Harvey County Special Education Cooperative
Resource Manual

Assessment of Students who are English Language Learners

Serving Children of Newton, Halstead and Hesston 2010
Introduction

This Resource Manual was developed as a support to teams working with students who are English language learners during the pre-referral (SIT), evaluation, and eligibility process. Several staff members and administrators have devoted many hours to the development of this product. This manual is intended to be used by School Student Intervention Teams, Staffing Teams, and IEP teams. We have thoughtfully discussed what to include and exclude in this manual. It is not as comprehensive as the KSDE Special Education Process Handbook and should be seen as a complement to, not a replacement of that resource. Special Thanks go to Dr. Robin Cabral, who served as an advisor to this project. We hope that it proves to be a helpful document.

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Key Components of the Special Education Process for Students Who are English Language Learners

General Education (pg.4)
- All New Students who mark a language other than English spoken in the home complete the Language/Educational History Form (Appendix A)
- Students identified as English Language Learners (ELL) based on
  - Home Language Survey
  - English Language Proficiency Assessment (IPT, LAS, LPTS, KELPA-P)
  - KELPA

General Education Interventions – MTSS (pg. 5)
- Review the Language/Educational History Form
- Check status of hearing / vision screening information
- Use of ELL interventions (Appendix B)
- SLP and ELL teacher included in the design of interventions

Evaluation for Possible Exceptionality (pg. 7)
- Determine the student’s primary language
  - Consider BICS and CALP
- Include SLP and ELL teacher on the team to help interpret student data
- Determine which language(s) the student will be evaluated
  - Determine need for Bilingual Consultant
- Complete Family Interview

Data Interpretation (pg 11)
- Data interpretation using language profile information
- Consider exclusionary factors
- Ensure there is an interpreter for the meeting
- Ensure that all written documents are translated into the family’s primary language
- Remember that eligibility for special education does not exclude or prevent the student from receiving ELL services.
When is a student an English Language Learner (ELL)?

Eligibility for English language assistance is determined based on the Home Language Survey and an English language proficiency assessment. The Home Language Survey is given to all students in the district regardless of ethnic background, surname, length of time living in Kansas, or language spoken. A sample is posted at http://www.ksde.org/Default.aspx?tabid=359 in seven languages. If a language other than English is indicated on the school’s Home Language Survey, the student is given an English language proficiency assessment. The Kansas State Department of Education (KSDE) approved proficiency assessments are the IPT (Pre-IPT), LAS (Pre-LAS), LPTS, KELPA, and KELPA-P. A student who scores less than fluent on any of the domains on one of these assessments is eligible for English to Speakers of Other Languages (ESOL) services. Schools are required, based on Federal Civil Rights law and on Supreme Court case Lau v Nichols, to offer ESOL services provided by a qualified teacher to any eligible ELL for as long as it takes that student to become fluent in English.

All students who are ELL in the state must take the Kansas English Language Proficiency Assessment (KELPA) each spring as required by No Child Left Behind. English Language Learners must continue to take the KELPA until scoring fluent in all four domains (listening, speaking, reading, writing) and the composite for two consecutive years, regardless of whether they are receiving ESOL services. The Student Improvement Team (SIT) may exit a student from ESOL services earlier than two years under special circumstances. Parents may also refuse services or remove their child from services. The district no longer provides specialized ESOL services for that student and no longer receives State funding for ESOL services for that student. If parents refuse ESOL services, the student is still required to take the KELPA until he or she tests fluent for two years. It should be noted that children whose parents waive ESOL services are more likely to be referred for a special education evaluation.

Title III requires participating districts to monitor for two years any ELLs who exit the program.

For further information on eligibility or exit criteria for ELLs, please contact the district ELL coordinator.
MTSS - Multitiered Systems of Support


MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.

Core/Tier I
Optimally, MTSS is a self correcting system that results in a school learning environment in which all students may be successful. The tiers within MTSS represent a school’s understanding of the needs of students and the supports put into place to meet those needs so that each and every student may succeed. The purpose of core instruction (Tier I/ALL) is to provide quality differentiated instruction within the core curriculum while conducting universal assessment to identify students who are not making satisfactory progress and in need of additional academic support. Core instruction is designed to meet the needs of a substantial majority of the school’s students. By using evidence based curriculum with differentiated instruction classroom teachers are able to achieve the instructional goals agreed upon by the district and school.

Supplemental/Tier II
Supplemental instruction (Tier II/SOME) is designed to meet the needs of the students that require additional support beyond core through additional small group (3-5 students per group) instruction. Students requiring supplemental instruction are identified using the universal screening assessment and follow-up with other diagnostic assessments/procedures are used when needed. Decisions about selecting the appropriate strategic interventions are made through the use of the universal screening and diagnostic assessment data prior to being assigned to any small group and then reviewed through progress monitoring at appropriate intervals to ensure that learning is accelerated to enable the student to catch up on identified skills. Persons providing instruction at Tier II could be the classroom teacher, a specialist, or an instructor specially trained to provide supplemental instruction. Based on progress monitoring data students who progress to grade level return to the core instruction and they are monitored to ensure they achieve as expected. Students who do not make sufficient progress to return to the core curriculum, either continue with supplemental/Tier II support or receive more customized support through intense/Tier III support.

Intense/Tier III
Intense instruction (Tier III for a FEW) is designed to provide highly customized, intensive intervention delivered individually or in small groups of three or less. These customized groups enhance a student’s rate of learning usually by increasing the frequency and duration of intervention. The intervention is customized through the collection and analysis of diagnostic assessment data as well as progress monitoring.
data. Students receiving intensive instruction are usually performing well below benchmark levels and have not responded to interventions at Tier I and II or, are students whose universal screening data indicates intensive needs from the beginning. As was the case for supplemental instruction, persons providing intense instruction could be the classroom teacher, a specialist, or an instructor specially trained to provide supplemental instruction. Decisions to continue, change, or exit the intervention are made based on progress monitoring data.

MTSS and the English Language Learner

Each school in the Harvey County Special Education Cooperative has unique methods designed to address the three tiers of the MTSS process. When a student who is an English Language Learner has been identified as needing intervention, the following recommendations and resources can be used during any tier of the MTSS process.

- Include the ELL teacher as part of the student’s intervention team.
- Include the Speech-Language Pathologist as part of the student’s intervention team.
- Review the Language/Educational History Form (collected at the time the student was initially enrolled) for information that could explain the difficulties the student is experiencing and help the team plan intervention. If the student’s Language/Educational History Form is old or not found, the team may consider having the parents complete a new form.
- Keep the focus on intervention and progress monitoring. Consider use of the PPVT, C-TOP, LAS/Pre LAS or other assessment tools to design interventions and monitor progress.
- Use the problem-solving process outlined in Developing Interventions for ELL Students (appendix C).
- Consider the student’s strengths, talents and interests to design interventions that are motivating for the student.
- Ask to have the student’s vision and hearing screened if last results are over 1 year old.
- When reviewing data, the team may want to consider the following questions:
  - How has the student responded to Tier 2/3 interventions?
  - What are the results of the most recent hearing and vision screening? Should these areas be checked again?
  - In what specific areas is the student struggling?
  - Which areas of need, if addressed, will have the greatest impact on the student’s progress?
  - What has the student’s educational history been?
  - Is attendance a factor?
  - Has the student’s education been primarily in English, primarily a language other than English, or in a bilingual program?
  - How long has the student been exposed to English?
  - Are there gaps in the student’s educational history?
  - How has the student responded to bilingual strategies?
The Special Education Evaluation of a Student who is an English Language Learner

The Evaluation Process:

Information obtained from the MTSS process through screening and general education interventions will assist teams in making decisions about a referral for an evaluation to determine the special education eligibility of students who are ELL. A review of the original concern, the effectiveness of the interventions tried, and the degree to which the interventions require substantial resources are important to consider when deciding whether a student should be referred for possible special education services.

An initial evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental and academic information to assist in determining if the child is eligible for special education. A two-pronged test for eligibility: (1) whether the child is a child with an exceptionality (disability or giftedness); and (2) by reason thereof, has a need for special education and related services, has driven eligibility decisions for many years. However, it is clear more than ever in the law that evaluations must also determine the present levels of academic achievement and functional performance (related developmental needs) of the child. This shifts the focus of the initial evaluation from access to services to what the child needs to enable him or her to learn effectively and to participate and progress in the general education curriculum. (KSDE, 2008)

The first consideration a team should make when moving to a special education evaluation for a student who is an ELL is to determine what is already known (what data already exists) and what questions still need to be answered to decide; 1) eligibility for special education and 2) the services the student will need to learn effectively and make progress in the general curriculum. This information should be used to plan the evaluation for the student.

The second consideration is the determination of which language or languages the student will be evaluated. IDEA requires that assessments be provided in the language in which the student is most proficient. Students who have never been exposed to English should be evaluated primarily in their native language. Students who have had some exposure to English should be evaluated in both their first language and English. A comparison of the LAS given in both English and Spanish can help teams to determine the student’s proficiency in English as compared to their first language.

It is important for teams to understand that it is possible for students to have basic interpersonal communication skills (BICS) in English but not have grade level cognitive academic language proficiency (CALP). Students who are typically developing can acquire conversational fluency in their second language much sooner (within one to two years of exposure to the second language) than they acquire grade-appropriate academic proficiency (takes 7 to 10 years to catch up to native speakers in academic aspects of the
second language when all instruction has been provided in English and 5 to 7 years for students who have been educated in bilingual programs). Failure to take into account the BICS/CALP distinction can result in discriminatory assessment practices for bilingual students (Rhodes, Ochoa, & Ortiz, 2005).

When a student is an ELL, it is highly recommended that the SLP and ELL teacher both be included as members of the team. Their expertise will be needed to help interpret the data and make a final determination about eligibility for special education services. It is also recommended that even when the team does not believe the student will need speech and language services, a language evaluation be included in the data to be collected. This information will be crucial in helping to interpret other data the team will collect.

If the student needs to be evaluated in both English and their first language, the team may consider the use of a bilingual consultant or an interpreter to complete formal and/or informal measures. In Harvey County, we have access to consultant Spanish-speaking School Psychologists and Speech-Language Pathologists (Appendix H – contact information) who can use standardized bilingual assessments. These assessments can provide a comparison of the student’s abilities in both English and Spanish. If the team determines there is a need for this bilingual information, the School Principal with approval from the Director of Special Education can contact a bilingual consultant directly to schedule an evaluation. If the listed consultants are not available or teams are looking for professionals who speak other languages, the special education office can help locate other bilingual evaluators.

It is important to remember that the information collected by the bilingual consultant is only a portion of the information a team will need to determine eligibility for special education and determine goals and services. The bilingual consultant will work with the school team to collect the information needed, however they are not members of the school team. The bilingual consultant will complete assessments and provide written reports for the school team to interpret along with other data collected to make the final determination about eligibility and services for the student. It is recommended that school team members rather than the bilingual consultants complete English only assessments. This information will be used to understand how well a student could be expected to participate in and benefit from the English curriculum. The following questions are potential questions that a bilingual consultant might be able to answer:

- What is the student’s dominant language?
- What is the student’s language proficiency in their first language?
- Has the student’s language development in their first language been typical?
- Are language abilities a result of the student’s language history or a delay?
- Can the student’s difficulties be explained by their language history?
- What is the student’s intellectual potential?
- What is the student’s processing abilities?
• If the student had received instruction in their first language, what are the student’s academic abilities in their first language?
• Does the student have the English proficiency to support grade level expectations?
• Is the student experiencing language loss?

The Bilingual Consultant is not a member of the student’s team and does not:
• Determine eligibility
• Write the team evaluation report
• Determine or write goals for the student

If a Bilingual Consultant is not available, the team will need to use other means to collect data to determine eligibility for special education services. Team members who have limited proficiency in the native language of the person being tested should not attempt to complete assessments without a fully proficient interpreter. A skilled interpreter/translator is one who is fully proficient in the native language of the child, well acquainted with the culture, dependable, available, responsible, and unbiased. It is up to the person using the interpreter/translator to ensure the interpreter/translator is fully trained and understands their role in the evaluation (see appendix D– Criteria for Interpreter Selection). Training should include the following: the role of the interpreter/translator, emphasizing neutral and objective interpretation, not using elaborations and explanations of the testing material, and giving them an understanding that aiding the examinee could impact results which may impact their ability to obtain necessary intervention. The use of an interpreter/translator should always be documented on written reports and include information regarding the training the interpreter/translator has received. The team should not limit themselves to finding interpreters and translators only through professional services. If trained and with permission, teachers, student teachers, teacher aides, tutors, and college volunteers who speak the dominant language of the individual may be used. Family members should not be used in the assessment process (Mumy, 2005). Team members may contact the ELL Program Coordinator for additional resources on training interpreters/translators.

**Hierarchy of Evaluation Options** (from: Rhodes, Ochoa & Ortiz, 2005)

1. *Trained bilingual evaluation specialist(s) fluent in the student’s native language using evaluation measures in the student’s two languages.*
2. *Bilingual evaluation specialist(s) fluent in the student’s native language using modified evaluation measures, translated tests, or tests with norming populations not representative of the student’s background/culture.*  
If it is clearly not feasible to use evaluation measures in the student’s two languages
3. *English speaking evaluation specialist(s) assisted by a trained bilingual ancillary examiner using standardized evaluation measures.*
4. *English speaking evaluation specialist(s) assisted by a trained bilingual interpreter and using modified evaluation measures, translated tests, or tests with norming populations not representative of the student’s background/culture.*
5. *Evaluation specialist(s) using only nonverbal or performance intelligence evaluation measures for language other than English or Spanish.*
The following protocol is recommended when evaluating a student who is an ELL.

- Home Language Survey is completed
- LAS and KELPA scores are obtained from the ELL teacher
- Language Dominance is established

One method of determining language dominance is through the use of standardized language measures given in both English and the student’s first language. When scores have been obtained, compare each subtest in English and the dominant language. If scores are within one standard deviation, the student is mixed dominant. If scores are greater than one standard deviation, dominance goes to the language with the higher scores. A caution in establishing language dominance using a standardized language assessment and bilingual norms would be that bilingual norms accept a student’s response in either language. For the purposes of comparing standardized scores to determine language dominance this method may not yield clear information.

After language dominance has been established, conduct the evaluation using assessments in the student’s dominant language. If the student is determined to be mixed dominant, the evaluation should be conducted in both languages. Students who are mixed dominant will have a history of exposure to both their first and second languages, will vary their proficiency in languages by setting and topic, and may use both languages within the same conversational situation. Most individuals who are bilingual have some mixed dominance.

While the team may use standardized language assessments for the purpose of determining language dominance, it is important to remember that when determining exceptionality it is only appropriate to use standardized assessments that have been validated to appropriately identify disorders without bias or racial/cultural discrimination. Standardized tests that are not normed and validated for speakers of other languages impose one culture’s standards of development and performance upon another culture’s standards. This is unethical, biased, and unwise. Standardized tests can be used to complement informal measures to gain general information about the student’s strengths and needs. If using standardized tests on a population that it was not normed, one would not calculate scores or age-equivalents but would explain results in terms of strengths and weaknesses.

IDEA does not require teams to use standardized assessments. There are a variety of informal measures that can be used to answer the team’s questions of eligibility and services. One recommended piece of information is a parent interview. This information may be best collected when the team has the parent sign consent for the evaluation. Teams may choose to use a published interview protocol (e.g. The Bilingual Language Proficiency Questionnaire, Mattes & Santiago, 1985; “Questions for Parents during the Interview Process, Rhodes, Ochoa and Ortiz, 2005) or develop their own set of questions. Some potential interview questions may include:

- A description/history of the student’s language development.
- In what situations is English spoken to the student and in what situations is Spanish spoken to the student?
• What language is used most often by the student’s companions?
• In what situations is English spoken by the student and in what situations is Spanish spoken by the student?
• Since the student entered school, what differences has the family noticed in the amount of English/Spanish that the student uses at home?
• Has the family noticed problems in the student’s use of vocabulary or sentence structure?
• Is the student able to answer questions?
• Can the student express basic needs?
• Can the student describe events in the order in which they occurred?
• Does the student ask questions to obtain information?
• Does the student use frequent gestures instead of speech?
• Does the student have problems producing specific consonant sounds?
• Does the family notice any repetition of sounds, parts of words or whole words in the student’s speech?
• Tell me about the student’s birth and general health?
• Tell me about the student’s developmental history?
• What does the student struggle with most?
• What are you most proud of about her/him?
• What concerns you the most?
• What are your hopes and dreams for him/her?
• Is there anything that was not asked about that you think is important to know about her/him?

Data Interpretation:

The assessment of a student who is an ELL is complex and requires that teams consider multiple factors, including symbolic proficiency, affect, previous experience, cultural and linguistic learning and application, expectations, and contextual variables (Hamayan, Marler, & Sanchez-Lopez, 2007). Therefore it is important for teams to consider the data collected as a whole and compare it to what is known about second language learners.

Language Profiles of students who are Typically Developing English Language Learners (Rhodes, Ochoa & Ortiz, 2005)

• Minimal Proficiency in Both Languages – students appear to have no, or very limited, language skills in both English and their native language. Sequential second language learners who are in English-only instructional settings, particularly those who were non-English speakers before entering school or who were not yet educated in their native language, may exhibit this profile. It is important to ascertain if language loss in the student’s native language has occurred, which would signify that the student has become minimally proficient as a function of educational circumstances.
• Emergent Proficiency in L1 and Minimal Proficiency in L2 – students have stronger skills in their first language but have not yet obtained cognitive academic
language proficiency (CALP) in their first language. They do have proficiency in L1 conversational language (BICS), yet have limited language proficiency for cognitive academic language that could significantly influence their performance on cognitive measures.

- **Fluent Proficiency in L1 and Minimal Proficiency in L2** – students have obtained CALP in their first language and have very low skills in their second language. A student who displays this profile may have attended elementary school in their native country and has recently arrived in the United States.

- **Minimal Proficiency in L1 and Emergent proficiency in L2** – students have stronger skills in their second language but have yet to obtain CALP in their second language. This profile is often found in students who have received instruction in English only models. Although such a student might have stronger skills in English, practitioners should exercise caution not to assume that this student has sufficient English skills to be given cognitive measures in English only.

- **Emergent Proficiency in both L1 and L2** – students are able to converse socially in both languages but have yet to attain CALP in either language. This profile may be found among simultaneous second-language learners or those who received native-language instruction up to about the 3rd grade before coming to the United States and who were subsequently instructed in English from that point.

- **Fluent Proficiency in L1 and Emergent Proficiency in L2** – students have obtained CALP in their first language and have conversational skills (BICS) in English. This student had developed a threshold level in their first language that will help foster CALP in English; indeed, the student is on the verge of obtaining CALP in English. This profile may be found among second-language learners in the United States who have been given sufficient time to develop their first language.

- **Fluent Proficiency in L1 and L2** – students have obtained CALP in both their first and second language. Examples of a student who might exhibit this profile include those who have come from dual-language programs or successfully transitioned from well-implemented maintenance programs, and a student from other countries who received a strong education in their native language (up through 7th or 8th grade) prior to coming to the United States and who have since learned and mastered English.

**Other Considerations:** The following considerations are not mutually exclusive and it is common for students to experience several of these at the same time.

From: (reprinted from the KSDE Speech-Language Guidelines, Mumy, 2005)

- **Simultaneous bilingualism** is exposure to and acquisition of two languages prior to age 3. Research studies support that simultaneous bilinguals acquire language at a similar rate and sequence as monolinguals, therefore, early exposure to two languages is not disadvantageous and does not lead to confusion, poor language development, or language delay (Patterson, 1999; Junker & Stockman, 2002).
• **Sequential, successive, or consecutive bilingualism** is the acquisition of a second language after age 3. Under normal circumstances, if the second language is learned prior to puberty, it is very likely that it will be learned with native or near-native proficiency. The second language may become more dominant than the first, especially if the individual resides in the dominant culture. The individual, however, may still retain comparable oral proficiency in the first language.

• **Subtractive bilingualism** is the replacement of the first language with a second language. First language development is arrested and acquisition of new language begins. Subtractive bilingualism often occurs with internationally adopted children who suddenly lose contact with their first language and culture upon arrival in their new home. Children adopted at young ages without medical or developmental problems should easily and quickly acquire the adopted language (Glennen, 2002). Internationally adopted children in general, however, are at risk for speech/language problems due to the sudden halt in language development and subsequent language loss, and the effects of institutionalized care characterized by poor levels of language stimulation and limited social interaction. A study by Glennen & Masters (2002) suggested milestones to determine need for speech and language intervention for children adopted at varying ages.

• **Additive bilingualism** is the addition of a second language while the first language and culture are maintained and reinforced. This reaps the most favorable results in second language learners as the second language is built upon a solid first language foundation, yielding bilingual-bicultural individuals.

• **Acculturation** is the process and extent to which an individual adapts/assimilates to and identifies with the dominant culture and language. It is important to consider an individual’s level of acculturation because the risk for bias increases when individuals being assessed are unacculturated. Research shows that unacculturated students with normal learning potential are often misdiagnosed and placed in special education programs (Badon & Bourque, 1996). Allowing for a period of acculturation is very important.

• **Silent period** is a period during the process of acculturation in which children may speak very little as they focus on listening and comprehension, much like a newborn or infant. Older children may experience this for a few weeks or months; younger children may experience it for a year or more (Roseberry-McKibbin & Brice, 2003).

• **Language loss** is the loss of first language ability that occurs when contact with that language is reduced or comes to a halt. It is important for SLPs to distinguish between language loss and native language disability. Research shows that patterns of language loss occur mostly at the grammatical and semantic levels; Anderson (1999) summarized these patterns of language loss as the reduction of
inflectional morphology, the regularization of irregular patterns, greater use of coordinated as opposed to embedded sentences, and applying word order rules of the second language to the first language. In order to differentiate between language loss and native language disorder, Anderson suggests examining four areas: comprehension skills, especially in contexts where productive use of the language has diminished; the use of communicative strategies to maintain effective communication; the frequency of occurrence of errors such as noun phrase agreement errors; and how language input and productive use have changed over time. In this phase, it is normal for students to experience word-finding difficulties in both languages and exhibit some anxiety in communicating. (note: The child’s history/questionnaire information and their response to targeted interventions should provide information to help teams determine whether language loss is a factor)

• **Cultural and linguistic code switching/mixing** is the alternating use of two languages at the word, phrase and/or sentence level. Brice & Anderson (1999) explain that “language alternation is a normal, common, and important aspect of bilingualism. For the bilingual child, the processes of code switching/mixing require a rule-governed and sophisticated cognitive and linguistic manipulation of the two languages” (p. 18). Code switching and mixing can be evident as early as 2 years of age, and its frequency tends to decrease as children get older. Older children and adults learn when it is appropriate to utilize code switching and mixing to enhance communication (i.e., when the listener is also bilingual). Researchers agree that in most cases, code switching does not indicate language confusion or incompetence. SLPs should not penalize or discourage code switching and mixing as it facilitates spontaneous communication.

• **Linguistic borrowing** is the borrowing of linguistic elements of one language into another language when there are not equivalent words/expressions in the two languages or when the second language learner has limited experience with that language (e.g.: adding a Spanish verb ending to an English verb – marker).

• **Cultural identity** is often tied to the language one speaks. SLPs should consider stereotypes and prejudices against the language and culture of a minority child or adult. Children can be easily influenced to reject his/her language and culture due to the attitudes of those in the dominant culture. For optimal results, both communicatively and socially, the individual’s family and community language and culture should be affirmed and maintained.

Second language acquisition can impact a child’s behavior, attention, and responses. These behaviors may look similar to those in children with attention difficulties, learning disabilities, and/or speech/language disorders (Hamayan, Marler & Sanchez-Lopez, 2007). The team must determine whether the behaviors observed are due to second language acquisition or a disability. Behaviors that appear regardless of the language being used may be considered an indicator of a potential disability (ISBE, 2002).
Characteristics of Students with Language-Related Disabilities and Students who are ELLs

<table>
<thead>
<tr>
<th>Characteristics Shared by Students with Learning Disabilities and ELLs**</th>
<th>Characteristics of Students with Speech/Language Disorders**</th>
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<tbody>
<tr>
<td>• Short attention span</td>
<td>• Nonverbal aspects of language are culturally inappropriate</td>
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<tr>
<td>• Distractable</td>
<td>• Does not express basic needs appropriately</td>
</tr>
<tr>
<td>• Daydreams</td>
<td>• Rarely initiates verbal interaction with peers</td>
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<tr>
<td>• Appears confused</td>
<td>• Responds inappropriately when peers initiate interactions</td>
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<td>• Speaks infrequently</td>
<td>• Gives inappropriate responses</td>
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<tr>
<td>• Uses gestures</td>
<td>• Peers give indications that they have difficulty communicating with the student</td>
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<tr>
<td>• Speaks in single words and phrases</td>
<td>• Replaces speech with gestures</td>
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<tr>
<td>• Comments inappropriately</td>
<td>• Shows poor topic maintenance</td>
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<tr>
<td>• Has poor recall</td>
<td>• Perseverates on a topic</td>
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<tr>
<td>• Has poor comprehension</td>
<td>• Needs to have information repeated often, even when the speaker has modified the information</td>
</tr>
<tr>
<td>• Has poor vocabulary</td>
<td>** For second language learners with speech/language disorders, these characteristics will appear in both languages.</td>
</tr>
<tr>
<td>• Has poor pronunciation</td>
<td>** For students who are ELL without disabilities, these characteristics will appear only when the second language is being used. All these characteristics are typical in the second language acquisition process.</td>
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<tr>
<td>• Has poor syntax</td>
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<tr>
<td>• Confuses similar sounding words</td>
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<tr>
<td>• Has difficulty sequencing ideas and events</td>
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Evaluation Questions to be Considered?

In determining the data, the team will want to consider the following factors:

- What educational services has the student experienced? What is the student’s home literacy environment?
- How does the student compare to other second-language learners?
- What is the consistency of the data across formal and informal measures?
- Where is the student across the second-language continuum?
- Can the student’s difficulties be explained as an ELL issue?
- Can the student’s difficulties be explained as a lack of instruction in reading and/or mathematics?
- Is school attendance a factor?
- Is there a social-economic impact that can explain the student’s development?
- Is the student’s language and educational history a factor?
- Has the student had interventions specific to ELL?
- Has the student had explicit tier 2 or 3 interventions?
- What are the interventions that have been tried and how effective were they?
- Does the student’s response to intervention provided at his learning level (regardless of his current age or grade level) suggest that when provided scaffolded instruction the student makes appropriate progress?
- Does the student have a processing deficit in their first language?
- Is the student’s level of academic achievement (in English) significantly below their English proficiency?
- In what areas does the student struggle and how does language impact those areas?
- Does the student have strong social language in English, but not strong academic English?
- Does the student demonstrate delays in their first language?

**Eligibility and IEP Development**

When the team has completed all evaluations, a meeting(s) should be scheduled with the student’s parents to make a determination of eligibility for special education and if eligible to write an Individual Education Plan (IEP). The student’s parents must be provided an opportunity to meaningfully participate in the determination of eligibility and the development of the IEP. The school team will need to ensure they have an interpreter at the meeting if the parent’s primary language is not English. When scheduling the meeting, please remember that more time will be needed if the team is using an interpreter. Written information should be translated into the family’s primary language to facilitate the parent’s meaningful participation.

Teams must ensure that the student meets the definition of one of the categories of exceptionality and, as a result of that exceptionality has a need for special education and related services. Regulations are clear that a student must NOT be determined to be a child with exceptionality if the determinant factor is:
- Lack of appropriate instruction in reading,
- Lack of appropriate instruction in math; or
- Limited English proficiency (KSDE, 2009).

During the evaluation and MTSS phases, the team should have collected enough information to write statements of present levels of academic achievement and functional performance (PLAAFPs), measurable annual goals to address needs that are identified in the PLAAFPs, and determine the special education and related services that will be needed by the student to participate and make progress in the general education curriculum. The student’s identification as a child with an exceptionality does not preclude their participation in any general education services that are available. Therefore, a student who is second language learner and in special education should still
be provided ELL or any other regular education intervention that are effective and meeting the needs of the student.

Interventions should be designed to support the student who is an ELL in both learning a new language and acquiring academic content (ISBE, 2002). Regular and special education will need to work collaboratively to provide an integrated set of support to facilitate continuity of instruction for the student throughout his/her school day. The resources listed at the back of this manual were selected to provide teams with information regarding research-based instructional strategies.
References


Resources

Kansas Resources

- Kansas State Department of Education, English as a Second Language Page  
- Kansas Speech- Language Guidelines for Schools  
  [http://www.ksde.org/LinkClick.aspx?fileticket=3a7SkHk%2biNo%3d&tabid=3757&mid=8918](http://www.ksde.org/LinkClick.aspx?fileticket=3a7SkHk%2biNo%3d&tabid=3757&mid=8918)
- Kansas English Language Proficiency Assessment (KELPA) Fact Sheet 2009-2010  
- Upcoming Conferences and Workshops  

General Resources/Ideas

- Addressing the Challenges of Teaching English Language Learning Students in the Mainstream Classroom.  
  [http://www.gwu.edu/~cooptchr/ELLhome.htm](http://www.gwu.edu/~cooptchr/ELLhome.htm)
- Cross Cultural Development Education Services  
- Center for Applied Linguistics  
  [http://www.cal.org/topics/](http://www.cal.org/topics/)
- National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs  
  [http://www.ncela.gwu.edu/](http://www.ncela.gwu.edu/)
- Super Duper Publications Handy Handouts  

Assessment

- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for the Use of Accommodations in Large-Scale Assessments  
- ELL Assessment for Linguistic Differences vs. Learning Disabilities  
  [http://www.ldldproject.net/index.html](http://www.ldldproject.net/index.html)
- Assessment of English Language Learners  
- Assessment Considerations for Young English Language Learners Across Different Levels of Accountability  
  [http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Assessment%20for%20Young%20ELLS-Pew%208-11-07-Final.pdf](http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Assessment%20for%20Young%20ELLS-Pew%208-11-07-Final.pdf)
- Bilingual Communication Assessment Resource (BCAR)  
- Bilingual Language Proficiency Questionnaire  
- Spanish Phonemic Inventory [link]
- Assessing Culturally and Linguistically Diverse Students: A Practical Guide [link]
- Special Education Considerations for English Language Learners: Delivering a Continuum of Services [link]
- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions. [link]
- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers [link]
- Preventing Disproportionate Representation: Culturally and Linguistically Responsive Prereferral Interventions [link]
- Bilingual Speech and Language Intervention Resource [link]

**Intervention**

**General**

- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions. [link]
- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers [link]
- Preventing Disproportionate Representation: Culturally and Linguistically Responsive Prereferral Interventions [link]
- Bilingual Speech and Language Intervention Resource [link]

**Literacy**

- Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities [link]
• Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

• Academic Literacy Instruction for Adolescents

  http://books.google.com/books?id=jLuh5GHeFRoC&printsec=frontcover&q=W%20hy+Do+English+Language+Learners+Struggle+with+Reading%3F%22+Distinguishing+Language+Acquisition+From+Learning+Disabilities&ei=xBYHS5vHL6K4yQSRqZCtDw#v=onepage&q=&f=false


• Teaching Literacy in English to K-5 English Learners – Doing What Works

### Math

• A Summary of Nine Key Studies: Multi-Tier Intervention and Response to Interventions for Students Struggling in Mathematics

• Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers

• A Synthesis of the Intervention Research

### Language

  Academic Communication Associates, Inc.
APPENDICES

A. Language/Education History Form – English & Spanish
B. Strategies for Working with English Language Learners (ELL) in the Regular Classroom
   Guiding Principles of Intervention for ELL Students
   The Cognitive Demand of Academic Tasks
C. Developing Interventions for ELL Students
D. Criteria for Interpreter Selection
   Basic Terms and Concepts Necessary for School-Based Interpretation
E. Typical Characteristics shared by Students with LD and those who are nondisabled ELL
F. Phonological Awareness Assessment for Spanish Speakers
G. Tests/Tools Available in Harvey County
H. Contact Information
Appendix A

Language/Education History Form – English

Language/Education History Form – Spanish
Language / Education History Form

Name of student ____________________________________________ Today’s date _________
Birthdate __________________ Grade ________ School _____________________________

Education

What schools has your child attended and what was the language of instruction?

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>City/State/Country</th>
<th>Language of Instruction (i.e. English, Spanish, Bilingual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>___________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Grade 1</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Grade 2</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Grade 3</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Grade 4</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Grade 5</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Grade 6</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Grade 7</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
<tr>
<td>Grade 8</td>
<td>_____________</td>
<td>________________</td>
<td>_______________________________________________________</td>
</tr>
</tbody>
</table>

Did your child go to preschool or Head Start?   Yes   No        Where? ________________

Does (did) your child enjoy being read to?   Yes    No   In what language? ___________

Has your child’s attendance been regular?  Yes    No    Explain:____________________

Has your child repeated any grades?   Yes   No   When? __________________________

Has your child needed extra help with her/his homework?   Yes   No   Explain:_____
                                                                 ______________________

Has your child received special education services?    Yes     No     Explain: ________
                                                                 ______________________

What does your child seem to enjoy most about school? _______________________

What is the most frustrating thing about school for your child? _________________
Language

Length of time your child has lived in the USA ____________

What language did your child first speak? ________________

What language(s) does your child understand? ____________

What language(s) does your child speak now? ______________

What language(s) does your child read? ________________

What language(s) does your child write? ________________

What language does your child prefer to speak now? ____________

Mother’s language(s) ________________ ________________

Father’s language(s) ________________ ________________

Does your child’s mother understand and/or speak English? Yes No

Does your child’s mother read English? Yes No

Does your child’s father understand and/or speak English? Yes No

Does your child’s father read English? Yes No

Does your child speak to persons outside of the family in your home language? Yes No

Is your child able to hold a conversation in your home language? Yes No

Does your child ever help interpret for other family members? Yes No

What language(s) do grandparents, siblings, other family members, family friends, and their friends speak at home? ________________

What language do you usually use at home when you speak to your child? ____________

In what language does your child speak to her/his brother(s) or sister(s)? ____________
Historia de Idioma/Educación

Nombre del Estudiante __________________________ Fecha de Hoy _____________
Fecha de Nacimiento ______________ Grado __________ Escuela __________________________

**Educación**

<table>
<thead>
<tr>
<th>Grado</th>
<th>Escuela</th>
<th>Ciudad/Estado/País</th>
<th>Idioma de Instrucción (inglés, español, bilingüe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preescolar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1er Grado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2º Grado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3er Grado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4º Grado</td>
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<td></td>
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<tr>
<td>5º Grado</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6º Grado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7º Grado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8º Grado</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¿Su niño asistió a una preescuela o a Head Start? Sí  No  ¿Dónde? _____________

¿Su niño disfruta que le lean? Sí  No  ¿En qué idioma? _______________________

¿La asistencia de su niño ha sido regular? Sí  No  Explique:_____________________

¿Ha repetido su niño algún grado? Sí  No  ¿Cuándo? _____________________________

¿Su niño ha necesitado ayuda extra con su tarea? Sí  No  Explique: ______________

¿Su niño ha recibido servicios de educación especial? Sí  No  Explique: __________

¿Qué parece disfrutar más su niño acerca de la escuela? _______________________

¿Qué es la cosa más frustrante sobre la escuela para su niño? _________________


Idioma

El plazo de tiempo que su niño ha vivido en los EE.UU. ____________

¿Qué idioma habló primero su niño? ________________

¿Qué idioma (idiomas) entiende su niño? ________________ ________________

¿Qué idioma (idiomas) habla su niño ahora? ________________ ________________

¿En qué idioma (idiomas) lee su niño? ________________ ________________

¿En qué idioma (idiomas) escribe su niño? ________________ ________________

¿Qué idioma prefiere su niño hablar ahora? ________________

Idioma (idiomas) de Mamá ________________ ________________ ________________

Idioma (idiomas) de Papá ________________ ________________ ________________

¿Comprende y/o habla el inglés la madre de su niño?    Sí     No

¿Lee el inglés la madre de su niño?    Sí     No

¿Comprende y/o habla el inglés el padre de su niño?    Sí     No

¿Lee el inglés el padre de su niño?    Sí     No

¿Habla su niño con personas fuera de la familia en su idioma de casa?    Sí     No

¿Puede su niño tener una conversación en su idioma de casa?    Sí     No

¿Su niño ayuda a interpretar para otros miembros de la familia?    Sí     No

¿Qué idioma (idiomas) hablan en casa los abuelos, los hermanos, otros miembros de la familia, y sus amigos? ________________ ________________

¿Qué idioma utiliza generalmente usted en casa cuando habla con su niño? ____________

¿En qué idioma habla su niño con sus hermanos o hermanas? ________________
Appendix B

Strategies for Working with English Language Learners (ELL) in the Regular Classroom

Guiding Principles of Intervention for ELL Students

The Cognitive Demand of Academic Tasks
Strategies for Working with English Language Learners (ELL) in the Regular Classroom

Sheltered instruction is an approach for teaching ELLs using specific methods to ensure that students understand the content while expanding their English language development. Since all instruction is in English, teachers need to make some adjustments so that the lesson is comprehensible to ELLs. The following procedures provide guidelines to “shelter” your English:

- When giving explanations and directions, use simple sentences with a set of already developed standard directions students are familiar with. Students will then be able to focus on the content of the lesson rather than on the lesson procedures. (See following TPR Starters)
- Speak at a normal rate, but lengthen the pauses between sentence boundaries (i.e., where there would be a comma, period, or question mark if speech were written down). Check frequently for comprehension by listening to and observing verbal and nonverbal cues from students.
- Control your vocabulary. Focus on the vocabulary related to the topic, but do not teach a long vocabulary list.
- Emphasize reading, writing, and thinking skills. Use activities such as note taking, report writing, individual projects, group problem solving, and textbook reading to develop these skills.
- By using sheltered English, teachers can make content in any subject area understandable for ELLs, allowing them to improve their English language skills while learning the material.
- Review the curriculum and/or textbook for the content area. Talk with subject area teachers or resource teachers to find out what they think are the most important vocabulary, skills, and concepts.
- Identify the key concepts and vocabulary needed to teach the lesson. Introduce vocabulary you think ELLs are unfamiliar with at the beginning of the lesson. Be prepared to use gestures, objects, or other visual aids to ensure students learn important vocabulary before you start the main lesson.
- Develop activities and resource materials that demonstrate the vocabulary and concepts to be taught. This may include bringing in objects and pictures, using a simplified vocabulary, and preparing different ways of describing or explaining the topic.
- Early in the lesson, tap into students’ prior knowledge of the concept or vocabulary by constructing a semantic map (word web). This will help students identify, organize, and build on what they know about the topic. This can be extended as the lesson progresses and students add to their knowledge of the topic.

Second language students learn listening first, then speaking. It will take a lot longer for them to learn to read and write. Krashen refers to this as their “silent period”.

Second language students learn listening first, then speaking. It will take a lot longer for them to learn to read and write. Krashen refers to this as their “silent period”.
• Motivation is one of the most important factors in learning a language. A desire to communicate in nonthreatening situations will be very important. This is referred to as the “Affective Filter”. Children and adults often resist learning when learning is unpleasant, painful, uncomfortable or involves unnecessary risk. We all learn more readily when we want to learn. Our brain erects a filter to block out second language input no matter how carefully designed it may be. The filter goes up in the presence of anxiety or low self-confidence.

• Use visuals, gestures, and manipulatives whenever possible. Total Physical Response (TPR)

• The limited English speaking student may indicate to you that he/she understands whether he/she does or not, in an effort to please you. (The yes factor)

• Give students opportunities to show what they do know. (Comprehensible output)

• Copying meaningful class material is helpful for the ESL student. Provide information in written form as well as verbal explanations. (Writing on the board/overhead)

• Adjust your expectations to the level of the student’s language proficiency (less vocabulary, fewer questions to answer, point out main paragraphs, more repetition, use of gesture and visual reinforcement, more frequent meaning checks with the hearer to make sure that he/she is understanding). (“motherese”, “caretaker speech,”)

• The language that you use with your students should be as natural as possible. The language used with the students needs to be comprehensible (Comprehensible input). Start with what they already know and add something new I + 1.

• Remember that any test and its instructions in a second language is also a language test. Sometimes oral tests may be the best test of what they know.

• Know that most students are skillful interpreters of your body language and attitudes even when they are not expressed verbally.

• Recognize the fact that ESL students need more time to do homework and to finish a task.

• Accept the student’s accent and incorrect speech. Over-correction often inhibits self-expression.

• Model correct forms of speech. Speak naturally with a normal flow.

• Treat your class and yourself to a 5-10 minute mini-lesson in another language. It helps give students in your class an idea of what it’s like not to understand.

• HAVE A SENSE OF HUMOR. SMILE AND MAKE THEM FEEL WELCOMED. WE CAN ALL LEARN FROM EACH OTHER.
Total Physical Response (TPR) Starters
*Commands to increase receptive English vocabulary*

<table>
<thead>
<tr>
<th>Command</th>
<th>Action 1</th>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand up.</td>
<td>Go to the ___________.</td>
<td>Write_________.</td>
</tr>
<tr>
<td>Stand up and walk to The door.</td>
<td>Hum.</td>
<td>Draw a _______.</td>
</tr>
<tr>
<td></td>
<td>Sing.</td>
<td>Read_________.</td>
</tr>
<tr>
<td>Stand on the ______.</td>
<td>Play the ___________.</td>
<td>Watch_________.</td>
</tr>
<tr>
<td>Stand next to the ____.</td>
<td>Count to _____ in (native language)</td>
<td>Copy _______.</td>
</tr>
<tr>
<td>Sit down.</td>
<td>Count to _____ in English.</td>
<td>Fix this ______.</td>
</tr>
<tr>
<td>Sit down on the ____.</td>
<td>Point to the ___________.</td>
<td>Pick up the ____.</td>
</tr>
<tr>
<td>Raise your hand.</td>
<td>Fold the paper.</td>
<td>Put down the ____.</td>
</tr>
<tr>
<td>Run.</td>
<td>Open the ___________.</td>
<td>Watch me.</td>
</tr>
<tr>
<td>Run to the ______.</td>
<td>Close the ___________.</td>
<td>Watch the _____</td>
</tr>
<tr>
<td>Walk</td>
<td>Throw the ___________.</td>
<td>Watch the _____</td>
</tr>
<tr>
<td>Dance.</td>
<td>Throw the _____ in the __.</td>
<td>Wash ___________.</td>
</tr>
<tr>
<td>Dance next to ______.</td>
<td>Pick up the ___________.</td>
<td>Kneel.</td>
</tr>
<tr>
<td>Smile</td>
<td>Underline the ___________.</td>
<td>Hold the ______.</td>
</tr>
<tr>
<td>Frown</td>
<td>Circle the ___________.</td>
<td>Carry the ______.</td>
</tr>
<tr>
<td>Cry</td>
<td>Cut the ___________.</td>
<td>Read the ______.</td>
</tr>
<tr>
<td>Laugh</td>
<td>Eat the ___________.</td>
<td>Make ___________.</td>
</tr>
<tr>
<td>Follow me.</td>
<td>Take a drink.</td>
<td>Look at the ______.</td>
</tr>
<tr>
<td>Five more minutes_____.</td>
<td>Please get in line ______.</td>
<td>Hands and feet to yourself.</td>
</tr>
</tbody>
</table>

This list was compiled using Powerful Strategies for Strengthening the Literacy and Academic Performance of Your ELL Students by Catherine Brown.
# Guiding Principles of Intervention for Students who are ELL

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Approximate Time Frame</th>
<th>Teacher Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preproduction</td>
<td>The student • Has minimal comprehension • Does not verbalize • Nods “yes” and “no” • Draws and points</td>
<td>0-6 months</td>
<td>• Show me… • Circle the … • Where is …? • Who has …?</td>
</tr>
<tr>
<td>Early Production</td>
<td>The student • Has limited comprehension • Produces one-or two-word responses • Participates using key words and familiar phrases • Uses present-tense verbs</td>
<td>6 months – 1 Year</td>
<td>• Yes/no questions • Either/or questions • One – or two-word answers • Lists • Labels</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>The student • Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes</td>
<td>1-3 years</td>
<td>• Why…? • How…? • Explain…? • Phrase or short-sentence answers</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>The student • Has excellent comprehension • Makes few grammatical errors</td>
<td>3 – 5 years</td>
<td>• What would happen if ..? • What do you think…?</td>
</tr>
<tr>
<td>Advanced Fluency</td>
<td>The student • Has a near-native level of speech.</td>
<td>5 – 7 years</td>
<td>• Decide if … • Retell …</td>
</tr>
</tbody>
</table>
Guiding Principles of Intervention for Students who are ELL

_Sheltered instruction_ is an approach for teaching ELLs using specific methods to ensure that students understand the content while expanding their English language development. Since all instruction is in English, teachers need to make some adjustments so that the lesson is comprehensible to ELLs. The following procedures provide guidelines to “shelter” your English:

**SHELTERED ENGLISH**

Techniques for Ensuring Comprehension

By L. David van Broekhuizen

- When giving _explanations_ and _directions_, use simple sentences with a set of already developed standard directions students are familiar with. Students will then be able to focus on the content of the lesson rather than on the lesson procedures.

- Speak at a _normal rate_, but lengthen the pauses between sentence boundaries (i.e., where there would be a comma, period, or question mark if speech were written down). Check frequently for comprehension by listening to and observing verbal and nonverbal cues from students.

- Control your _vocabulary_. Focus on the vocabulary related to the topic, but do not teach a long vocabulary list.

- Emphasize _reading_, _writing_, and _thinking skills_. Use activities such as note taking, report writing, individual projects, group problem solving, and textbook reading to develop these skills.

- Review the _curriculum and/or textbook_ for the _content area_. Talk with subject area teachers or resource teachers to find out what they think are the most important vocabulary, skills, and concepts.

- Identify the _key concepts_ and _vocabulary_ needed to teach the lesson. Introduce vocabulary you think ELLs are unfamiliar with at the beginning of the lesson. Be prepared to use gestures, objects, or other visual aids to ensure students learn important vocabulary before you start the main lesson.

- Develop _activities_ and _resource materials_ that demonstrate the _vocabulary_ and _concepts_ to be taught. This may include bringing in objects and pictures, using a simplified vocabulary, and preparing different ways of describing or explaining the topic.

- Early in the lesson, _tap into students’ prior knowledge_ of the concept or vocabulary by constructing a semantic map (word web). This will help students identify, organize, and build on what they know about the topic. This can be extended as the lesson progresses and students add to their knowledge of the topic.
The Cognitive Demand of Academic Tasks

With the addition of context, materials which would otherwise be unintelligible in the second language, can be used in student learning. We need to move from quadrants C & D to quadrants A & B.

From Cummins, J. (1981)
Appendix C
Developing Interventions for ELL Students
Developed by Dr. Robin Cabral, 2010

Second language learning and acculturation phenomena may result in student learning behaviors (Hamayan et al., p. 31; Herrera, Murry & Cabral p. 223) that are similar to those of students with disabilities.

Research indicates that the achievement gaps of normal ELL students sometimes widen rather than close by later elementary depending on the amount/type of primary language instruction and content-based language supports the student has received throughout all previous years. Therefore, ELL students who have been in U.S. schools and/or received ESL instruction since kindergarten may still experience the cumulative or situational impact of language difference in various curricular circumstances.

The challenges students experience as ELLs are often factors in achievement and behavior whether they are or are not also challenged by disability. Premature determination of causality especially with regard to the role of language can preclude systematic development of effective interventions. Therefore, school teams working to resolve the learning problems of ELL students are encouraged to maintain consideration of the language/culture needs of ELL students throughout the intervention, assessment, and placement processes. The following statements are provided to inform the direction a team may take in planning for and documenting appropriate interventions for ELL students. The proposed model for delivering a continuum of services to ELL students (Hamayan, Marler, Sanchez-Lopez & Damico, 2007) can be used to (a) refine understandings of, and intervention with, individual students or (b) identify systemic changes necessary to improve the achievement of multiple students experiencing similar difficulties in a given school or class.

Getting Started
Encourage referring teachers to describe the student’s response(s) under specific learning conditions in the most objective terms possible. General statements such as “Hien has trouble learning” do not aid understanding of student learning or permit the development of targeted interventions and can frame the nature of concern (e.g. “Jorge has problems with math.” vs “The way we teach math doesn’t seem to be effective with Jorge.”)

Stage 1: Descriptive Analysis
- Generate an inventory of specific difficulties (preferred)
  - Focus on actual, objectively stated behaviors
  - Triangulate with others’ observations (note variables such as where and when behaviors do or do not occur)
  - Some schools/teams may initially need to work from a predetermined list (e.g. Hamayan et al., p. 36) or start with basic list and expand

Stage 2: Explanatory Analysis
- Consider the seven integral factors with regard to the individual student
  - Identify/seek to fill gaps in information regarding:
1. the learning environment
2. personal and family factors
3. physical and psychological factors
4. previous school history/performance
5. proficiency in oral language and literacy in both L1 and L2
6. academic achievement in both L1 and L2
7. cross-cultural factors

- Generate ELL-LD explanations for each specific difficulty
  - ELL experts filter suggestions through an ELL perspective to consider the role language acquisition and/or acculturation may play in the reported concern. What are the possible ELL explanations?
    1. The team identifies interventions for each difficulty and supports the teacher in making suggested interventions a part of his/her classroom routine:
       - Do teachers need training to implement suggested interventions?
       - Are teachers able to effectively implement the interventions?
       - What is the impact of the interventions on the ELL/CLD student’s behavior and/or academic performance?

      ✓ If the ELL difficulties resolve (lessen) with specific and systemic interventions, a plan should be put in place to ensure these interventions become part of the student’s regular learning environment.
      ✓ If the difficulties do not resolve, continue to problem solve: Revise/modify the existing interventions.

  - Special educators consider what might account for the specific difficulty if it were related to an intrinsic condition. What are the possible disability explanations?
    1. The team identifies interventions for each difficulty and supports the teacher in making suggested interventions a part of his/her classroom routine:
       - Do teachers need training to implement suggested interventions?
       - Are teachers able to effectively implement the interventions?
       - What is the impact of the interventions on the ELL/CLD student’s behavior and/or academic performance?

    2. Interventions to address extrinsic factors can be implemented while team assesses the pervasive nature of difficulties (do not withhold ELL supports pending determination of LD)

Note: ELL is likely a component of the student’s needs whether or not they are also LD. Instead of asking “Is it language or learning?” we will better serve the student to ask, “Is there an LD (or other disability) in addition to the normal phenomena associated with learning, and learning in, another language?” When this is determined using the type of approach described above, it is much easier to identify the settings in which each of the student’s needs may best be met.
<table>
<thead>
<tr>
<th>Observable Behavior</th>
<th>Possible ELL Explanations</th>
<th>Possible LD Explanations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Omits words or adds words to a sentence. Forgets names of things that he or she knows; has to describe them.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Is easily distracted.</td>
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<tr>
<td>3. Has trouble following directions</td>
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<td></td>
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</tr>
<tr>
<td>4. Can do rote arithmetic problems on paper but has difficulty with math word problems.</td>
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<tr>
<td>5. Avoids writing.</td>
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<td></td>
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<tr>
<td>6. Does not transfer learning from one lesson to another. Has to relearn each concept from scratch.</td>
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</tr>
<tr>
<td>7. Very literal: misses inferences, subtleties, nuances, and innuendoes.</td>
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<td></td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>8.</td>
<td>Often understands concepts but cannot express this understanding in written symbolic form with paper and pencil or on multiple-choice tests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Learns from watching, not listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Cannot categorize, classify, or summarize.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Cannot provide an oral narrative of a story just heard read aloud.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Low frustration tolerance. Gives up easily or explodes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
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Appendix D
Criteria for Interpreter Selection
Basic Terms and Concepts Necessary for School-Based Interpretation
Considerations for Interpreter Selection

1. The interpreter has a minimum of a high school education.

2. The interpreter was educated in the target language.

3. The interpreter is fluent in English and the target language.

4. The interpreter is able to read/write in English and the target language.

5. The interpreter has received formal training as an interpreter.

6. The interpreter has formal experience as an interpreter.

7. The interpreter has interpreted in a school setting for:
   - Student interviews
   - Parent Interviews
   - Informal Assessments
   - Formal/Standardized Assessment
   - Multidisciplinary Team Meetings
   - IEP Meetings
   - Manifestation Determinations

8. Length of experience as an interpreter.

9. The interpreter is comfortable interpreting for the settings/situations needed.

<table>
<thead>
<tr>
<th>Basic Terms and Concepts Necessary for School-Based Interpretation</th>
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</thead>
<tbody>
<tr>
<td>Ability</td>
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<tr>
<td>Annual Review</td>
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<tr>
<td>Assessment</td>
</tr>
<tr>
<td>Attention –Deficit Disorder</td>
</tr>
<tr>
<td>Autism</td>
</tr>
<tr>
<td>Blind</td>
</tr>
<tr>
<td>Case Manager</td>
</tr>
<tr>
<td>Ceiling</td>
</tr>
<tr>
<td>Confidentiality</td>
</tr>
<tr>
<td>Curriculum-based Measurement</td>
</tr>
<tr>
<td>Deaf</td>
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<tr>
<td>Developmental Delay</td>
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<tr>
<td>Disability</td>
</tr>
<tr>
<td>Due Process</td>
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<tr>
<td>Emotional Disturbance</td>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Expressive Language</td>
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<tr>
<td>Goals</td>
</tr>
<tr>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>IEP</td>
</tr>
<tr>
<td>Inclusion</td>
</tr>
<tr>
<td>Independent</td>
</tr>
<tr>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>Intelligence Quotient (IQ)</td>
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<tr>
<td>Interview</td>
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<tr>
<td>Language Disorder</td>
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<tr>
<td>Learning Disability</td>
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<tr>
<td>Least Restrictive Environment</td>
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<tr>
<td>Manifestation Determination</td>
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<tr>
<td>Mean</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
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<tr>
<td>Norm-Referenced</td>
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<tr>
<td>Objectives</td>
</tr>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>Other Health Impaired</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td>Percentile</td>
</tr>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>Physically Impaired</td>
</tr>
<tr>
<td>Physical Therapist</td>
</tr>
<tr>
<td>Receptive Language</td>
</tr>
<tr>
<td>Reevaluation</td>
</tr>
<tr>
<td>Reliable</td>
</tr>
<tr>
<td>School Psychologist</td>
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<tr>
<td>Special Education</td>
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<tr>
<td>Speech Impairment</td>
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<td>Speech-Language Pathologist</td>
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<td>Standard Score</td>
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<tr>
<td>Traumatic Brain Injury</td>
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<tr>
<td>Verbal</td>
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<tr>
<td>Visual Impairment</td>
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</tbody>
</table>
Appendix E

Typical Characteristics shared by Students with LD and those who are nondisabled

ELL
Appendix F
Phonological Awareness Assessment for Spanish Speakers

One area of preassessment that is growing in importance and relevance is the practice of measuring phonological ability. This refers to the student’s ability to recognize, discriminate, and manipulate the sounds or sound units of language. Research on English speakers has shown that phonemic awareness skills are strongly predictive of literacy development (Anthony & Lonigan, 2004; Kirby, Parrila, & Pfeiffer, 2003; O’Connor & Jenkins, 1999; Schatschneider, Fletcher, Francis, Carlson, & Foorman, 2004). For CLD students acquiring English, phonological skills in the primary language have been found highly predictive of literacy success in both L1 and L2 (August & Hakuta, 1997; Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Gottardo, 2002; Quiroga, Lemos-Britton, Mostafapour, Abbott, & Berninger, 2001). Because a child’s brain has had more exposure to the sounds and patterns of his or her primary language, the child will often initially be more adept at demonstrating and learning these skills in that language (Anthony & Lonigan, 2004), but transfer of skills from one language to another (Cisero & Royer, 1995; Gottardo, 2002) suggests there is value in measuring and teaching these skills in whatever languages possible in that setting.

Assessment of Phonemic Awareness for Pre- and Nonreaders

I. Imitation of Auditory Patterns*

Instructions: Tap or knock X number of times. Encourage the child to imitate by saying, “Do this,” by using the equivalent saying in the child’s native language (e.g., “Haz esto” for Spanish speakers), or by using gestures to convey the instruction. Note the child’s response by recording the number of times he or she tapped.

<table>
<thead>
<tr>
<th>Student Taps</th>
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<tbody>
<tr>
<td>1. X</td>
<td></td>
</tr>
<tr>
<td>2. XXX</td>
<td></td>
</tr>
<tr>
<td>3. XXXX</td>
<td></td>
</tr>
<tr>
<td>4. XX</td>
<td></td>
</tr>
<tr>
<td>5. X</td>
<td></td>
</tr>
<tr>
<td>6. XXX</td>
<td></td>
</tr>
<tr>
<td>7. XX</td>
<td></td>
</tr>
<tr>
<td>8. XXXX</td>
<td></td>
</tr>
</tbody>
</table>

II. Syllable Segmentation with Physical Cues

This may be done using native language words, English words, nonsense words, or a combination of these. (Please circle stimuli types used for this task.)

Instructions: Say a word with the targeted number of syllables. Say it again slowly, clapping or jumping once to each syllable count (e.g., Clap/jump two times as you say “ca-sa” [Spanish for house] and three times as you say “bas-ket-ball”). Some students grasp this task faster when small objects (i.e. tokens) can be touched or moved as they repeat/determine syllables. Ask the child to join you. Once he or she can perform this task well in unison, have him or her imitate your performance with new words, clapping on each of the syllables. If this is easy, give the child words to segment independently. Use two to three words comprising the different numbers of syllables, and note the child’s responses. (A “+” can be used to indicate a correct response, and a “-” can be used to indicate an incorrect response.) These data can then be used to inform instruction of readiness skills.
(imitation) L1 L2 Nonsense
1 syllable
2 syllable
3 syllable
4 syllable
(independent) L1 L2 Nonsense
1 syllable
2 syllable
3 syllable
4 syllable

III. Auditory Discrimination
Instructions: The student will need to understand the concept of sameness. If the student is young, point to his or her shoes, nod, and say, “Same” (“iguales,” etc). Then put your shoe next to one of the child’s, shake your head, and say, “No, not same.” Do this several times with environmental objects (e.g., pencils, blocks).

Using two identical objects such as blocks or pennies, touch each as you repeat the same word “car-car.” Do this several times and model a “thumbs up” or nod as you affirm their sameness. Then take two dissimilar objects (e.g., a block and an eraser) and touch each for dissimilar words “car-milk.” Shake your head and model “No, not same.” It is not necessary for the student to use words such as same, different, or not same to perform this task. Any reliable gesture (head shake/nod, thumbs up/down) will do. Encourage the student to watch your mouth as you say the words, and note if he or she can determine whether the following pairs of words are the same (head nod) or not (head shake).

| car - car | spoon - spoon |
| milk - milk | spoon - soon |
| candy - candy | chair - chair |
| apple - dog | made - mad |
| apple - apple | eat - eat |
| banana - spoon | cup - come |

IV. Structured Rhyming
An example of how to elicit structured and independent rhyming is included in a subsequent section of this chapter. Although it is not necessary to probe the student’s skills using all stimuli types mentioned below, the distinction of language used will inform instructional planning for this student.

| Recognizes rhyme | yes/no yes/no yes/no |
| Selects rhyming word | yes/no yes/no yes/no |
| Offers rhyming word | yes/no yes/no yes/no |

V. Sound-Syllable Blending
Instructions: To determine the level(s) at which the student is able to blend sound segments into words, you may need to begin by using something visual or tangible to demonstrate the desired behavior. For example, ask the student to guess your word as you lay a token down for each syllable and say “back-pack” or “wa-ter-fall.” The student’s familiarity with the vocabulary will be a factor in his or her ability to understand the purpose of this task.
Familiar words from the child’s L1 and L2 as well as nonsense words can be used for this assessment. Children who are shy or not yet comfortable speaking the target language can demonstrate skills by pointing to the appropriate picture among a set provided by the teacher. Present several words for each of the following three levels to discover the student’s instructional readiness. Note the student’s responses.

L1  L2  Nonsense
1. By syllable (“but-ter-fly”)  
2. Initial sound + remainder of word (“r-ock”)  
3. By sound (“d-e-s-k”)

VI. Phoneme/Syllable Deletion**
Instructions: This skill is often not evident in the preschool years but becomes very relevant for previously unschooled students or struggling early readers. This skill can also be demonstrated with colored blocks or other items to represent the sound or syllable segments being manipulated. To assess elision, tell the student:

1. Say “hot dog.” Student: “hot dog”  
   Now say it again, but don’t say “hot.” “dog”  
2. Say “hamburger.” “hamburger”  
   Say it again, but don’t say “ham.” “burger”  
3. Say “baloney.” “baloney”  
   Say it again, but don’t say “low.” “bunny”  
4. Say “bake.” “bake”  
   Now say it again, but don’t say “b.” “ache”  
   (Be sure to pronounce sounds rather than say letter names.)  
5. Say “meat.” “meat”  
   Now say it again, but don’t say “t.” “me”  
6. Say “cloud.” “cloud”  
   Now say it again, but don’t say “k.” “loud”  

Feel free to substitute words with similar patterns and expand on this list. Note below words and responses generated while assessing elision in the student’s primary language:

_____________________________________
_____________________________________
_____________________________________

Appendix G
Formal Tests/Tools Available in Harvey County for use with Spanish Monolinguals or Spanish/English Bilinguals

- **Speech Sounds**
  - Assessment of Phonological Processes – Spanish
  - Spanish Articulation Test

- **Language**
  - MacArthur-Bates Communicative Development inventories (CDIs), second edition (8 to 37 month)
  - Preschool Language Scale – 4 (Spanish) (Birth to 6.11 years)
  - CELF-P 2 (Spanish) (3 to 6 years)
  - CELF -4 (Spanish) (5 to 21 years)
  - Receptive One Word Picture Vocabulary Tests (bilingual) (4 to 12 years)
  - Expressive One Word Picture Vocabulary Test (bilingual) (4 to 12 years)
  - Test de Vocabulario en Imagenes Peabody (TVIP)  2.6 to 17.11 years
  - Test of Auditory Processing Skills - 3 (Spanish Bilingual Edition) (5 to 18.11 years)
  - Bracken Basic Concept Scale – Spanish (2.6 to 8.0 years)
## Appendix H

### Contact Information

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newton ELL Coordinator</td>
<td>Mary Bradshaw</td>
<td>284-6260</td>
<td><a href="mailto:mbradsha@newton.k12.ks.us">mbradsha@newton.k12.ks.us</a></td>
</tr>
<tr>
<td>Halstead ELL Coordinator – Elementary Principal</td>
<td>Larry Hobbs</td>
<td>796-0210, 800-696-9871</td>
<td><a href="mailto:lhobbs@usd440.com">lhobbs@usd440.com</a></td>
</tr>
<tr>
<td>Halstead ELL Coordinator</td>
<td>Keri Waltner</td>
<td>620-327-7101</td>
<td><a href="mailto:waltner@usd460.org">waltner@usd460.org</a></td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Sherri Buss-Rawlins</td>
<td>284-6580</td>
<td><a href="mailto:SBUSS@newton.k12.ks.us">SBUSS@newton.k12.ks.us</a></td>
</tr>
<tr>
<td>Slate Creek Principal</td>
<td>Kevin Neuenswander</td>
<td>284-6550</td>
<td><a href="mailto:kneuensw@newton.k12.ks.us">kneuensw@newton.k12.ks.us</a></td>
</tr>
<tr>
<td>Slate Creek School Psychologist</td>
<td>Karen Bonewitz</td>
<td>284-6550</td>
<td><a href="mailto:KBONEWIT@newton.k12.ks.us">KBONEWIT@newton.k12.ks.us</a></td>
</tr>
<tr>
<td>Slate Creek School Psychologist</td>
<td>Joe O’Hare</td>
<td>284-6550</td>
<td><a href="mailto:JOHARE@newton.k12.ks.us">JOHARE@newton.k12.ks.us</a></td>
</tr>
</tbody>
</table>

### Bilingual Consultants

<table>
<thead>
<tr>
<th>Profession</th>
<th>Language</th>
<th>Name</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>School Psychologist</td>
<td>Spanish</td>
<td>Kathy Reyes</td>
<td><a href="mailto:kathypsycho@hotmail.com">kathypsycho@hotmail.com</a></td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Spanish</td>
<td>Teresa Schad</td>
<td><a href="mailto:teresa.schad@usd305.com">teresa.schad@usd305.com</a></td>
</tr>
<tr>
<td>Speech-Language Pathologist</td>
<td>Spanish</td>
<td>Robin Cabral</td>
<td><a href="mailto:tetoca@msn.com">tetoca@msn.com</a></td>
</tr>
<tr>
<td>Speech-Language Pathologist</td>
<td>Spanish</td>
<td>Ana Paula Mumy</td>
<td><a href="mailto:sapmumy@hotmail.com">sapmumy@hotmail.com</a></td>
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