

Evidence-based Practices for Supporting English Learners with Disabilities

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Collaborating Today....

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Learning Targets

- I can describe evidence-based practices and know where to look to find the research about the different practices.
- I can describe what specially designed instruction is and what specially designed instruction is not.
- I can list at least three specially designed instruction strategies that can be used in the special education and ESOL language programs.



True or False?

- ☐ Labeling EL students as having special education needs at least gets them some help.
- ☐ It is necessary to wait three to seven years for ELs students to develop their English language proficiency before it is possible to rule out language as a cause for the EL students' difficulty.
- ☐ When EL students are identified as have special education needs, they should only receive instruction in English, so as not to confuse them.

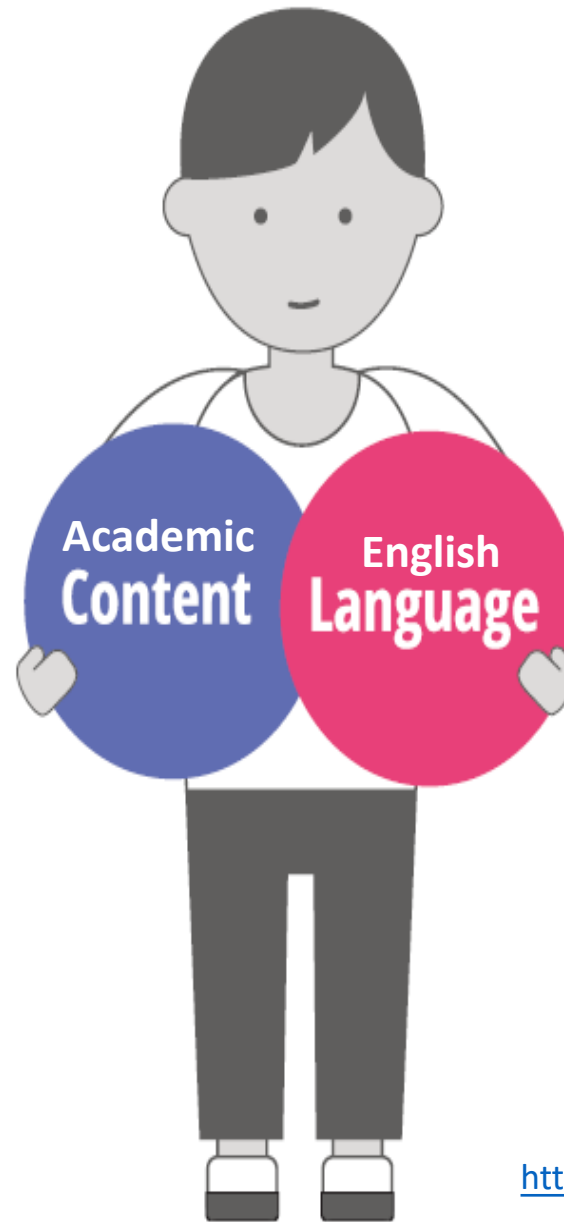
(adapted from *Special Education Considerations for English Language Learners*, 2013)

English
only
without a
disability.



<http://altella.wceruw.org/>

English
Learner
without a
disability.



<http://altella.wceruw.org/>

English Learner with a disability.



<http://altella.wceruw.org/>

Pair and Share



What are some of the **characteristics** of English Learner students who have a disability?

What are some of the **challenges** teachers (ESOL and content) have as providers of specially designed instruction for this population?

What are some of the **challenges** LEAs face to meet the needs of this population?

Characteristics of English Learner students who have a disability:

- History of delay (or difficulty) in L1 oral language development;
- Demonstrated difficulty (or delay) in L1 literacy skills development;
- Documented family history of L1 reading difficulties;
- Documented specific language weaknesses in both L1 and L2; and,
- Implementing EL Learner evidence-based reading intervention strategies fail to lead to adequate yearly progress.

<http://www.ldonline.org>

ESOL and Content Teachers Challenges:

- Being aware of and ensuring that the EL student is afforded all required special services such as those delineated in the IEP, Section 504, Gifted, and ESOL;
- Incorporating both the EL student's home language and culture in the classroom, when appropriate;
- Finding the time to collaborate with other professionals;
- Having a formal plan to monitor the EL student's progress with respect to language and disability-based goals; and,
- Providing opportunities that allows the EL student to be involved and make progress in the general education curriculum and time to participate in extra-curricular activities.

Challenges for LEA Administrators:

- Timely dual identification of EL students with disability(ies) and the provision of disability and ESOL related services;
- Successfully including EL families in the school community to help the EL students progress towards English Language Proficiency; and,
- Incorrect over-identification and/or under-identification EL students.

What impact did the ESSA have on EL Students' Education?

- Educators must ensure that the strategies, the activities, and the interventions used with EL students are **effective** to increase their English Language Proficiency (ELP) and academic achievement.
- It provides (3) Levels of Effectiveness or a Logic Model.

Levels of Evidence

ESSA Definition, Sec. 8101 (21)

...”the term ‘**evidence-based**’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - I. **Strong evidence** from at least 1 well-designed and well-implemented experimental study;
 - II. **Moderate evidence** from at least 1 well-designed and well-implemented quasi-experimental study; or
 - III. **Promising evidence** from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; and,
 - IV. **Logic Model** does not have evidence qualifying for the top three; includes ongoing efforts to evaluate the effects .

What are Evidence-Based Practices (EBPs)?

from the National Center on Response to Intervention (NCRTI)

Content Specific

Developmentally
Appropriate

Learner Dependent

Supported by
Research



Specially Designed Instruction for English Learners with Disabilities

What is Specially Designed Instruction?

“Specially Designed Instruction(SDI) is defined by IDEA as "adapting, as appropriate, to the needs of the eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, so the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”

34 CFR §300.39(b)(3)

Specially Designed Instruction (SDI) is what makes special education “special.”

- SDI is **what is done by the teacher**, not the student, it is designed to help close the academic performance gap between students with disabilities and their general education peers.
- SDI is what a **teacher does** to present information to the student that is **different than** what other students receive.

How is Specially Designed Instruction Insured?

- The provision of specially designed instruction relies on classroom teachers to have **intentionally** and **purposefully planned** to match instruction to the needs of the students in their classroom.
- Specific evidence based instructional approaches should be selected and utilized by classroom teachers, in combination with supplemental supports, such as graphic organizers, study guides, alternative assignments, adapting materials, copy of notes, visual cues and technology.

Specially Designed Instruction



In considering and explicitly planning to address the needs of students, teachers should identify needed supports, accommodations, scaffolding, teaching strategies, learning strategies that the student may need in each of the following areas:

- ✓ Content
- ✓ Materials
- ✓ Environment
- ✓ How learning will be measured
- ✓ How instruction should be provided

Specially Designed Instruction

Is

In addition to core instruction (supplemental)

TEACHING specific skills identified as learning barriers

A service or support

Promoting independence

Is Not

In place of core instruction (supplant)

A restatement of the academic content standards being taught

LRE Placement

Presumed incompetence

Is

Important features of a program and/or unique instruction

Specific to the student(individualized)

Maintaining high expectations and supporting students in the general education setting

What educator/staff/school personnel does

IS NOT

Naming a specific program that replaces a special education service

Driven by programs or schedules

Lowering expectations and/or removing students from the general education setting

What a student does

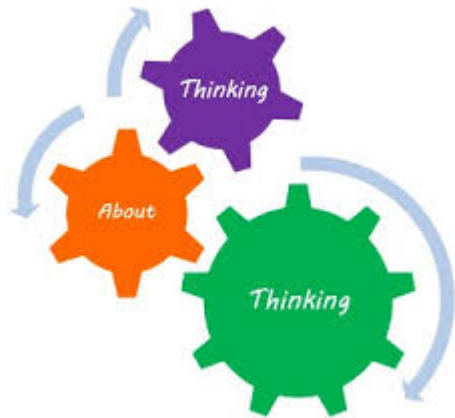
Visualization

Visualizing refers to our ability to create pictures in our heads based on text we read or words we hear.



1. Model the technique
2. Practice visualizations
3. Share visualizations
4. Use drawings to help students visualize
5. Integrate visualization into everyday learning

Draw Around



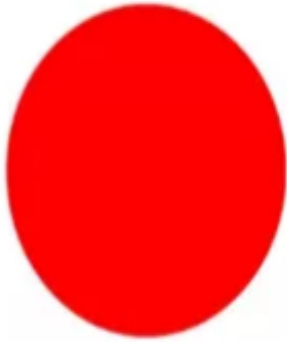
Metacognition

Metacognition is thinking about thinking. It is useful to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes.

7 Strategies that Improve Metacognition:

1. Teach students how their brains are wired for growth;
2. Give students practice recognizing what they don't understand;
3. Provide opportunities to reflect;
4. Have students keep a learning journal;
5. Use a "wrapper" to increase students' monitoring skills;
6. Consider essay vs. multiple-choice exams; and,
7. Facilitate reflexive thinking.

Today's Learning



Today my learning
stopped because...

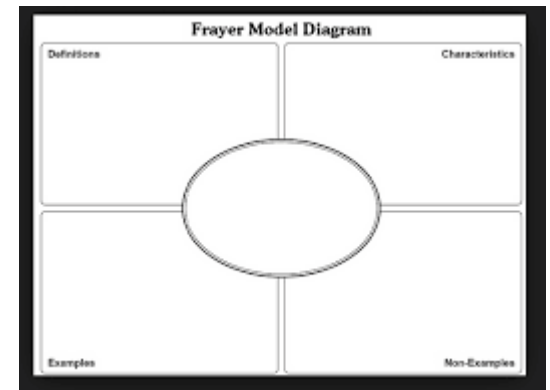


Today I considered a
question, new idea or
new perspective...



Today I understood
and learned...

Graphic Organizers



A **graphic organizer** is a visual display that demonstrates relationships between facts, concepts or ideas.

A **graphic organizer** guides the learner's thinking as they fill in and build upon a visual map or diagram.

OREO OPINION WRITING



Name:

Date:

State Your Opinion Clearly

Opinion:

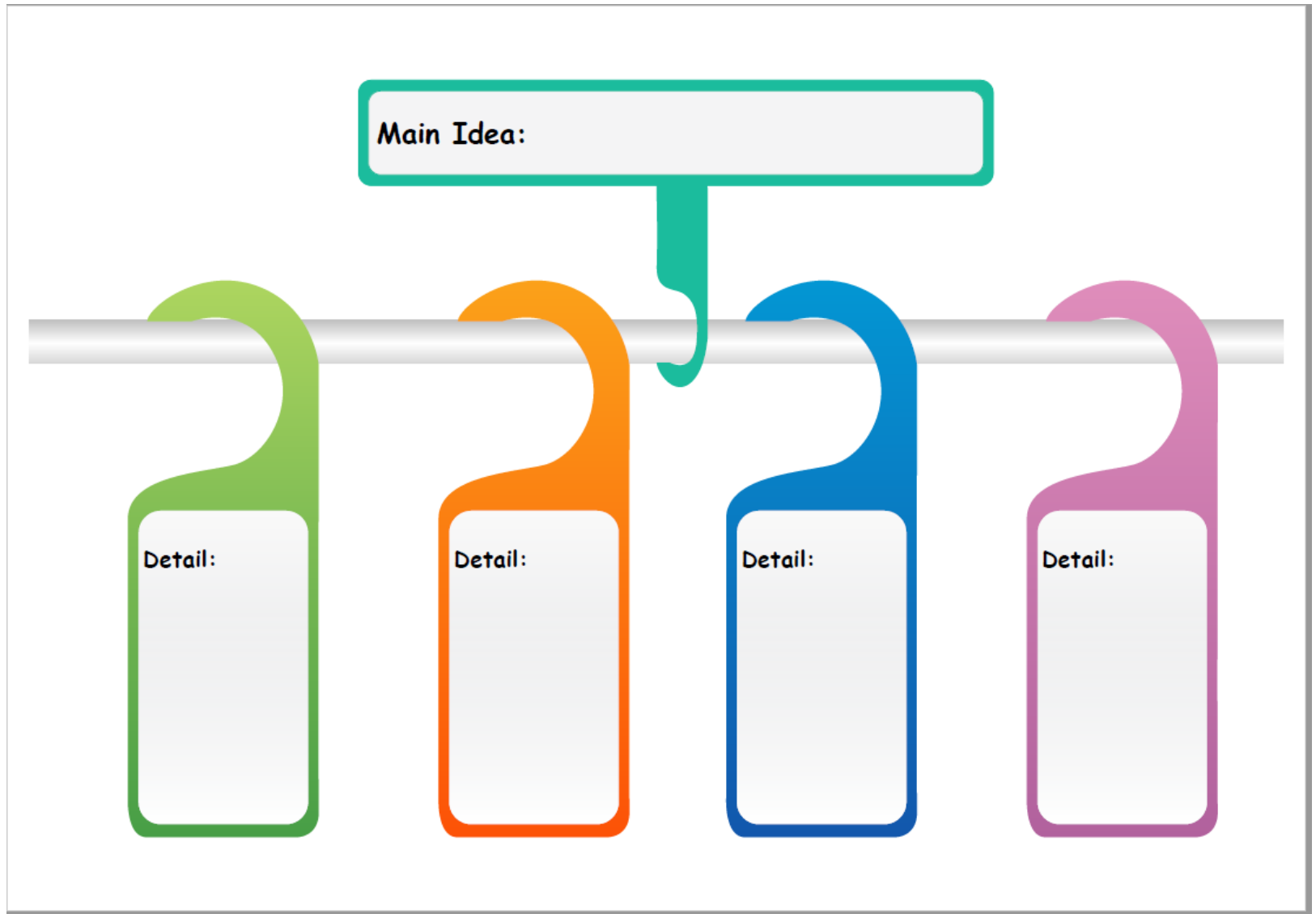
Reason:

Example:

Reason:

Example:

Opinion Restated:



Three Minute Review

Direct Instruction

Direct instruction is the use of straightforward, **explicit teaching** techniques, usually to teach a specific skill.

It is a teacher-directed method, where the teacher presents the information.

Tactile Learning

Tactile learning, which is also known as **kinesthetic learning**, is a learning style that suggests that people learn through touching, feeling and moving.

During Tactile Learning, students:

1. Trace important words while memorizing information;
2. Take notes and write outlines;
3. Draw or trace important diagrams, pictures, graphs, or flowcharts;
4. Manipulate materials during hands-on activities;
5. Draw to capture images of information;
6. Create dioramas and models;
7. Organize physical materials. Tactile learners remember where they placed things; and,
8. Play tactile games and activities.

3-2-1



Individual Learning Plan



(sample included in
uploaded document)

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Resources

<https://intensiveintervention.org/>

www.educationworld.com/a_curr/profdev/profdev094.shtml

<http://www.colorincolorado.org/article/using-can-do-approach-ensure-differentiated-instruction-intentionally-supports-needs>

<https://www.edutopia.org/blog/8-pathways-metacognition-in-classroom-marilyn-price-mitchell>

<http://www.ldonline.org/article/19960/>

<https://files.eric.ed.gov/fulltext/ED570911.pdf>

<https://www.tacomaschools.org/se/manual/Pages/Section%201%20Introduction/Specially-Designed-Instruction.aspx>

<https://www.ksde.org/Portals/0/SES/pubs/ConsiderationsForSpeciallyDesignedInstruction.pdf>

Resources

<http://altella.wceruw.org/>

<https://www.edrawsoft.com/templates>

<http://olms.cte.jhu.edu/moiep-sdi>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202015%20Handouts/2015%20Handouts/Specially%20Designed%20Instruction%20in%20the%20Co-Taught%20Classroom%20ppt.pdf>

<https://www.verywellfamily.com/sdi-is-required-by-idea-2162689>

<http://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm>

<http://castpublishing.org/introduction-co-teaching-inclusion/>

Contact Information

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Optional Workshop Attendance Tracking

Session Code:

Tuesday(Day 1)
federal16

Wednesday(Day 2)
federal78

See the directions on the DOCUMENTS tab.

