



A Collaborative Approach to Students with Dual Labels



Arizona Department of Education
Office of English Language Acquisition Services
Exceptional Student Services

December 12, 2012

Presentation Goals



- Background on Dual Label Students
- Collaborative Structure for Planning and Team Meetings
- Models of Intervention
- Instructional Strategies

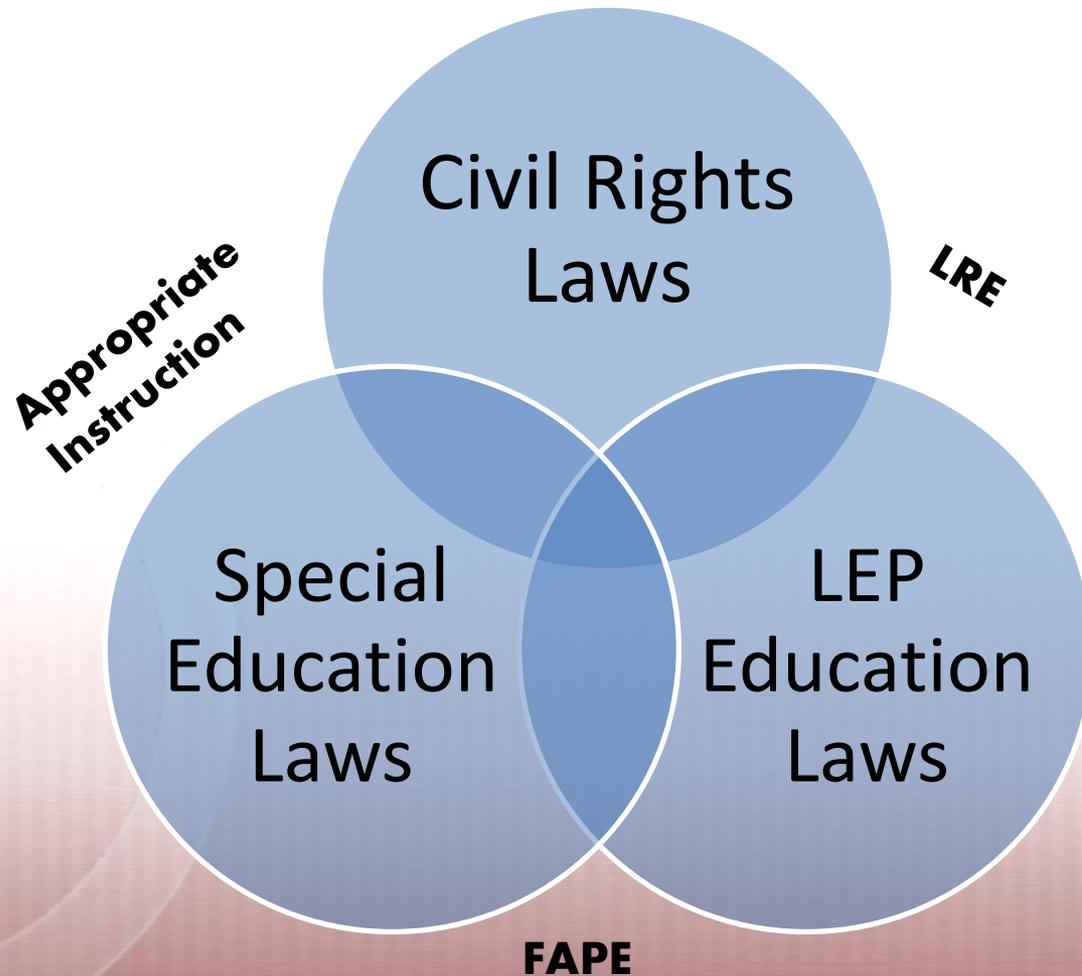
Background



English Language Learners

- Who have an IEP
- Legally entitled to services
 - ✓ English Language Development Program
 - ✓ Special Education

Federal Laws and Entitlements for ELL Students with Disabilities



No Child Left Behind Act of 2001

Title III Language Instruction for Limited English Proficient and Immigrant Students



Sec. 3212 Program Enhancement Activities

(a)(2)(B)(vii): assisting limited English proficient children with disabilities

Sec. 3213 Comprehensive School and Systemwide Improvement Activities

(a)(3)(H): assisting limited English proficient children with disabilities

No Child Left Behind Act of 2001

Title III Language Instruction for Limited English Proficient and Immigrant Students



Sec. 3214 Applications

(h)(3)(B): limited English proficient children with disabilities will be identified and served through the program in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA)

Sec. 3217 Evaluations

(c)(2): disaggregate the results of the evaluation by gender, native languages spoken by children, socioeconomic status, and whether the children have disabilities

Arizona Revised Statutes

15-751 — 15-757

English Language Education for Children in Public Schools



15-752 English language education

Foreign language classes for children who already know English shall be completely unaffected, as shall special educational programs for physically- or mentally-impaired students.

15-755 Standardized testing for monitoring education progress

All students with disabilities shall be included in all general state and district assessments, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education program, in accordance with 20 United States Code section 1412.

Arizona Administrative Code

R7-2-306 English Language Learner Programs



R7-2-306 (D)

Assessment of students in special education or in the special education referral process. If a multidisciplinary evaluation or IEP team finds the procedures prescribed in subsections (B) and (C) inappropriate for a particular special education student, the LEA shall employ alternate procedures for identifying such students or assessing their English language proficiency. Persons conducting the English language assessment shall participate with the special education multidisciplinary evaluation or IEP team in the determination of the student's English language proficiency designation.

Arizona Administrative Code

R7-2-306 English Language Learner Programs



R7-2-306 (H)

Reassessment of special education students for English language reclassification. If a multidisciplinary evaluation or IEP team finds the procedures prescribed in subsection (G) inappropriate for a particular special education student, the LEA shall employ alternate procedures for reassessing the student for purposes of English language reclassification. Persons conducting the English language reassessment shall participate with the special education multidisciplinary evaluation or IEP team in the determination of the student's English language proficiency designation.



Q & A — Guidance

- **Do the requirements for assessing LEP students' English language proficiency under Title I and Title III apply to LEP/Special Education?**

YES.

LEAs must provide annual assessments of English proficiency (measuring oral language, reading and writing) for all LEP students.

NCLB Sec. 1111 (b)(7)

NCLB Sec. 3113 (b)(3)(D)



Q & A — Guidance

- **What are some of the ways in which LEP students with disabilities can participate in ELP assessments?**

Students with disabilities can participate:

- without accommodations; or
- with State-approved accommodations appropriate for their disability; or
- in partial administration, if determined appropriate by the IEP team.

Q & A — Guidance



➤ Partial Assessment Administration

- Students with a specific learning disability in reading and/or writing may be given the listening and speaking subtests of the ELP assessment.
- Students may be given alternate assessments for any domain of the ELP assessment.
- Submit partial AZELLA assessments to Pearson for scoring.

➔ DON'T FORGET!

Q & A — Guidance



- **If the IEP team determines that the AZELLA is not an appropriate assessment and an alternate assessment will be utilized, how can the student be classified ELL in SAIS?**

There must be an AZELLA transaction in SAIS:

- The appropriate AZELLA answer booklet with the demographic page filled out must be submitted to Pearson for scoring.
- The student must be entered into the ELL program in SAIS.



Q & A — Guidance

- **Is it appropriate to continue an annual ELP assessment, even if the student may always score as a non-reader due to his/her disability?**

YES.

ALL LEP students, including those with disabilities, should have the opportunity to show what they know and what they are able to do in English.



Q & A — Guidance

- **What should the IEP team consider when a student with disabilities is assessed with the ELP assessment, using appropriate accommodations?**

The accommodations must NOT invalidate results from the ELP assessment.

- **Ways to invalidate results**

- Reading the Reading Subtest to the student **(invalid result)**.
- Writing portions completed by a scribe **(invalid result)**.
- Signing the Reading Subtest to the student **(invalid result)**.

Q & A — Guidance



- **Are the ELP assessment results for LEP students with disabilities included on the LEA's Annual Measurable Achievement Objectives (AMAOs)?**

YES.

Results from all LEP students' ELP assessments are included in the LEA's AMAO calculations:

- 1) ELLs making progress;
- 2) ELLs reclassified; and
- 3) ELL Subgroup makes Adequate Yearly Progress (AYP).



Accommodations

- **ELP Assessment - AZELLA**
 - AZELLA does NOT have a Braille version
 - Must be given at student's correct grade level

General accommodations

Additional breaks; familiar assessor/setting; simplify instructional language; read/sign instructions; read/sign writing prompt; enlarged print (done by copy machine); a different time of day; small group or individual setting; pencil grip; repeat instructions; preferential seating; special furniture; noise buffers; place markers; color overlay; magnification

See ADE Web site: OELAS at <http://www.azed.gov/english-language-learners/>

Testing Accommodations for AZELLA: <http://www.azed.gov/standards-development-assessment/arizona>



Q & A — Guidance

Members of the IEP team must include (IDEA §300.321 (a)):

- parent
- general education teacher
- special education teacher
- LEA administrator or representative
- a person who can interpret the instructional implications of the evaluation results

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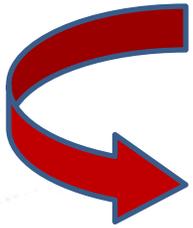
- the student, when appropriate
- psychologist
- speech-language pathologist
- occupational therapist
- physical therapist
- ELL coordinator (and/or ELL teacher)
- nurse/medical assistant
- other individuals who have knowledge or expertise regarding the child

Q & A — Guidance



- For ELL students, the IEP Team must consider the language needs of the child as those needs relate to the child's IEP.
Individuals with Disabilities Education Act
34 CFR §300.324(a)(2)(iii)
- Strongly advise the two programs collaborate to determine the most effective approach to instruction.

Q & A — Guidance



The IEP team's decisions need to be documented in the student's IEP. This documentation drives the educational program and all services for the student .

Q & A — Guidance



- **When does the issue become a “disability issue” not a “language issue?”**
 - Once the IEP team determines the student has had sufficient ELL services (there is no limit on the number of years for ELL services).
 - When language development is comparably delayed in home language and English and the severity of the disability is likely to result in insufficient language development.
 - The student may be withdrawn from the ELL program in SAIS using the exit code “Withdrawn due to SPED Criteria” and the exit date.



Things to Remember . . .

- AZELLA “IN” and AZELLA “OUT”
Except for “Parent Request for Student Withdrawal from an English Language Learner Program” or “Withdrawn due to SPED Criteria”
- AZELLA is given to students at the appropriate grade level.
- AZELLA has general accommodations only.
- Students who qualify for ELL services and are labeled as “LEP” will be counted in the LEA’s AMAO calculations.
- Students with dual labels (ELL/Special Education) should have annual IEP updates in order to check English proficiency and academic achievement progress.

ELL and LD



- *Children who are English language learners (ELLs) sometimes have learning disabilities (LD). These children have two separate challenges as they learn in school. But those two challenges are intertwined to such an extent that it is often difficult to determine the difference between language difficulties and a learning disability.*

Urgency



- Approximately 15% of US General Population has Learning Disabilities
- One in five students in US School System speak a language other than English at home
- In Arizona, these students often fall in our bottom 25% of students

What teachers should know:



For example, in both English and a student's home language, children with reading disabilities might have trouble:

- Processing sounds
- Hearing sounds in order
- Distinguishing between two similar sounds
- Playing with sounds (e.g., rhyming)
- Reading single words

Effective practices in the general classroom also work with Dual Label students.

Collaboration



- Collaboration is a process in which teachers work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results.

(Mattessich and Monsey, 1992)

Collaborative Team Membership



- Teams may be grade level teams or cross grade level teams.
- Who participates in team meetings? General education teachers? Special education teachers? ELL teachers? Speech language pathologists?
- Work with schedules to ensure attendance of all teachers and service providers.

Team Meetings



- Assess the current status of collaborative meetings.
- Do grade level or collaborative teams have a meeting scheduled weekly? Bi-monthly? Monthly?
- If no, work with administrator to schedule.

Work of the Collaborative Team



Critical Questions of Collaboration

- What do we want Dual Label students to know and be able to do?
- How will we know when they have learned the required skills?
- How will we respond when students don't learn the skills we have taught?
- How will we respond when students already know the skills we plan to teach?

Meeting Agenda- Framework



- What do we want Dual Label students to know and be able to do?
 - Team SMART goal
 - Scaffolding objectives for Dual Label students (How will we teach these students?)
 - List names of students with Dual Labels
 - Detail small group instruction or support for these students within Tier 1

Meeting Agenda - Continued



- How will we know when students have learned the required skills?
 - Discuss how Dual Label students will be assessed
 - Give details of student progress
- How will we respond when students don't learn the skills we have taught?
 - Plan for intervention – POI and RTI

Intervention – POI and RTI



- POI
 - ELP standards
 - Intervention placement based on benchmark or common assessments
- RTI
 - Use appropriate proficiency level standards
 - Intervention based on diagnostic assessments such as phonics screener or phonemic awareness screener

Adaptations for Dual Language Students



- How can we make instruction more comprehensible?
 - Link past learning to new information
 - Explicitly teach academic vocabulary
 - Pre-teach content vocabulary
 - Appropriate rate of speech
 - Explanation of academic tasks
 - Techniques to make content clear

Adaptations for Dual Language Students



- How do we take smaller steps in getting to the goal?
 - Scaffolding instruction
 - Paraphrasing
 - Use think-alouds
 - Procedural scaffolding
 - I do, we do, you do
 - Teach, model, practice, apply
 - Whole class, small group, partners, independent work



Don't Forget

- Content objectives
- Language objectives
- Plan activities for students to use language
- Strategic grouping of students
- Wait time
- Appropriate lesson pacing
- Collaborate with your colleagues
- I = Individual student in both ILLP and IEP

Questions or Comments?



Thank you for your participation.

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