

You can scroll through the slides
to answer the discussion
questions:

By definition, how are students with learning disabilities different than English learners?

When looking at behaviors, how are students with learning disabilities different than English learners?

Discussion Question 1

By definition, how are students with learning disabilities different than English learners?

When looking at characteristics, how are students with learning disabilities different than English learners?

Definition(s) of Learning Disabilities*

IDEA Sec. 300.8(c)(10)

(i)a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

*See also: Bureau of Education for the Handicapped, 1966, 1969; National Joint Committee on Learning Disabilities, 1981; Kirk, 1963;

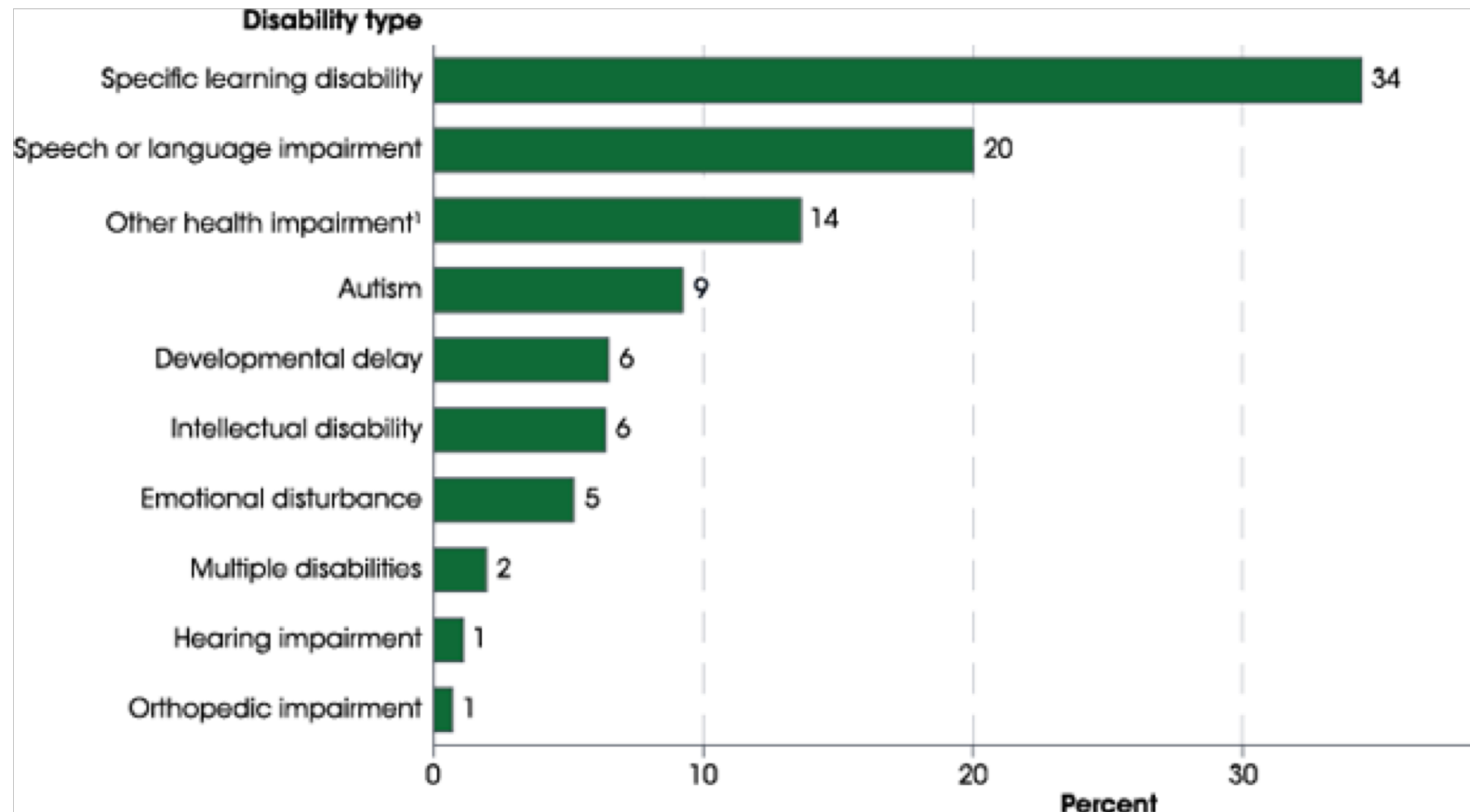
Prevalence of Learning Disabilities

Individuals with Disabilities Education Act lists 13 different disability categories under which three- through 21-year-olds are eligible for services.

These categories are:

- autism
- deaf-blindness
- deafness
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment (including blindness)

Figure 1. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2015–16



Identification of Learning Disabilities

Discrepancy Model

Patterns of Strengths & Weaknesses

Response to Intervention (RTI)

- High quality general education instruction

 - Continuous progress monitoring & data-based decision making

- Early, research-based intervention

- Non-responders referred for Special Education

Definitions of English Learners

English learner – The term “English learner,” when used with respect to an individual, means an individual — (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Definitions of English Learners

- Every Student Succeeds Act (2015): 'English learner' replaces the term 'limited English proficient' used in section 9101 of the ESEA, as amended by the No Child Left Behind Act.
- TEC 29.052 (1) "Student of limited English proficiency" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

Identification of English Learners

Clark County School District

- 320,000 Students; 3rd largest EL school district in U.S.
- Home Language Survey; WIDA Screener/WIDA ACCESS

San Antonio area Independent School Districts

- 340,000 Students
- Home Language Survey; Oral Language Proficiency Test (OLPT)/
TEA-Approved Norm-Referenced Standardized Achievement
Instrument

English Learners

Basic interpersonal communication skills (BICS)

Social, day-to-day language, playground

6 mos – 2 years (Cummins, 1984)

Cognitive academic language proficiency (CALP)

Content area listening, speaking, reading, writing

5 – 7 years (Cummins, 1984)

May be longer depending on L1 literacy (Thomas & Collier, 1995)

Most common reason Els referred to remedial/special education is reading difficulty (McCardle, Melel-McCarthy, Cutting, Leos, D'Emilio, 2005)

By the Numbers

- A. 4.8 Million (9.5%) of all students are ELs
- B. 15% of ELs in public schools are identified as having a learning disability.
- C. 70% of ELs first language is Spanish, with Chinese being second (4%)
- D. In Texas, 14% of students are ELs, second highest percentage of ELs in nation, behind CA
- E. In Texas, 8% of ELs are identified as students with disabilities
- F. Most common reason ELs referred to remedial/special education is reading difficulty (McCardle, Melel-McCarthy, Cutting, Leos, D'Emilio, 2005)



CEC 2015 Presentation-J. Hoover, L. Soltero-Gonzalez, A. Eppolito

<i>Behaviors Associated w/ LD</i>	<i>Associated Behaviors When Acquiring an L2</i>
Difficulty carrying out a series of directions, generally because of poor short-term memory or a lack of attention.	Difficulty carrying out a series of directions because the directions were not well understood. It can be harder to remember directions in a second language. Students may have longer working memory span in the L1 than in the L2
Difficulty with phonological awareness (i.e., distinguishing between or manipulating sounds auditorily), even though the student knows the sounds.	Difficulties distinguishing auditorily between unfamiliar sounds not in one's first language, or that are in a different order than in the first language.
Slow to learn sound-symbol correspondence; may seem to know letters' sounds one day but not the next.	Confusion with sound-symbol correspondence when it is different than in one's first language. Difficulty pronouncing sounds not in the first language.
Difficulty remembering sight words; may know word one day but not the next.	Difficulty remembering sight words when word meanings are not understood or when irregular patterns are used (e.g. "ea" can have both the long e and short e sounds)".
Difficulty retelling a story in sequence. This may be because of poor short-term memory or retrieval skills.	Difficulty retelling a story in English without the expressive skills to do so. Yet the student might understand more than he or she can convey (i.e., receptive skills in English may be stronger than expressive skills).
Confusion with figurative language, idioms, and words with multiple meanings; students with LD might be very literal.	Confusion with figurative language, idioms, pronouns, conjunctions, and words with multiple meanings.
Slow to process challenging language.	Slow to process challenging language because it is not well understood
May have poor auditory memory and not be able to repeat a string of sounds or words accurately.	May seem to have poor auditory memory if sounds or words are unfamiliar or not well understood.
May have difficulty concentrating.	Learning in a second language is mentally exhausting; therefore, ELLs may seem to have difficulty concentrating at times.

CLASSROOM

High-Leverage Practices	Teacher Activities	Culturally Responsive Pedagogy
<p>HLP 3-Collaborate with families to support student learning and secure needed services</p> <p>HLP5-Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.</p>	<p>*Treat families with dignity and respect, honor cultural diversity, affirm family strengths</p> <p>*Communicate effectively with families taking into consideration backgrounds, culture, language and family priorities</p> <p>*Build partnerships that foster parent empowerment</p> <p>*Use Parent/School liaisons</p> <p>*Build equity and trust through culturally relevant support and training</p> <p>*Respect parent's preferred communication style.</p>	<p>*Gain an understanding of knowledge, communication styles, and SES and level authority among students and within their cultural groups.</p> <p>*Deconstruct and reconstruct ones thinking to examine own biases and stereotypes</p> <p>*Establish meaningful connections with students</p> <p>*Acknowledge cultural backgrounds of students instead of being colorblind</p> <p>*Find culturally relevant materials for academic and social skills instruction</p> <p>*Clearly define subjective judgements such as disrespect, insubordination, and defiance through a culturally cognizant lens</p> <p>*Provide opportunities for students to find relevant connections among themselves in the behavioral and academic standards of school</p> <p>*Consider a behavioral problem not only within the student but also within the setting and potential lack of social skills instruction</p>
<p>HLP7-Establish a consistent, organized and respectful learning environment</p> <p>HLP 18-Use Strategies to promote active student engagement</p>	<p>*Advocate for culturally relevant content during instruction</p> <p>*Value ethnic, cultural, linguistic diversity</p> <p>*Promote student establishment of classroom norms</p> <p>*Explicitly teach classroom expectations with kindness and respect</p> <p>*Allow multiple opportunities to respond during content acquisition and fluency building</p> <p>*Promote multiple opportunities for practice of skills</p>	<p>*Create lessons that build on student's prior knowledge, interest, motivation and home language</p> <p>*Ongoing progress monitoring of academic and behavioral interventions and outcomes</p> <p>*Reflect on and be critical of own teaching beliefs and behaviors.</p> <p>*Overcome colorblind ideology</p> <p>*Engage in critical conversations about racial and culturally diverse dilemmas in education</p> <p>*Create a psychologically safe classroom environment</p> <p>*Clearly and explicitly state expectations, accepting no excuses, immediately deal with inappropriate behaviors</p>
<p>HLP 4-Use Multiple sources of information to develop a comprehensive understanding of a student's strengths and needs</p> <p>HLP 5-Interpret and communicate assessment information with stakeholders collaboratively design and implement educational program.</p>	<p>*Choose assessments sensitive to language and cultural diversity</p> <p>*Understand influence of context, culture, language, and poverty on student assessment performance</p> <p>*Consider background and culture to respectfully discuss assessment findings with families and other stakeholders</p> <p>*Develop and continually revise comprehensive learner profiles with data from a variety of sources, including parents,</p> <p>*Closely gauge parents understanding of assessment data</p> <p>*Value parental input as expertise</p> <p>*Provide parents with relevant assessment results prior to meeting</p> <p>*Ensure all team members present data as comprehensively inputs of parents and advocate/mediate non-instances</p>	<p>*Understand cultural communication styles and communication patterns</p> <p>*Build trust with students and parents</p> <p>*Become culturally literate</p> <p>*Apply effective feedback with sensitivity</p> <p>*Analyze instructional materials for bias, supplement with culturally relevant materials that reflect students</p> <p>*Establish positive home-school relations</p> <p>*Create a culture of respect in which all members of the class treated with dignity, fairness and respect</p> <p>*Feedback should be authentic and positive.</p> <p>*Corrective feedback should be given with tact and respect.</p> <p>*Offer multiple opportunities for families to be involved in classroom</p> <p>*Provide students the opportunity to interact with all members of the class to increase their experiences with people from a variety of cultural and linguistic backgrounds</p> <p>*Specifically and explicitly teach rules and expectations of class and non-class settings</p> <p>*Individually tailor corrective action, a one size fits all approach may not work</p>

(White & Ewoldt, 2018)

English Learners with Learning Disabilities

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