
Has the child's primary language of communication been considered?		
Have the cultural values and beliefs of the parents been considered in planning for the child's education?		
Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
Is an interpreter for the parents and the student present at the IEP meeting?		
Are all IEP Team members trained in how to use an interpreter?		
Do the "present levels" in the IEP address both how the student uses his or her native language and how the student uses English?		
Do progress monitoring activities measure progress toward the mastery of English?		

Adapted from San Diego Unified School District (2012)

Resources for Identifying and Serving MLs with Disabilities

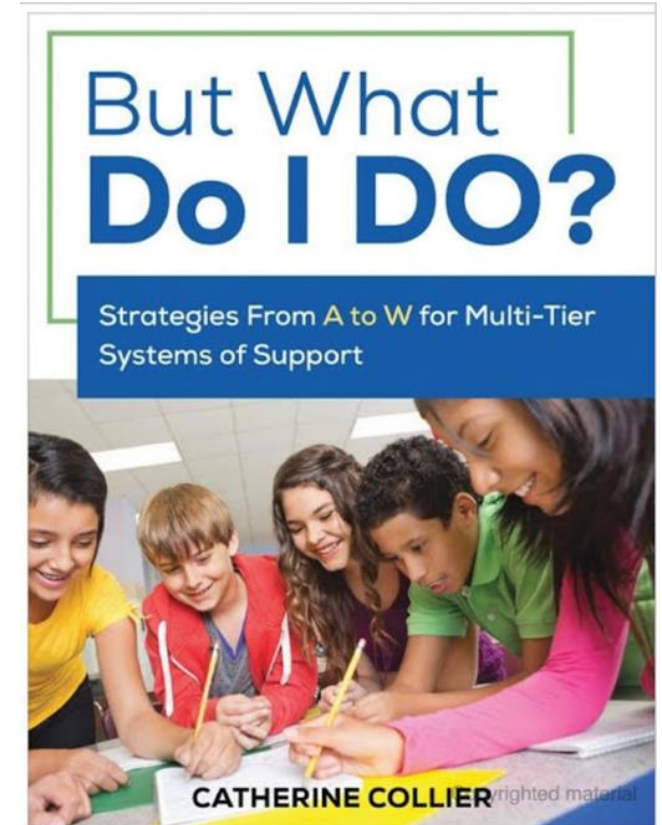
- English Learner Companion to Promoting Fair Evaluations: <https://education.mn.gov/MDE/dse/sped/div/el/MDE087755>
- [Developing IEP goals for culturally & linguistically diverse students](#)
- Including students with significant cognitive disabilities
<https://tiescenter.org/resources>

Resources for Identifying and Serving MLs with Disabilities

- Council for Exceptional Children, Division for Culturally and Linguistically Diverse Students: <https://community.cec.sped.org/ddel/home>
- The Advancing Alternate English Language Proficiency Assessment (Advancing ALTELLA) Project: <https://advancingaltella.org/about/>
- The Alternate English Language Learning Assessment (ALTELLA) Project <https://altella.wceruw.org>
- New Resources for Families to Help Multilingual Learners with Disabilities Thrive in Virtual Classrooms: [Resources for Families](#)

Resources for Writing Linguistically Appropriate IEP Goals

- [Collaboratively Crafting Individualized Education Program Goals for Culturally and Linguistically Diverse Students](#) (Jozwik, Cahill & Sánchez, 2018).
- [Language Objectives: The Key to Effective Content Area Instruction for English Learners](#) (Himmel, 2012).
- [But What Do I DO?](#) (Collier, 2016). MTSS-based strategy-skill development matrix, specific classroom supports, and ideas for IEP goals.



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