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# Supporting English Language Learners with Disabilities in Special Education

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# Supporting English Language Learners with Disabilities in Special Education

A Field Project Proposal Presented to
The Faculty of the School of Education
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In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Margaret Kramer
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MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

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ABSTRACT

The number of English Language Learners, both appropriately and inappropriately, placed in Special Education has risen in the public education system.  This requires Special Education classrooms to incorporate language acquisition opportunities into the child's education, but the school systems are not currently prepared to provide this to the staff and students.  There is a lack of culturally and linguistically appropriate curricula, limited collaboration between parents and teachers, and incomplete IEPs affecting students placed in Special Education and learning English as a second language.  The purpose of the project is to address the needs of staff and families working with students who have ELL needs in a Special Education setting.  It focuses on three areas: collaboration, IEPs and curriculum.  The handbook, Supporting English Language Learners with Disabilities in Special Education, contains three subsections each with various resources for teachers to use.  These materials include templates for teachers to share with other teachers, service providers, parents, and students to support all personnel both in and out of school.  The second part of the project contains an adapted version of the Culturally Responsive and Relevant IEP Builder (CRRIB) to facilitate cultural and linguistic conversation around the IEP (Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks 2017).  The third section of the handbook provides a variety of resources to support English language development in the classroom.  The final section of the project includes blank templates of everything offered in the first three sections.  This handbook can be a general guide to supporting collaboration, the creation of culturally and linguistically appropriate IEPs, and finding curriculum materials.  Ultimately, included resources can be adapted based on the specific needs of the learners.  Through the use of this research and project, teachers, parents and students will be able to improve the academic, cultural, and linguistic support for students who

are learning English in a Special Education classroom, ultimately improving their overall

education.

CHAPTER I
INTRODUCTION

The public education system is constructed of different teachers, paraeducators, speech pathologists, parent volunteers, administrators, custodians, office staff, librarians, occupational therapists, interns, and most importantly: students.  Within just the student population, students are often split into various groups based on their learning styles, intelligence, language, academic needs, and socioeconomic status to name a few.  These labels can be beneficial or harmful to students and their ability to achieve.  Two labels that, if not properly supported, may cause the most direct impact on a child's education: 1) the identification of Special Education (SPED) and 2) classification as an English Language Learner (ELL).  Despite extensive testing and, in most cases, genuine concern regarding a child's education, students are often improperly placed in Special Education due to their second language acquisition (Watkins & Liu, 2013).  However, even when students are accurately identified with having a disability and are language learners, schools often fail to properly support both of these areas of need.

**Statement of the Problem**

Students identified as both language learners and learning disabled require a change in public education practice.  Over the last ten years, the number of ELL students who qualify for Special Education has risen requiring a variety of modifications in the classroom.  In the 2009-2010 school year, 518,088 students in the United States were identified as limited English Proficiency in addition to having a disability (Watkins & Liu, 2013).  California school students represented 39% of that nationwide statistic (Watkins & Liu,  2013).  Much of the concern lies with the over representation of ELL students in Special Education classes.  With an enlarged number of ELL students in Special Education programs, there is a high need for culturally and linguistically appropriate opportunities and support for students.

Currently there is a lack of culturally and linguistically appropriate curricula and limited collaboration between parents and teachers which has an adverse effect on IEPs (Barerra, 2013). Despite ongoing research, many teachers do not have access to research-based training and support in the area of teaching ELL students with special needs (Tyler & Garcia, 2013). As a result, many educators lack the skills to be able to include language development support within IEPs (Hoover, Erickson, Patton, Sacco & Tran, 2018). Due to insufficient guidance for teachers, many are ill prepared to support and create IEPs that are relevant to a child's linguistic abilities and cultural needs (Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks, 2017). Many teachers acknowledge their own lack of confidence in teaching ELL students in Special Education. There are some frameworks available to teachers in order to support their creation of culturally and linguistically appropriate IEPs. One strategy is identifying valid and reliable assessment accommodations that can be established in the classroom prior to testing as classroom support (Willner & Mokhtari, 2017). Additionally, there are IEP guides such as the Culturally Responsive and Relevant IEP Builder (CRRIB) (Barrio et al 2017). However, the information provided is limited in its consideration of the whole IEP, and there remains a lack of overall support or guidance in how to present and use the CRRIB in an IEP meeting.

Additionally, researchers have shown that curriculum and instruction is insufficiently supporting students due to the lack of appropriately certified teachers within schools (Garcia & Tyler, 2010; Tyler & Garcia, 2013). Many teachers lack training in ELL, ESL or Bilingual Education. This is reflected in Special Education programs as they solely focus on accommodating or modifying the general curriculum for the disability of a student without addressing their linguistic needs (Figueroa, Klingner & Baca, 2013). There are inadequate training programs, professional development opportunities and research focused on teacher

performance and curriculum effectiveness with ELL students (Zhang & Choh, 2010). In order to solve this issue, some researchers have created curriculum guidelines for teachers. Hoover and Patton (2005) created guidelines focused on finding culturally responsive and responsible education programs. These guidelines are applicable to a range of disciplines but do not acknowledge any specific programs that address the needs of multilingual students in Special Education.

Finally, teachers need to adjust their professional collaboration styles to reduce the isolated planning system currently in practice (Kangas, 2018; Tyler & Garcia, 2013). When teachers and service providers work together it can enhance a child's education and eliminate secluded teaching methods (Kangas, 2018). Similarly, parent teacher collaboration needs to improve in order to ensure parents understand the complicated, English biased, IEP process. When parents are not provided proper information regarding their child's IEP, there is little possibility that the IEP will be culturally and linguistically appropriate nor address the values and needs of the family (Jung, 2011). It is the role of the educator and IEP team to minimize parent concern and confusion during the IEP process and can be done throughout the process of an IEP including before the meeting, during the meeting and after the meeting (Lo, 2012). Supporting parents through an IEP is crucial to ensuring it aligns culturally, linguistically and academically for the students.

Due to this disconnect between English language support, disability support, professional collaboration, parent teacher collaboration and creation of culturally and linguistically appropriate IEPs, students are not receiving an education that addresses all of their needs. English Language Learners in Special Education would benefit from a school setting that

is culturally, academically and linguistically appropriate for their needs and it must begin in the classroom.

## Purpose of the Project

The purpose of this field project is to present a resource for those involved in educating children in the K-12 school system with disabilities and second language needs. This resource is a handbook with sections addressing the collaborative, strategic and IEP related concerns of ELL students with special needs, and the parents and teachers who support them. The guidebook is based on previously researched strategies and programs such as CRRIB in order to identify gaps in the education system regarding ELL students with disabilities. Teachers may utilize this handbook to (a) create IEPs (b) host meetings (c) communicate with parents (d) collaborate with service providers (e) choose curriculum and (f) provide an overview of needs, skills and strategies for supporting ELL students with special needs. Teacher education programs can use the resource for students within their special education programs to reduce the continuous cycle of special education programs lacking English Language acquisition information. Additionally, parents can review various parts of the handbook to determine their rights and needs as they enter the American school system. By addressing the areas of curriculum, IEPs and parent/teacher collaboration, ELL students with special needs may receive a more inclusive education.

## Theoretical Framework

In order to accommodate the interrelated needs of children learning English with a disability in a SPED classroom there are several perspectives that need to be taken to ensure both sets of needs are accommodated. This project uses the Critical Disability Theory from Critical Disability Theory (Hosking, 2008) and the Critical Language Policy Theory from An

Introduction to Language Policy: Theory and Method (Tollefson, 2006) as the theoretical

frameworks to encompass the needs of the students.

Critical Disability Theory (CDT) is a theoretical perspective focused on the social and

medical models of disability. CDT studies the interaction and relationship between disabilities

and society by highlighting the disadvantages and unjust treatment in public spaces, interactions

and legal rights of those with disabilities (Hosking, 2008). CDT critiques several theories that

unfairly analyze disability from the perspective of liberalism, legal, and essentialist

models. Hosking (2008) explains that each of these models overly simplify disabilities in

society. They present only one perspective of a disability through their lens without addressing

the broader needs and abilities of people with a disability. Alternatively, social and medical

perspectives enhance the understanding that a disability is a physical impairment in conjunction

with the social treatment of the people with that impairment. It is important to note that the

social and medical theories have one important difference. The medical model is focused on

curing the disability while the social model is focused on accepting the disability (Hosking,

2008).

When considering this conflicting concept of disability verse normalcy, the CDT

becomes a crucial lens to view the differences in social treatment. When analyzing literary texts

to determine the level of normalcy as a point of comparison to disability treatment, all texts can

be viewed with a CDT point of view (Purdue Online Writing Lab, n.d). Teachers working with

students with special needs should employ a CDT perspective to view their students as a

whole. This theory recognizes the multidimensionality of a student with special needs and

values the diversity within the field of disabilities. Due to the content of this study, the CDT will

be employed with the Critical Language Policy.

The Critical Language Policy (CLP) theory will be an additional lens used to ensure that students who are categorized as having a disability and learning an additional language are supported. CLP falls under the realm of Critical Theory. It is a theory focused on the way language policy affects people socially based on race, ethnicity, language, gender, and/or socioeconomic standing (Tollefson, 2006). It examines the power struggle, inequality and discrimination that occur in public spaces such as schools, to generate alternative supports for multilingual learners (Tollefson, 2006). It is beneficial to have a CLP perspective as an educator because language and communication are foundational skills within a school. This viewpoint provides a focus on the way in which language is addressed in schools and how it is taught to certain groups. With this additional perspective, the entire persona is addressed.

The combination of these theories will address a group of currently underserved students, English language learners with disabilities. This population of students needs the perspectives provided by Critical Disability Theory and Critical Language Policy to determine the inequalities and discrimination occuring in their schools in order to adjust the societal views and understand how to support them.

## Significance of the Project

Excluding the number of students who are improperly placed into Special Education classes due to their English Language acquisition, there is an increased number of students properly identified in Special Education learning English as a second language. Despite this influx, there has been little to no change in supporting Special Education teachers to determine appropriate curriculum, write culturally inclusive and sensitive IEPs or collaborate with families. Without this support, ELL students in Special Education are not receiving an education that addresses their linguistic and academic needs. This requires schools to be better

prepared for the combined needs of this non dominant group through the use of outside training or materials to act as a guide for teachers navigating these classrooms.  This handbook acts as one of the materials that can be used by districts to support Special Education Teachers, Service Providers/General Education teachers, teacher preparation programs and most importantly, students.

The handbook specifically supports Special Education teachers in choosing a curriculum, creating an IEP and effectively communicating with service providers and parents.  The first section supports special education teachers through its collaboration focus.   It has a section for teachers to share with parents as a way of keeping them informed of their rights and options.  Communicating with parents is imperative for children with special needs but not all families are aware of their rights when entering an unfamiliar school system in addition to a specific program such as special education.  The collaboration section also reinforces the concept of collaborating with other teachers and service providers.  IEP teams can include large numbers of people depending on the needs of the child and these sections will help teachers keep in contact with the other members of the team to ensure communication about the academic needs and the language needs of the student are shared and updated throughout the school year.   The second section focuses on creating an IEP that not only focuses on the disability of the student but also provides relevant information about their ELL and cultural needs in and out of the classroom.  This section helps teachers consider and include a variety of culturally relevant and language specific components to the IEP.  An IEP already provides teachers and service providers with crucial information about the child's disability but this section of the handbook helps it also include relevant information about the child's language needs.   The third section involves choosing a curriculum and finding additional curriculum resources.  Having a specific

location for appropriate curriculum and ways to accommodate curriculum from a language perspective, minimizes the search time for teachers when put in a classroom of students with both disabilities and ELL needs. The final section of the handbook is a compilation of the different templates presented in the project. Each of these templates are blank for teachers to use and copy them in their classes.

In addition to special education teachers, service providers and general education teachers can benefit from the use of this handbook. With increased research and conversations surrounding inclusion, which involves placing students with disabilities in general education classrooms instead of separating them in special education classrooms, it is important for general education teachers and service providers to understand the needs of the students who are both ELL and SPED. By using this handbook, they will have an understanding of curricular requirements the student will need in their subject area, they will know how to read the IEP for language specific needs of the child in addition to the disability needs and they will have an understanding of how to support parents. As part of the IEP team, general education teachers and service providers need to understand the needs and rights of the parents as well as how to collaborate with them independently for classroom/subject specific information such as grades and field trips. Language acquisition occurs throughout a child's day and the handbook allows for all school professionals to gain information about the language and disability needs of the students they serve regardless of their subject area or education specialist status.

In an attempt to reduce the number of teachers graduating and finishing their Special Education teacher preparation programs with little to no understanding of supporting ELL students in SPED, the handbook can act as supplemental material for these programs. Professors can provide teacher candidate students with this handbook to allow them a resource for when

they enter their first classroom.  Within a credentialing program, students can use the handbook to practice identifying curriculum, accommodating curriculum and eliminating curriculum for special education classrooms.  They can use it to create mock IEPs with sufficient information regarding a child's language needs in addition to any culturally relevant information.  Finally, Teacher candidates can use the handbook to put together informational packets for parents, practice communicating with service providers and general education teachers and hold trial IEP meetings with the team.  The information in the handbook is important for special education teachers to address before they enter a SPED classroom with ELL students.  Any review or use of the handbook will provide at least introductory information for their future careers as teachers.

Finally, this handbook is beneficial to students because it is addressing the needs of a group that is often overlooked within the public education system.  Having a disability and learning a new language is a unique combination however, it is one that is increasing within the public education system.  This handbook allows students to receive a better chance at a more inclusive and complete education.  They are currently only receiving half of the support they need which is unfair and inappropriate.  The more the handbook is utilized in the special education classroom and inclusive general education classroom, the more likely the student is to gain access to their academic and language needs.  Students learning English as a second language deserve opportunities their general education peers have in the classroom and hopefully through the use of this handbook, their programs will begin to change in order to accommodate all of their needs.

This handbook focuses on the specific needs of special education students learning English as a second language.  It analyzes and suggests appropriate curriculum, the cultural

relevance of an IEP and the collaboration needs of the teachers and parents.  Through the use of the handbook it provides special education teachers, service providers/general education teachers, credential programs and students with a better understanding of the needs of these students.  The handbook condenses the unique needs of ELL students in Special Education into a single resource, allowing for easy distribution and use out in the field of the public education system.

## Limitations

The possible limitations of this project are its focus on students properly placed in special education with language needs.  It does not address the needs of students who are improperly placed in special education due to their language levels.  Additionally, while it can be used by general education teachers with ELL students identified with a disability, it does not provide specific information on how to support students who are a part of inclusion programs.  Finally, it does not specify one particular level of special education.  The handbook is intended to address the needs of any student in Special Education, not one specific level or disability.

## Definition of Terms

### *Critical Disability Theory*

A socially focused theory specifically focused on the transformation of society to support people with disabilities (Hosking, 2008).

### *Culturally and Linguistically Diverse (CLD)*

A group of learners from diverse academic, educational, socioeconomic, and cultural backgrounds (Gonzalez, Pagan, Wendell, & Love, 2011)

*Disability*

Any person identified with a form of impairment under one of the 13 government recognized categories: intellectual disability, hearing impairment, speech or language impairment, visual impairment, deaf, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities. (IDEA, 2017)

*Individualized Education Plan (IEP)*

A document used in schools to ensure, state and explain that a school aged child, ages 3-22, with a legally identified disability receives specialized instruction and related services (University of Washington, 2019).

*Multidimensionality*

A term used to describe the multiple dimensions a person is a member of as they experience daily occurrences.  It is used in Critical Disability Theory to recognize that each person is associated with many groups and experiences associated with their disability and their normalcy (Hosking, 2008).

CHAPTER II
REVIEW OF THE LITERATURE

**Introduction**

Students who meet the criteria of having special needs and learning English as an additional language are at a disadvantage when compared to their typically developing, English speaking peers.  These students are often placed in programs that insufficiently support their varied needs.  Many classrooms lack the ability to support students in Special Education with their language acquisition due to a variety of factors.  Three areas that require additional support are the creation of culturally and linguistically appropriate Individual Education Plans (IEPs), teacher training on and implementation of culturally accepting curricula, and improved parent, teacher and service provider collaboration.  By improving these three areas, ELL students in Special Education will have more opportunities for success in the classroom.

The claim for this literature review is that ELL students in Special Education are linguistically underserved.  Three sets of reasons justify this claim.  This evidence includes: (a) IEPs are not culturally and linguistically appropriate (R1), (b) curricula and teacher curricula training do not address the linguistic needs of ELL students in Special Education programs (R2) and (c) parents, teachers and service providers lack sufficient collaboration to support ELL students in Special Education (R3).  Joint reasoning is used to justify the claim that ELL students in Special Education classes are linguistically underserved because the individual sets of evidence/reasons cannot stand alone.  However, when the sets of reasons are added together, they warrant the final conclusion.  A visual representation of the logic equation is as follows:  $(R1,+ R2 + R3) \therefore C$ (Machi & McEvoy, 2012, p. 97).

**IEPs are not Culturally and Linguistically Appropriate**

IEPs are a crucial part of educating a child with special needs and are increasingly important when the child is also considered an ELL student.  Despite this importance, most IEPs are currently neither culturally or linguistically appropriate for ELL students in the Special Education classroom (Hoover, Erickson, Patton, Sacco, and Tran, 2018).  This is due to a variety of reasons but begins with the assessment of the student as the materials are not culturally sensitive nor accurately used to test ELL students in SPED (Crevecoeur & Obiakor, 2013).  When the child's dominant language is not identified prior to placing them in SPED and creating an IEP, the students' assessments are inaccurate making the IEP incomplete (Duarte, Greybeck & Simpson, 2013).  There is also a lack of teacher support in creating IEPs for bilingual or multilingual students (Eakins 2019; Hoover et al 2018; Wilner & Mokharti 2018).  While this may be supplemented by the use of programs like the Culturally Responsive and Relevant IEP Builder (Barrio et. al 2017) and the use of accommodations (Wilner & Mokharti 2018), teachers are still left without proper, direct support to write an IEP that accurately portrays the cultural, linguistic and academic needs of an ELL student in SPED, ultimately underserving the student's education.

Before a child is placed into Special Education and receives an IEP they must first engage with a psychologist or diagnostician for assessment.  When a child knows more than one language, they are assessed to determine their dominant language to ensure that any assessments done thereafter provide information regarding any learning deficits despite the language barrier.  As Duarte, Greybeck and Simpson (2013) explain, if a child has a disability, it will be present regardless of the language the student is using daily.  These determination assessments are important for the student's overall results as well as their future results as this information is

used for placement and creation of the IEP.  There are several recommended assessments for learning a child's dominant language: Bilingual Verbal Abilities Test, Basic Inventory of Natural Languages, the Woodcock-Munoz Language Survey-Update and the SOLOM (Duarte et al 2013).  After the child's first language is tested they should take the California English Language Proficiency Test or the IDEA Oral Language Proficiency test to determine which language is dominant (Duarte et al 2013).  By assessing the child in both their native language and English, it will become more obvious which language the child is more comfortable with and which one the SPED assessments should be given in by the psychologist.  This is crucial to know as every three years a child with a disability is retested to ensure that SPED and/or the program they are in is still relevant to their needs.

One recommended method for reminding teachers, psychologists, and diagnosticians of the steps that should be taken when assessing a bi- or multilingual student for SPED is the acronym MODEL (Olvera & Gomez 2011).  "MODEL stands for *multiple sources of information, observations, data driven hypothesis, English language development, language of assessment"* (Duarte, Greybeck & Simpson 2013, p. 135) and should be completed in that order.  By using this MODEL, professionals completing the assessments will be able to use various assessments and observations, create hypotheses about the students development, determine their English acquisition and determine which language should be used for the assessment (Duarte et al., 2013).  Without this framework, students may be assessed in the wrong language or in a culturally insensitive way which would cause further inaccuracies  to their IEP and overall education.

Once testing is completed, a disability is appropriately identified and an IEP team is formed, the team can start creating an IEP.  Hoover et al (2018) conducted research on 30 IEPs

from two public school districts.  Their research provided evidence that IEPs often lack important cultural and linguistic information and accommodations.  The absence of pertinent information on English language development, native language use, instructional practices, and prior knowledge/information, can negatively impact the teacher's understanding of the student's strengths and needs (Hoover et al 2018).  Without this information, it can be difficult to write and assess progress toward IEP goals, and to identify appropriate accommodations and services. Teachers are not able to properly support their students when IEPs do not contain important information on student cultural characteristics, linguistic ability, dominant language, assessments and background information.  However, in order to write culturally and linguistically appropriate IEPs, teachers require training.

Many teachers express a desire for more support in the creation of IEPs for ELL students in Special Education; teachers often feel they are inadequately creating and implementing IEPs in a culturally responsive way because they do not receive sufficient guidance (Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead & Banks 2017; Hoover et al 2018; Wilner & Mokharti 2018).  Barrio et al (2017) states that "current supports available for IEP teams primarily address the technical aspects of the IEP (i.e. writing goals that are measurable) but offer little assistance in designing culturally responsive IEPs" (Barrio et al 2017 p. 115).  This desire for support and deficient response leaves many teachers feeling they are not appropriately providing aid for all of the needs of their students (Barrio et al, 2017). Without specific training, professional development and preservice education, teachers are not able to create an IEP that has proper information about students' cultural, linguistic and academic needs (Hoover et al 2018).

The deficient teacher support results in a document with insufficient data and strategies for ELL students in Special Education, making the IEP inadequate.  One answer to this problem,

provided by Barrio et al. (2017),  is the use of the Culturally Responsive and Relevant IEP

Builder (CRRIB).  This matrix addresses four areas of the IEP in an attempt to make it more

culturally and linguistically appropriate for ELL students.  The four focus areas addressed by the

CRRIB are: the foundation information, services, assessments/accommodations, and transition

into or out of a special education program (Barrio et al., 2017).  The CRRIB allows for inclusion

of, but does not specifically address, other areas of the IEP such as a behavior plan.  This leaves

educators with an incomplete framework for how to create an IEP that is culturally and

linguistically relevant for students.  This tool is meant to engage practitioners in thought

provoking ways in order to reflect on their own practices regarding information in the IEP.  It

should be used as a practitioner tool rather than a research based mandated tool (Eakins,

2019).  The CRRIB has the potential to support teachers in their understanding of a culturally

responsive and relevant IEP however,  it does not provide a full explanation or guide, putting

ELL students in Special Education at a disadvantage.

Another potential solution for supporting teachers of ELL students in Special Education,

is to recognize the importance of accommodations.  For example, Castellon and Warren (2013)

report that the Council of Chief State School Officers (CCSSO) State Collaboratives on

Assessment and Student Standards created a set of guidelines for districts to use when

determining the language and style of assessments.  The goal of this framework is used to help

schools create appropriate expectations for students, create accommodations, properly implement

accommodations and reflect on the use of the accommodations (Castellon & Warren,

2013).  Accommodations allow ELL students to actively receive support in their classes and is

one way to ensure the IEP is culturally and linguistically appropriate.

Throughout the last 25 years, accommodations have shifted from written support on state assessments to fully inclusive support on assessments through the use of technology. However, the accommodations, if not used outside of assessments do not provide students realistic support in the classroom (Wilner & Mokharti, 2018). Assessments in the digital age allow for more individualization of accommodations and increased implementation for students. The inclusion of technology has benefited many students and equalized assessments for ELL students in Special Education (Wilner & Mokharti, 2008). However, there is the potential for further support if culturally appropriate accommodations are practiced regularly in the classroom and not solely stated in the IEP or used for formal assessments (Wilner & Mokharti, 2018). There are many benefits to exposing students to the accommodations prior to testing including direct instruction of how to use tools in the classroom, different contexts to learn information, and additional opportunities to practice using the accommodations (Wilner & Mokharti, 2018). When both the students and the teachers understand the IEP accommodations in a context outside of assessment, students will have more opportunity for growth in their general academics and their language acquisition.

In summary, IEPs are a crucial component to a student in a Special Education program and when used properly can support a student's language development. IEPs currently do not provide teachers with proper information regarding students cultural, linguistic, and academic needs. They are based on assessments that without proper proctoring, could incorrectly identify a student with a disability or assess them in the wrong language. Any frameworks available to teachers to remedy the IEPs are incomplete in their execution of editing IEPs for cultural and linguistic relevance. Similarly, accommodations lack the proper implementation to be culturally and linguistically appropriate in the IEP, classroom and assessments as they are currently mostly

used on assessments.  This results in culturally and linguistically inappropriate IEPs, and a large number of ELL students in Special Education who are underserved in the public education system.

### Curricula and Teacher Curricula Training do not Address Linguistic Needs

Crafting culturally and linguistically appropriate IEPs is one component of an educational environment that is supportive of ELL students in Special Education.  Another important component is identifying and implementing curriculum that is culturally and linguistically appropriate.  As with writing culturally and linguistically appropriate IEPs, many teachers express concern about their lack of access to, and training in, curricula that serves the needs of language learners with exceptional needs  (Barrio, Peak & Murawski 2017; Tyler & Garcia 2013).  Teachers explain that they do not have training in teaching ELL, ESL or bilingual education making it difficult to choose a curriculum that addresses the varied needs of students.  Without the proper knowledge of how to support ELL students, there is no clarity for finding curricula that will accurately support students in a culturally appropriate manner (Figueroa, Klingner & Baca, 2013).  This combination of poor curricula options and lack of training severely affects student opportunities.

Research conducted on this issue has revealed several suggestions for modifying existing curriculum but does not provide curriculum options that address all of the needs of these students.  For example, Tyler and Garcia (2013) suggest that teachers consider two main factors when preparing teaching materials: (a) determining possible learning obstacles and (b) finding materials and practices appropriate for students levels and abilities.  In each of these, a list of statements is used to support teacher consideration of materials.  Educators are asked to analyze their current lesson plans and curriculum in order to determine if it is appropriate for their

students' cognitive and academic levels.  Through the use of this checklist teachers are given different suggestions on how to modify their current teaching practices.  These suggestions are separated into four categories: difficulty level, teaching strategies, accessibility, and motivation (Tyler & García, 2013). Within these sections, teachers are provided a list of potential improvements for their current curriculum to support ELL students with disabilities in their classes.  Similarly, Barrio, Peak and Murawski (2017) separate strategies into cognitive, social and metalinguistic categories.  They provide suggestions such as graphic organizers and thinking maps to help students organize their cognitive learning, group work to support their social interactions and self-awareness/learning to support their metalinguistic knowledge (Barrion, Peak & Murawski 2017).  While these suggestions are highly effective practices for a classroom, it is not a specific curricula that can support student growth and teacher instruction.

Hoover and Patton (2005) also address the different needs of ELL students in SPED and express the importance of looking at the "language function, acculturation, conceptual knowledge, thinking abilities, cultural values/norms and teaching/learning styles" of the students (Hoover & Patton, 2005, p. 233).  From these broad topics, the authors offer a checklist regarding learning factors and cultural appropriateness to support teachers of ELL students in SPED.  Hoover and Patton (2005) focus on differentiating the current curriculum in order to adjust the language, communication, difficulty level, connections and cultural values within their checklist.  It provides a concrete set of areas for teachers to specifically analyze and adjust based on their current curricula (Hoover & Patton, 2005).   Despite these suggestions, checklists and reflection questions, no curriculum fully supports ELL students language needs in a Special Education classroom.

An additional factor that many researchers focus on is the sociocultural influence a teacher's background has on the curriculum they choose and the way they instruct as a result of insufficient training. Garcia and Tyler (2010) discuss the importance of recognizing a student's culture within the lesson and how a topic may be more or less relevant to the students based on their backgrounds in addition to the potential teacher bias for why it was chosen. Unintentional teacher bias can infiltrate the classroom based on a teacher's own culture, their misinterpretation of others cultures, or lack of awareness (Rodriguez & Hardin, 2017). This contributes to curriculum decisions, however without proper training, teachers may not be aware of how to choose a curriculum that is culturally relevant, academically appropriate, and linguistically appropriate to their students.

Before addressing the cultural needs of a curriculum, researchers express the importance of good teaching practices such as using students strengths as a primary method of instruction and teaching independence skills for studying and learning (Eppolito, Lasser & Klinger, 2013; Garcia & Tyler, 2010). These examples of good teaching practices fall under the umbrella of Culturally Responsive Teaching (CRT) which is a framework created by Geneva Gay focused on incorporating student's cultural, experiential and personal perspectives in order to provide an education that is academically and culturally relevant to all students in the classroom (Rodriguez & Hardin, 2017). CRT focuses on various aspects of the education system to support culturally and ethnically diverse students in the classroom. The five main elements of CRT include developing an understanding of cultural diversity, using diverse content in curriculum, creating an environment of caring, communicating, and addressing diversity in instruction (Gay, 2002). With this foundation, Rodriguez and Hardin (2017) provide a list of suggestions for creating an education program that is culturally relevant and behaviors/assumptions to avoid in

the classroom.  They involve: (a) learning about the students in the classroom, (b) understanding

a teacher's culture/s, (c) creating a welcoming and positive atmosphere where students can

address any stereotypes or misconceptions about each other, (d) connecting curriculum to real

life and realities of students in the classroom, and (e) thinking in a positive strength based way

about students (Rodriguez & Hardin 2017).  Similar to Gay (2002), Rodriguez and Hardin (2017)

are working to create a space for students to comfortably share and incorporate their own

cultures in their everyday learning of math, science, history and English.  The authors focus on

the use of cultural diversity to help boost the traditional topics of learning in a European-

American school system (Eppolito, Lasser, & Klinger, 2013; Gay 2002; Rodriguez & Hardin

2017).  Additionally, community, views on authority and gender roles in a culture all affect a

person's ability to learn so identifying ways to support a child's learning environment to ensure

it's culturally sensitive and responsive can support an ELL student in SPED (Rodriguez &

Hardin, 2017).  However, the intentions of CRT do not provide a linguistically supportive

curriculum to SPED teachers with ELL students.

In order to address the linguistic needs of students, researchers suggest using Sheltered

English instruction as a means of supporting language needs in a content subject such as math or

history (Garcia & Tyler 2010).  Teaching English through the use of content instruction allows

for students to receive the linguistic support they need in a content rich setting.  Barrio, Peak and

Murawski (2017) explain that three types of Sheltered English: Content-Based Instruction,

Sheltered Instruction Observation Protocol (SIOP) and Specially Designed Academic Instruction

in English (SDAIE) to help scaffold language acquisition in content classes (Barrio, Peak &

Murawski, 2017). Additionally, some of the accommodations discussed by Hoover and Patton

(2005) include reading items aloud, providing extended time for testing, using their native

language as a tool and introducing test taking strategies (Garcia & Tyler 2010; Hoover & Patton 2005). However, they also reference using supplementary activities and materials to the curriculum if it insufficiently supports the student and facilitating small group mini lessons to support student learning (Garcia and Tyler, 2010). While these suggestions are beneficial to a functioning classroom, they do not support teachers in learning how to select a curriculum for their ELL students in Special Education.

The research provides meaningful options for teachers to implement temporarily but none deliver suggestions on where to find culturally, linguistically and cognitively appropriate curriculum. The research illustrates very broad teaching practices for teachers to apply to their classrooms to improve their current instruction but does not provide specific curricula that integrate the culture or language of students. Additionally, it does not illustrate how to choose a curricula that is culturally and linguistically appropriate for ELL students in Special Education. This is a common occurrence in this area of study, perpetuating the issue of finding appropriate curriculum for ELL students in Special Education. Without proper curriculum in the classroom, ELL students in Special Education are not receiving the linguistic support they need, the specialized instruction they need nor the cultural appropriateness they deserve.

### Parents, Teachers and Service Providers Lack Sufficient Collaboration

Much like curricula not addressing the cognitive, cultural or linguistic needs of students; parent, teacher and service provider collaboration does not consistently support student growth and need. Researchers have determined when parents, teachers and service providers do not appropriately collaborate, IEPs will not be culturally or linguistically appropriate (Kangas, 2018). Similarly, teachers will not receive pertinent information regarding the child and parents may not understand their child's education, creating a prominent gap between home and school.

Without proper collaboration among professionals and parents, ELL students in Special Education are at risk for not receiving the culturally appropriate linguistic support and specialized instruction they require. To begin, collaboration is imperative to the assessment of ELL students for Special Education. Langdon (2013) states that in 2012, out of 150,000 Speech Language Pathologists, only seven percent were bilingual, and most of them were bilingual in one language, Spanish. Additionally, the SPED teachers that do teach bilingual or multilingual students in SPED do not have knowledge to address ELL language needs, are unaware of CRT practices, and do not collaborate properly with families and colleagues (Eppolito, Lasser & Klinger, 2013). This illustrates the need for more bilingual professionals, but also further expresses a need for collaboration among professionals and interpreters. When providing assessments in a different language, interpreters and Special Education staff need to collaborate on administration of assessments, special education specific terminology, ELL vocabulary and overall school culture. If the relationship between teachers, interpreters and parents falters the student can be improperly identified as having a disability, or placed in a class that does not fully support their needs-

After the initial assessment, collaboration among Special Education teachers, ELL teachers, and general education teachers continues to be crucial to the overall education of a student. Kangas (2018) explains the need for general education teachers, special education teachers, ELL teachers, and service providers to collaborate regularly in order to support students. The alternative is working separately which "falls prey to the specialization trap (Kangas, 2017a), whereby school personnel attend to the educational needs of these students that only pertain to their specialization" of special education, English Language or content classes (Kangas, 2018, p. 31). This can result in each educator providing a singularly focused skill set to

the student and no one tracking the overall needs of the student (Kangas, 2018).  There are many contributing factors to insufficient collaboration among teachers including lack of (a) professional development and training focused on ELL students in Special education specific collaboration, (b) time to collaborate during the school day, and (c) data sharing techniques/tools for informing involved parties of students' ELL and disability needs (Kangas 2018; McConnell & Murawski 2017).  Teachers and service providers need to work together to ensure they can effectively and accurately work with the student and relay information to parents (Langdon, 2013).  This includes assessing students, interpreting assessment results, collecting and recording data, creating IEPs, and facilitating communication with parents.  However, without the necessary time, training and tools, collaboration rarely happens.  Without a strong support system, students can fall behind in their academic or linguistic education, keeping them from reaching their full linguistic fluency and academic potential.

Parent and teacher collaboration in a child's education is also crucial to the overall success of ELL students in Special Education.  Parents provide personal information, educational history, and extensive knowledge about a child but often feel like silent partners on the IEP team (Jung, 2011; McConnell & Murawski, 2017).  Research investigating parent involvement in IEPs indicates that parents are regularly not provided sufficient information regarding the IEP process, their role, options, and goals (Jung, 2011).  A contributing factor to lack of parent involvement can be due to "family's acculturation level, limited English proficiency, the difference in values and attitudes toward disability, communication style different from mainstream families and lack of knowledge about the IEP process and the school infrastructure" (Jung, 2011, p. 21).  Parents of ELL students in Special Education require different support than mainstream families as they have to navigate a differing school system, legal barriers and overall access to educational

support for their children (Jung, 2011). They may not receive information due to their overall awareness of their parental rights and student placement, leaving them feeling confusion and possibly discrimination based on insufficient staff communication (Jung, 2011). This can be remedied through the initial parent/teacher communication form called MAP (McConnell & Murawski, 2017). This form allows teachers to learn about the parents and their children in a nonacademic setting. It can be translated and even made into an online version for families that are more technology focused. Once this initial introduction is made, McConnell and Murawski (2017) suggest contacting parents regularly with positive news, schedule changes, grades, assignments, behavior changes, successes and difficult days to keep that communication constant (McConnell & Murawski, 2017). This will allow there to be a parent teacher relationship and an overall better understanding of the student's homelife, language, and culture.

However, teachers may not collaborate with families in a way that is deemed culturally appropriate for the family and may create unjust bias against the families. The lack of response from families may be misinterpreted by educators as a disinterest or overall satisfaction with the current program or IEP (Jung, 2011; McConnell & Murawski, 2017). This incorrect assumption is a result of insufficient teacher training on working with parents from other cultures (Barrera, 2013; McConnell & Murawski, 2017). Similarly, Lo (2012) found that collaboration between parents and teachers may be affected by the differences in perspectives surrounding education. The American view on education is founded in advocating for oneself, voicing one's opinions and individualism; however, not all cultures view education in the same way (Lo, 2012; McConnell & Murawski, 2017). As Jung (2011) mentioned, parent responses may be misinterpreted as acceptance of the IEP and the current educational setting; however, that is not

always accurate. This, combined with the complicated nature of the IEP, creates insufficient communication between parents and teachers.

In order to avoid misunderstandings between educators and parents, Lo (2012) and Barerra (2013) make suggestions for creating a collaborative relationship. Their suggestions include: (a) meeting with families before an IEP to explain the process with an interpreter and any documents that will be used, (b) suggesting parents bring other supporters from the child's life, (c) having an interpreter who is familiar with the educational terminology and the parents first language or dialect, (d) keeping an open mind, (e) creating parent focused groups for families of ELL students in Special Education, and (f) providing all materials in the parents' native language (Barrera, 2013 & Lo, 2012  ). These suggestions are beneficial to the overall creation of an IEP and can begin the process of creating more cohesive communication between families and educators however they do not provide evidence based training to teachers. This pattern of poor collaboration between parents and team members can result in insufficient time for interpretation, an IEP that lacks parent values, poor school/home communication and an overall educational setting that does not linguistically or culturally support an ELL student in Special Education. As with professional collaboration among teachers and specialists, a lack of collaboration with families means that students may not receive the support they need to succeed in school.

## Summary

When children learning English as a second language are identified with having a disability and are placed in Special Education, they are at a disadvantage. Many ELL children are linguistically underserved within Special Education. Contributing to this insufficient education is the fact that IEPs are not culturally and linguistically appropriate for ELL

children.  They lack appropriate information about a child's language and background and may not address any cultural aspects about the child.  Many teachers do not have sufficient training in order to remedy these errors resulting in a culturally inappropriate document.  Additionally, curriculum used in the classroom does not support the linguistic and academic needs of ELL students.  Curriculum is not chosen with the perspective of ELL students in Special Education and teachers are not provided frameworks or training to guide their curriculum decisions.  This results in curricula that does not support student linguistic growth.  Finally, parents, teachers and service providers are not effectively collaborating.  Special Education teachers, General Education teachers, ELL teachers, service providers and interpreters play crucial roles in the education of an ELL student with a disability and it is imperative that they work together to support the child. Unfortunately, this time to collaborate is not offered or may not be utilized effectively due to lack of training.  Similarly, teacher and parent collaboration needs to improve in order to ensure parents have a voice in their child's education.  Due to cultural differences, teachers may misinterpret parent responses which can keep teachers from gaining valuable insight into the cultural and linguistic needs of the child.  In an attempt to minimize these three areas affecting ELL student growth in Special Education, teachers and parents would benefit from a handbook with information focused on IEPs, curricula, and collaboration.  This handbook acts as a framework for how to address the specific needs of children learning English in a Special Education classroom in an attempt to ensure their academic, linguistic and cultural needs are met within the public school setting.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

**Brief Description of the Project**

This handbook is a collection of templates, materials and supports for Special Education teachers, parents, service providers and general education teachers in order to support students with Special Education and English language acquisition needs. This handbook has three main sections: 1) Collaboration with Families, Educators and Service Providers; 2) Creating Culturally Relevant and Linguistically Appropriate IEPs; and 3) Finding, Creating and Accommodating Curriculum for the Special Education classroom with English Language Acquisition Needs. Each of these main sections has subsections with an explanation of the material, suggested uses for it and an example of it. The final section is a compilation of bank versions of each document.

**Section 1: Collaboration with Families, Educators and Service Providers**

The first section focuses on collaboration between families, educators and service providers. It contains two subsections: the first focusing on supporting SPED teacher collaboration with parents and the second focusing on communication between SPED teachers and other school professionals. Both subsections are organized in the same manner. They begin with a description of the material, a list for suggested use of the material and then an example of a completed version of the material. This allows teachers to see why this is important, how it can be used and what information should be filled out. The first subsection for parents has the following materials: Student Information Sheet, Parent Information Sheet, Family Interaction log, and an Informational Pamphlet for families transitioning into schools. These resources allow Special Education teachers to communicate with families in a variety of ways in order to gain information about the student, their family, culture, language and needs.

The second subsection is focused on supporting collaboration between Special Education teachers and other education professionals including service providers and general education teachers. This subsection is set up in a similar manner as the first with a description of the resource, suggested uses and an example template. The different materials offered in this section include: Information sheet with goals/accommodations/language/parent contact, Progress report feedback form, Staff collaboration notes/tracker, and Student Services Calendar. Each of these resources are intended to allow more communication and sharing of information regarding student disability and language needs to other professionals working with the student. This type of communication can enhance the opportunities provided to the student as well as the overall work atmosphere for the professionals.

**Section 2: Creating Culturally Relevant and Linguistically Appropriate IEPs**

The second section of the handbook is focused on supporting Special Education Teachers in creating an IEP that is both culturally and linguistically relevant to the specific needs of a student. It begins with an explanation of how to assess a child who may need evaluation for Special education. This piece of the section provides a list of people to communicate with prior to evaluation as well as suggested assessments to determine a child's dominant language prior to evaluating their academic abilities. Following the template is a valuable acronym to remind teachers of the steps for completing assessments for children who are suspected of having a disability and are considered an English language learner. The next resource is an explanation of the Culturally Responsive and Relevant IEP Builder (CRRIB). This resource was created by Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017) in order to allow the IEP team to decipher the way an IEP is implemented and created to determine if it is culturally and linguistically appropriate. After the explanation of how to use the CRRIB is an example

provided and created by Dr. Barrio in order to support their understanding of how to use this tool.

**Section 3: Adapting Curriculum for the Special Education Classroom with English Language Acquisition Needs**

The third section of the handbook focuses on adapting curriculum using Culturally Responsive Teaching supports based on Geneva Gay (2002). These teaching practices are explained in the diagram provided as the first resource in this section. The second part of this section is a chart with online programs for teachers, professional development, families and students. It provides an explanation of the resource, the type of resource and who it supports to help teachers navigate through the different types of supports available for working with students learning English with a disability. These materials are compiled from personal resources, various chapters of What Really Works with Exceptional Learners Murawski & Scott (2017), and additional online resources.

**Section 4: Blank Templates**

The final section of this handbook is a collection of the various templates explained throughout the handbook. They are all blank allowing for teachers, families and other professionals to copy and use in their own classrooms.

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**Development of the Project**

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The idea for a project centered around supporting SPED teachers, students, families and other education professionals began before entering this masters program. As a special education teacher in my first year of teaching, I found myself underprepared to support the students and families in my classroom who were also English Language Learners. As I gained experience in my classroom and knowledge from my colleagues, I started looking for teaching

ESL master's degree programs that would provide me a better understanding of how to support the ESL aspect of my students. This is how I found the MA TESOL program at the University of San Francisco. Through my master's classes I realized there was a way to combine my knowledge of teaching SPED students and ESL students. I started researching ways to support SPED classrooms with ELL students in my research methods course to gain understanding of current methodologies used in supporting this unique group of students. Through this research I came to the conclusion that there were actually three areas that must be considered when supporting this group: collaboration with families and professionals, IEPs, and curriculum. These three areas directly impact the teachers and students in SPED who are also ELL. With this understanding, I used the research and suggestions from various resources to compile them into one single handbook with some helpful materials for teachers to use when working in a SPED classroom with students who are English Language Learners. Through the support of my professors, I completed the assignment in a series of sections beginning with completing Chapter 1 and the literature review during the summer of 2019 and the handbook, chapter 3 and chapter 4 during the spring semester of 2020. The semester between I continued my TESOL courses and gained knowledge of ways to teach English to non English speakers. This project was a way of addressing issues I was seeing in my own classroom and possibly ease some of the stress of other teachers who are in a similar situation.

**The Project**

The project in its entirety can be found in the appendix.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

**Conclusions**

The number of ELL students in Special Education has risen significantly over the course of the last ten years (Watkins & Liu, 2013). With this increase there are several areas that need improvement to better support students who fall into the population of ELL students in a SPED classroom. The three areas of need that were identified for this project include: 1) teacher, parent, and service provider collaboration, 2) IEP creation, and 3) curriculum support. The insufficient support in these three areas results in an education system that does not provide a culturally and linguistically appropriate education system for some of our most vulnerable students.

Collaboration between the special education teacher, parents, general education teachers, and service providers is a crucial aspect of a child's education. With the variety of needs each individual may require, ensuring that all participants are informed can create an environment that is academically, culturally, and linguistically appropriate for the child. Kangas (2018) explains that collaboration among education professionals allows students to receive a more complete education instead of a segmented skills provided by individual educators and service providers. This lack of collaboration is a result of a variety of factors including a lack of professional development opportunities, collaboration time with other professional and data sharing tools (Kangas, 2018; McConnell & Murawski, 2017). In addition to the downfalls within the professionals to regularly communicate about a child's needs in a classroom, it is also crucial for parents and families to be regularly involved in the child's education to ensure it is culturally and linguistically appropriate. Parents provide a different perspective regarding the child's needs, history, experiences, cultural and linguistic needs but are often not regularly

included to their fullest potential in meetings (Jung, 2011; McConnell & Murawski, 2017). Additionally, research indicates that parents are often not provided information regarding IEPs, their rights, options or goals of a meeting (Jung, 2011). This creates a sense of confusion and frustration from the parents and an ill informed education team (Jung, 2011). The combination of poor collaboration within the school team and insufficient communication between home and school can drastically harm the students educational supports including the IEP.

In order to track a child's progress, services, accommodations and overall educational needs, an IEP is created by a team of teachers, administrators, service providers and parents. When all members of the team are properly informed about the IEP and it's various parts, the IEP can include the cultural and linguistic needs and history of the student and address those needs in addition to any disability supports the team can provide during school. However, despite the importance of the document, research has shown that IEPs are not currently culturally or linguistically appropriate for ELL students in Special Education (Hoover, Erickson, Patton, Sacco, and Tran, 2018). This is a result of improper assessment of the child and lack of teacher support in creating the IEP (Duarte, Greybeck & Simpson, 2013; Eakins, 2019; Hoover et al 2018; Wilner & Mokharti, 2018). The result of an insufficient IEP is an incomplete education for students who benefit from language support and special education services.

Given that the IEP acts as a guide to a child's academic, cultural, and linguistic needs, it is a crucial component to educating a child. However, it is not the only aspect of the students' education, the other being the curriculum implemented in the classroom. Teachers have expressed that there are several concerns surrounding special education and language acquisition curriculum. Many teachers lack training in ELL, ESL or bilingual education, do not have access

to training or materials that will support the specific needs of this population (Barrio, Peak & Murawski 2017; Figueroa, Klingner & Baca, 2013; Tyler & Garcia, 2013).  The combination results in an educational program that does not support the students needs or the teachers.

The purpose of this project was to create a handbook that would support teachers, service providers and families who work with students learning English in a Special Education setting.  The handbook offers support in the areas of collaboration, IEP creation, and curriculum in order to guide teachers as they work with this population.

The significance of this project was centered around the increased number of ELL students in Special Education and the lack of change in supporting them in schools.  While there has been an improved focus on keeping ELL students who do not have disabilities out of Special Education, this improvement has not reached the students properly identified with a disability also learning English as a second language.  This lack of support for students is a direct result of poor teacher training, collaboration, IEP creation, and curriculum implementation.  Without these components, students are not receiving proper support, families are not getting the opportunities to support, and teachers are not implementing the proper academic and individualized materials.  This field project and handbook are focused on decreasing those negative factors by increasing collaboration, improving IEPs, and identifying appropriate curriculum.

## Recommendations

Throughout this project, the ultimate goal was to support students, teachers, and families learning English in a Special Education setting.  The research conducted during this program provided an understanding of the different areas affecting students, teachers and families in this field.  The author recommends that Special Education teachers use this handbook and research as

a guide for working with ELL students in SPED classes.  It provides materials to engage students, families, and colleagues in different ways to support the students.  However, the specific and individual needs of a student with a disability should always be considered prior to implementing any of the materials provided in the handbook.  While the handbook addresses the surface of collaboration, IEPs, and curriculum, there are additional factors that contribute to a student's various needs when learning English in SPED.  One area that is not focused on in this handbook is ELL students who are misidentified as having a disability due to their language acquisition.  There are resources and studies specifically focused on that particular population but this project is concerned with students who are accurately and appropriately identified as having a disability regardless of their language acquisition.

The original intention of this project was to provide a variety of resources and materials to students, parents, and teachers.  This was achieved, but due to the time constraints of this project, it is not as complete as the author intended, specifically in the area of curriculum.  The author suggests that when working on language acquisition for students in SPED classes, the teacher collaborates with the ELL/ESL/ELD teacher to provide inclusion opportunities or language specific materials to students learning English in the SPED classroom.  This type of collaboration can provide the teacher with district curriculum or additional resources ready for accommodation or modification depending on the needs of the child.

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APPENDIX

# Supporting English Language Learners with Disabilities in Special Education

# Supporting English Language Learners with Disabilities in Special Education

Handbook by Margaret Kramer

**Table of Contents**

WELCOME!

You are preparing for your first day of school whether it is your first day of your first year or your first day of your 20th year the excitement is there and you are ready to get back into the swing of the school year! There is nothing quite like the buzz of the new school year! The new supplies, unpacking your room, seeing your coworkers after a summer away and getting your lists for your new students! Being a special education teacher you already have the patience and the knowledge of what each goal means, what accomodations and manipulatives you need to prepare ahead of time.  You are also aware that the nerves from your students and parents will be higher given the needs of the students.  However, as you are doing all of this you notice that several of your students are also English Language Learners in need of language acquisition support, which will require a whole other set of needs and I am here to help you stay organized and find different ways to support your students and their parents.

This handbook has three sections to support teachers in three very specific areas: Collaboration, IEPs and Curriculum.  Parent involvement is crucial to student success and can help teachers ensure that they are accessing the child's linguistic and cultural needs.  Collaboration with other educational professionals including general education teachers and service providers can support a students growth outside of their special education classrooms.  The first section of this handbook will support you in fostering those interactions and relationships.  Section two is focused on helping you and your team create culturally and linguistically relevant IEPs using the appropriate assessments and the Culturally Responsive and Relevant IEP Builder (CRRIB) from Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017).  Both of these resources will allow you to take the needs of the child and look at them from their disability, linguistic and cultural needs.  The third section provides you with criteria to use regarding Culturally Relevant Teaching based on Geneva Gay's theory as well as  various materials to use including websites, professional programs, resource guides and apps to use with your students and their families.  For further materials and information regarding Special Education and Language Learners I highly recommend looking at any of the sources used in this handbook and overall field project. Have a great year!

# Section 1: Collaboration with Families, Educators and Service Providers

**Parent and Student Information Forms**

In this section we will focus on gathering information about the student and their family. Each of the information sheets provided can be edited to fit the needs of your classroom and your overall wonderings about the new students and families walking into your classroom.

## Suggested Use:

For Students:

-Allow student to fill it out during the first week of school so you can get to know them
-Throughout the first week of school create opportunities for one to one interviews where the child says/draws/signs their responses to you
-Use the online QR code and allow for students to type/speak/or insert images to answer the questions
-Have students create a personal powerpoint/project to present to the class as a get to know you activity at the start of school (you may want to have them complete the form then allow them to choose what they want to present to the class)

For Parents:

-Send it home with students for parents to complete and send back to school
-Have a beginning of the school year conference time with each family within the first month of school and conduct family interviews
-Provide online version for parents to translate their responses or write in their own language for you to later translate

# Student Information

Name: __Juan Perez_____

Birthday: ____3/25/2008_____

Language(s) Spoken at Home: :____Spanish and English _____

Number of people in your family: __5_: Mom Dad brother sister me _____

Favorites:

Food: __Watermelon_____    Song/Music/Artist:__Rap_____

Color: _Orange_____    Sport:___Football_____

Tv Show:__Youtube_____    Subject:__Math_____

Way you get to school: _____Walk some days and sometimes my mom _____

Person you are closest to:_____My brother he is really cool _____

Something you are REALLY good at:___I am AWESOME AT SPORTs! _____

Something you want to get better at:__I want to get better at reading _____

Have you ever lived in or traveled to another country? Where?

I have never lived in another country but my cousins live in mexico so I have been there

Goal for the school year:__I want to be a better reader __

Something you Want to share with me/You want me to know about you (this will not be shared with others): ___Something I want you to know is that I sometimes have a hard time focusing so I need help with my work.

# Parent Information

Student name: Juan Perez

Your name Claudia Perez

Relation to student: Mother

Phone number: 123-456-7890

Email: parent@email.com

Address: 1234 Maine st, Springfield, IL

Best way to contact you:   Phone  email

Best time of day to contact you: Lunch time

Languages other than English: Spanish

Do you benefit from an interpreter? Yes No
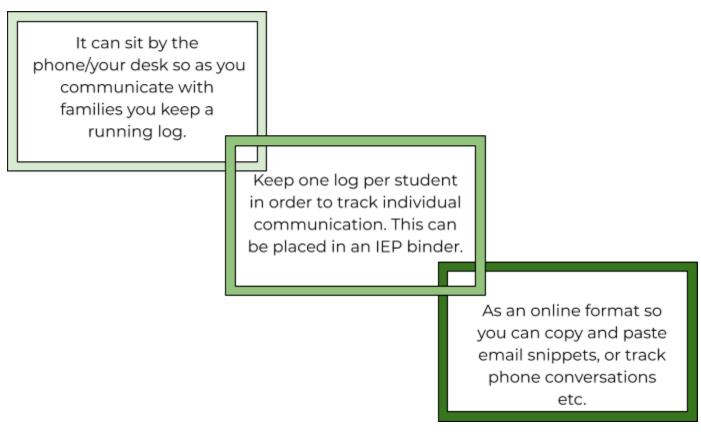
| What is the students history? (Previous cities, schools, diagnosis? | Who does your student admire? |
|---|---|
| My chld has ADHD and has been in several school since he was diagnosed.  He has a lot of energy so can struggle to complete his work.  He went to three schools in springfield before coming to middle school here.  H | He admires his older brother.  He wants to be just like him. |

| What are your child's strengths/abilities/gifts? | What are your student's needs? | What does your child enjoy doing at home with friends/family? |
|---|---|---|
| He is a talented athlete and very sweet.  He is great at helping adults and is very trustworthy and responsible. | He needs help focusing and styaing on task.  Otherwise he will day dream for the entire class. | He enjoys playing video games, football and riding his bike. |

| How can those needs be supported for future success? | What has been successful for your student in the past? | |
|---|---|---|

| What outside tutoring/ counseling/ therapy/ programming has your child attended in the past? | What questions do you have about the school, teachers or program? |
|---|---|
| He has not gotten any outside help.  During school he gets extra help from the teacher and the paraprofessional. | How will you help him focus? What can we do at home? Will he get one on one support like his last school? |

Other Comments/Questions/Concerns/Information:

**Parent Communication Log**

Communicating with parents is incredibly important in order to ensure you are getting all of the information you need regarding the student, their needs, disability, strengths ect. However, when you are the case manager for many students it can become difficult to track how often you talk to a parent and about what especially when you are already managing a classroom, IEPs and dealing with everyday teacher challenges. The following log can be used to help you track your communication. Just write the date, student/parent name and a short explanation about what was discussed.

**Suggested Use:**

It can sit by the phone/your desk so as you communicate with families you keep a running log.

Keep one log per student in order to track individual communication. This can be placed in an IEP binder.

As an online format so you can copy and paste email snippets, or track phone conversations etc.

# Parent Communication Log

| Date/Time | Student/Parent Name | Summary of communication |
|---|---|---|
| 10/15/19 | Juan Perez/ Claudia Perez | Mother called to ask how Juan is adjusting to his new school.  He has been saying he is bored in school so wanted to know how he is doing.  Teacher reported that Juan is doing well in school but likes to talk.  The teacher has found it is helpful to have the para work with him on his work. |
| 11/4/19 | Juan Perez/ Claudia Perez | Teacher called mom to schedule the IEP meeting.  Mom did not answer but called back later in the day.  She is able to meet on 11/25 at 11am for the meeting. |
| 11/15/19 | JP/Claudia Perez | Mom called to confirm that she will have an interpreter for the meeting.  Teacher confirmed. |
| | | |
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**Classroom Information Pamphlet**

When entering a new classroom, students and their families are excited to meet you and get to know about who you are as a person as well as your classroom.  One way to do this is using an informational letter or pamphlet to introduce yourself and the different things they will be learning or doing in your classroom.  Many teachers write get to know you letters in the younger grades and syllabi in the older grades, however sending home long paragraphs in English can be difficult for parents especially if it is not translated into their first language or they struggle to read English.  An information pamphlet can allow you to reduce the amount of text, increase the number of visuals and get the important information to the families.

## Suggested Use:

| | |
|---|---|
| The pamphlet can be sent home the first day/week of school, back to school night, or fall conferences. This pamphlet can also be useful for any new students you may get throughout the school | Use at transition meetings (preschool to elementary, elementary to middle, middle to high, or high to adult) It's an opportunity for the families to meet you and take home information about you/their new school. |
| The pamphlet can be sent home during the summer prior to school starting. This again allows the students and families to learn something about you before the school year starts. | This pamphlet can also be useful for any new students you may get throughout the school |

# Jones Middle School Transition Information

**Mathematics**
Grade Level Curriculum and IEP goal support

**English**
Grade Level Curriculum; IEP goal support, READ, Reading Skills, Vocabulary, Writing and Contemporary Articles, Reading levels and skill practice.

**Science**
Grade Level Curriculum; 5-Paragraph Essay Writing, Research Reports, Lab Safety, use of online simulation and lab supplies, Interactive notebooks/lab books

Jones Middle School
1234 Main Street
(123) 456-7890
Principal Jones

Teacher:
Miss Smith
msmith@school.edu
(123) 456-7890

**History**
Grade Level Curriculum. Research Projects, Presentations, Essay Writing.

**P.E.**
Students are required to have purple or greay P.E. clothes. Locks and PE clothes are available for purchase on Maze Day or on your own.

**Electives**
Art, Music, band, foods, Computers, choir, Spanish and French are all options

**Speech and Language**

Addresses needs carried over from Elementary School IEP. Speech Services are delivered within the classroom and community, as well as in-services to the Speech classroom.

**Counseling Support:**

Students have access to a grade specific counselor. Counselors provide academic, social, emotional and career support. Students are encouraged to utilize this support whenever they feel there is a need.

## Middle School Supports/Activities

**Maze Day:** Day to turn in forms, buy P.E. clothes/lock, pick up schedule, purchase an agenda and meet teachers

**Lunchtime Activities/Clubs:** Gameroom (daily), Library (daily), Drum club, Math club, Multicultural Dance club, Warriors Against Waste, Human club, Anime club, Art club, Karaoke club, Poetry club

**After school clubs:** Homework Club, MESA (Math, Engineering, Science, Achievement)

**School Dances:** Games, Food, Music, and Dancing

**Sports:** Volleyball, Basketball, Wrestling

**Information for Staff**

IEP documents can be anywhere from 20 pages to 100 pages depending on the student and their needs, parents, services, accommodations etc.  This can be very difficult for a general education teacher or substitute to look over.  Several IEP information systems will generate a shortened version focused on: basic information, accommodations, services and goals.  They compile it into a condensed form for teacher use by pairing it down to the most imperative information.  While this is helpful it may not include all the language and family needs a child has in both a special and general education classroom.  Use the following template for copying and pasting the students' information into each section.

## Suggested Use:

Copy and paste IEP information into each section.  Pass it out to a students general education teacher for reference and/or use in a sub binder as needed.

Use the computer generated version of this template compiled by your information system and add important language and family needs in the comments section or as an attachment to the file.

# Student IEP and Language Information
This information is confidential and is considered a working document.

Name Juan Perez                                           Grade 5
DOB 3/25/2008                                             Disability OHI-ADHD
ID number 12345678                                       Case managerKramer

| Strengths/successful behavior supports | Health information |
|---|---|
| He is a great helper, benefits from small group instruction and loves talking about football. | N/A he is a typically developing 5th grade student |
| Goals | BIP information (y/n as needed) |
| Attached on additional form | No BIP at this time Team may collect information this year to determine if it is necessary |
| Services (yes/no) format | Accommodations/modifications |
| Speech and Language Services: twice a week for 30 minutes | Small group instruction for new material, extra time for tests, extended time to complete homework, use of colored overlay for reading materials |

Language background/family background from parent interview
For informal conversations mom uses spanish but for formal meetings/conferences she likes to have an interpreter present.  She is available at lunch for phone calls and also speaks Spanish.

Progress Report Feedback Form

Collecting information regarding progress reports can be challenging especially when there are many service providers, special education teachers, English language specialists, and general education teachers involved in educating and supporting a child. Receiving data from each individual regarding a child's goals can be overwhelming. However, this progress report form can be easily used in order to collect data from other people involved in the child's IEP.

**Suggested Use:**

Fill out the top information including the goals specific to the service provider/teacher/EL specialist.

Share it as a google form with the teacher/service provider/EL specialist.

Provide a paper copy of the progress report feedback form to the teacher and collect it. Type their response into the IEP.

Use as data at annual IEP meetings.

# Progress Report Feedback Form

Name and position: Mrs. Smith  Math/Science teacher
Student Name: Juan Perez
Progress Report date: 2/17/20

---

Current Grade: Math B+  Science A-

Classroom Observations: Juan is a very hard working student but has a really hard time working on his own or in a group with his friends.  He learns better with hands on instruction for science and with math manipulatives during class.

Behavior Observations: Juan is able to focus in small groups.  However when left to wor on his own he talks to his friends, gets up for different reasons and looks out the window to day dream.  When he is in a small group he is able to focus better and learn the material.

Language Use/Observations: Juan uses only English during class unless he wants to teach others a word in Spanish or is working with another student who speaks Spanish.

---

Goal Number: 1
Baseline/previous progress report: he is currently able to solve 10 two step problems with 40% accuracy on two out of three trials.
Goal: By 11/29/2020, Juan will be able to solve 10  two step addition and subtraction problems using math manipulatives such as counters with 70% accuracy in 2 out of 3 trials.
Current Progress: Juan is able to solve 10 two step problems with 50% accuracy on two out of three trials based on student work and teacher observation.
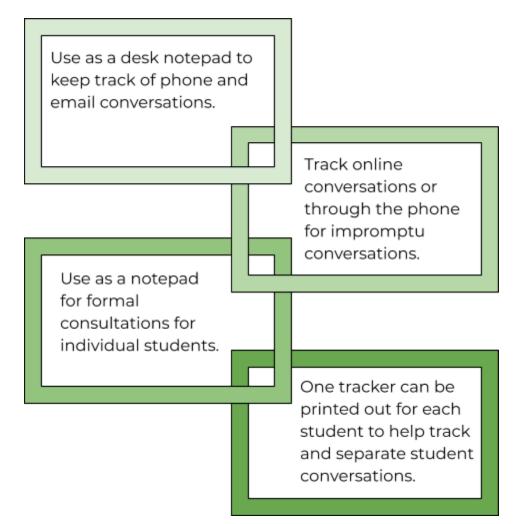
---

Additional Comments: I have definitely seen improvement on his math goal during math class! He wants to do well but just gets so distracted when given the chance to work alone.

Staff Communication Log

Similar to the parent communication log, it is important to keep track of the different collaboration done with staff members about students. Tracking this information allows for the case manager/SPED teacher to collect data about how the student is doing outside of their own classroom. Keeping a log of even quick hallway updates, email check ins or simple phone calls can accumulate to mountains of unlogged information. With this staff tracker, the SPED teacher can collect informal and informal information surrounding the students everyday functioning to share with families or simply to keep note of for later progress.

## Suggested Use:

Use as a desk notepad to keep track of phone and email conversations.

Track online conversations or through the phone for impromptu conversations.

Use as a notepad for formal consultations for individual students.

One tracker can be printed out for each student to help track and separate student conversations.

# Teacher/Service Provider Communication Log

| Date/Time | Teacher/Service Provider | Summary of communication |
|-----------|--------------------------|--------------------------|
| 1/15/20 | Mrs. Smith Math/Science | Checked in about when progress reports were due. Mentioned that Juan has been more distracted since coming back from winter break. |
| 1/23/20 | Ms. Lee SLP | Consultation between SLP and Case manager to discuss progress and behavior. SLP will use a social story to support focus in other classes. |
| | | |
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**Student Service Provider Schedule**

Keeping track of students' services, number of services and specific schedules can be difficult.  Putting them on a calendar can help students, teachers, parents, and other service providers gage the students' days/weeks as well as their time.

## Suggested Use:

Send a copy home to parents to inform them which days the child will receive certain services such as speech, English Language Development, OT, APE, ect.

SPED teachers can keep one master copy with all students' services on it to be shared with any co-teachers or service providers.

Share a copy with general education teachers) to notify them of regular services being provided.

It can be used as a google doc with all of the service providers and SPED teachers working with the student for initial scheduling of students.
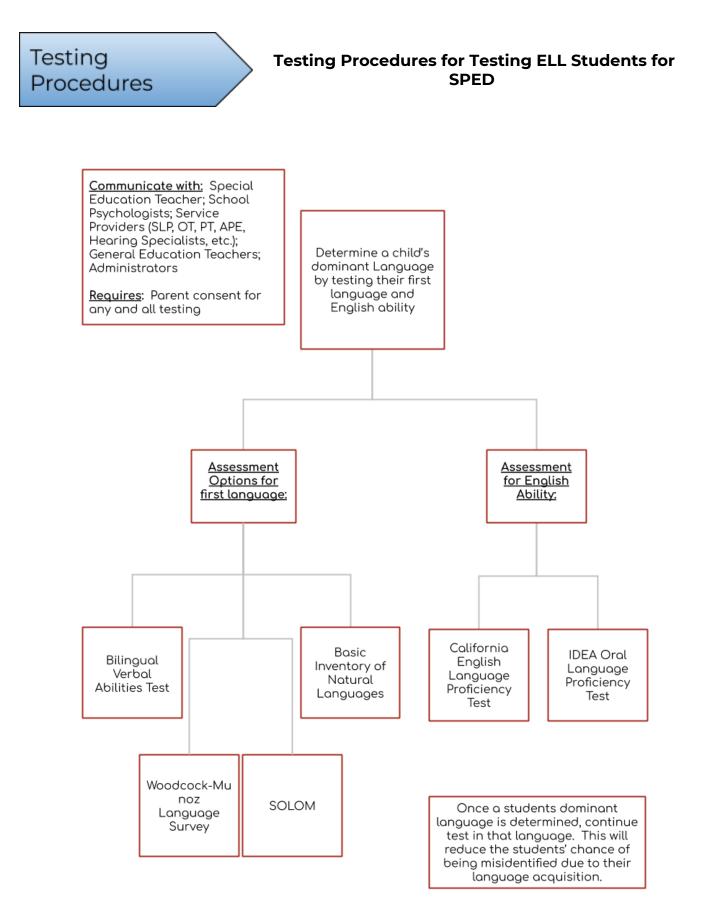
# Service Schedule

SPED-Special Education
SLP- Speech Language Pathologist
APE- Adapted Physical Education
OT- Occupational Therapy

PT- Physical Therapy
CS- Counseling Services
ELD- English Language Development
Support

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| | Name:Jose<br>Service: SPED<br>Time: 9-10am | Name:Jose<br>Service: SLP<br>Time:1-1:30pm | Name:Jose<br>Service: SPED<br>Time: 9-10am | Name:<br>Service:<br>Time: | Name:Jose<br>Service: SPED<br>Time: 9-10am |
| | Name: Kyra<br>Service: APE<br>Time: 8:15-9:00am | Name: Kyra<br>Service: SLP<br>Time:1-1:30pm | Name: Kyra<br>Service: SPED<br>Time:10-11am | Name: Kyra<br>Service: SPED<br>Time:10-11am | Name: Kyra<br>Service: SPED<br>Time:10-11am |
| | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: |
| | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: |
| | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: |

# Section 2: Creating Culturally and Linguistically Appropriate Individual Education Plans

**Testing Procedures**

**Testing Procedures for Testing ELL Students for SPED**

**Communicate with:** Special Education Teacher; School Psychologists; Service Providers (SLP, OT, PT, APE, Hearing Specialists, etc.); General Education Teachers; Administrators

**Requires:** Parent consent for any and all testing

Determine a child's dominant Language by testing their first language and English ability

Assessment Options for first language:

Assessment for English Ability:

Bilingual Verbal Abilities Test

Basic Inventory of Natural Languages

California English Language Proficiency Test

IDEA Oral Language Proficiency Test

Woodcock-Munoz Language Survey

SOLOM

Once a students dominant language is determined, continue test in that language. This will reduce the students' chance of being misidentified due to their language acquisition.

**MODEL**
Testing Steps

**MODEL** stands for:

**M**ultiple sources of information

**O**bservation

**D**ata Driven Hypothesis

**E**nglish Language Development

**L**anguage of Assessment

(Duarte, Greybeck & Simpson 2013, p. 135)

CRRIB
Information

**Culturally Responsive and Relevant IEP Builder**

This resource can be used for teachers to create IEPs while considering the educational, linguistic and cultural needs of the students.  It is adopted from Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017) and is split into five main areas to support teachers: Foundation/Goals, Participation & Support, Accommodations, Transition and Behavior.  Each of these sections are split into sub sections found in the IEP specific to the students general information, goals, general education exposure, services, accommodations, transition and behavior needs.  The far left section allows for teachers to check in that each one of sections and sub sections aligns with the cultural and linguistic needs of the students and their families.

As a team, the CRRIB can be filled out focusing on each question for the specific sections of the IEP.  An example can be found on the following page with a student named Eduardo.  This example shows the specific goals of the student.

An empty CRRIB is found after the example.  There are additional columns for the students different goals, services and any other pertinent information.

# The Culturally Responsive and Relevant IEP Builder Example
## Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)

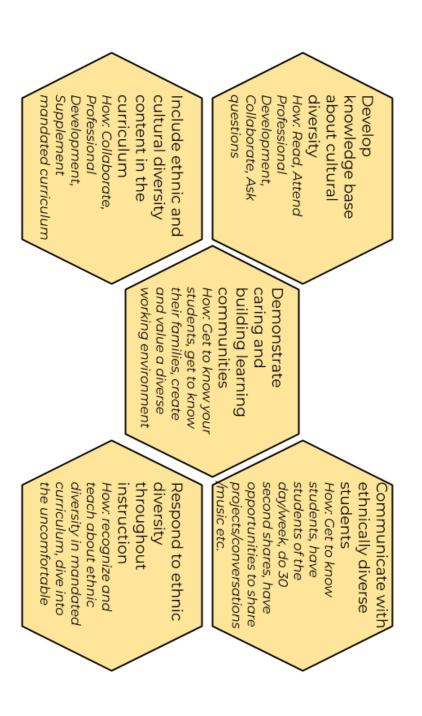| Cultural Considerations | Annual IEP Goals for Eduardo | | |
| --- | --- | --- | --- |
| | Goal 1 | Goal 2 | Goal 3 |
| **How does the goal:** | **Eduardo will increase his reading achievement scores (fluency and comprehension) by 75% as measured by the Roe-Burns Informal Reading Inventory** | **Eduardo will increase his reading vocabulary achievement scores by 100% as measured by the _____ School Curriculum-Based Measurement Tools.** | **Eduardo will increase his writing skills to a 1.2 grade proficiency in the areas of ideas and content, sentence fluency, and conventions as measured by the _____ State Scoring Guide** |
| Maintain the student's and family's cultural competence and insure they have a voice in the process? | Parents assist in choosing English and Spanish language books for practice that align with Eduardo's interests and share with teacher; Parents keep and share journal of progress. | Parents and teacher will post English and Spanish vocabulary words around home and in classroom. Eduardo will build a vocabulary book, highlighting his favorite words. | Parents and teachers will use prompts from Eduardo's cultural interests (cooking with his Abuelita), travel experiences, and experiences (playing soccer with his father). |
| Use the student's prior experiences? | Books used to practice will incorporate topics that showcase Eduardo's interests and experiences; topics include dinosaurs, animals, veterinarian stories, and soccer. | Eduardo will include vocabulary words in his practice that showcase his travel experience, and knowledge about dinosaurs, animals, clinical practice, and soccer. | Eduardo will draw pictures of his stories before he writes them. The STORY mnemonic and SDRD processes will be used. Reading interests and experiences will be used as prompts. |
| Take into consideration the student's family's frame of reference? | Family values reading time and reading achievement in both English and Spanish. | Eduardo will practice and learn English and Spanish vocabulary, as well as words from his interests and experiences. | Family understands the importance of writing well and wants to encourage Eduardo's progress. |
| Capitalize on the student's performance style and maximize the student's intellectual, social/physical capabilities and gifts? | Eduardo will read with a reading buddy and in cooperative learning groups capitalizing on his social interests. | Eduardo will be able to socialize with his family and peers with his vocabulary posters at home and school. Eduardo could share his Spanish vocabulary with his peers. | Eduardo is motivated to draw; Eduardo's interests and experiences are incorporated into writing practice. |
| Facilitate student success by defining success in collaboration with his family? | The family will play a key role in building the contents of Eduardo's reading practice for home and school. | The family will play a key role in Eduardo's vocabulary building and practice. | The family's stories will be part of Eduardo's writing practice. |

# Section 3: Adapting Curriculum for the Special Education classroom with English Language Acquisition Needs

# Culturally Responsive Teaching

(Gay 2002)

CRT- Incorporating cultural characteristics, experiences and perspectives into lessons

Develop knowledge base about cultural diversity
*How: Read, Attend Professional Development, Collaborate, Ask questions*

Include ethnic and cultural diversity content in the curriculum
*How: Collaborate, Professional Development, Supplement mandated curriculum*

Demonstrate caring and building learning communities
*How: Get to know your students, get to know their families, create and value a diverse working environment*

Communicate with ethnically diverse students
*How: Get to know students, have students of the day/week, do 30 second shares, have opportunities to share projects/conversations /music etc.*

Respond to ethnic diversity throughout instruction
*How: recognize and teach about ethnic diversity in mandated curriculum, dive into the uncomfortable*

## Culturally Responsive Teaching Lesson Plans

| Type of Curriculum | What it means | What to look for/how to use it |
|---|---|---|
| Formal Plans | Standards, Mandated Curriculum, Government Requirements, District Requirements | Cultural accuracy, opportunities for expansion, visuals, authentic narratives/sources, incorporate variety, interactive activities |
| Symbolic Curriculum | Illustrations, drawings, symbols, paintings, awards, music, celebrations, artifacts to connect to curriculum and culture | Incorporate these symbols into everyday classroom space: wall space, books, instructional items, examples etc. |
| Societal Curriculum | Impressions, perspectives, perceptions, stereotypes, ideas, understandings from news, social media, politics | Engage in conversations and discussions with students. Create connections with realities and these perceptions. Intertwine it with relevant curriculum. |

# Resources for Staff, Families and Students

| Material Type | Resource | Supports-What | Supports-Who |
|---|---|---|---|
| Website | www.tolerance.org/supplement/being-culturally-responsive | Informational Guide about Culturally Responsive Teaching | Staff/ Professionals |
| Website | https://iris.peabody.vanderbilt.edu/module/clde/ | Information Module for Culturally Responsive Teaching | Staff/ Professionals |
| Website | https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/ | Informational Guide about Culturally Responsive Teaching | Staff/ Professionals |
| Website | https://www.colorincolorado.org/ | Online resource for teaching ELL students | Staff/ Professionals Families |
| Website | https://rti4success.org/related-rti-topics/english-learners | Informational Guide about RTI and ELL students | Staff/ Professionals |
| Website | https://eslfast.com/ | Reading Program | Students |
| Website | www.Esl-lab.com | Listening comprehension practice/quizzes | Students |
| Website-Professional Program | www.crosscultured.com | Program providing workshops, workbooks and services focused on ELL, SPED, and Gifted students | Staff/ Professionals |
| Website-Professional Program | https://begladtraining.com/?gclid=EAIaIQobChMI7dDdkcm46AIVJOe | Program providing workshops, resources, and strategies for teaching ELL students | Staff/ Professionals |

| | GCh0wmA5MEAAYASAAEgJGA_D_BwE | | |
|---|---|---|---|
| Resource guide | https://refugees.org/wp-content/uploads/2015/12/Serving-Refugees-with-Disabilities.pdf | REsource guide focused on supporting Refugees with special needs including adults, children and their families | Staff/ Professionals Families |
| App | One Globe Kids | Interactive stories from around the world. | Students |
| App | Remind: Keep in Touch with Parents | One way group chatting application | Families Students |
| App | Touchable Earth | Videos by kids for kids about different parts of the world | Students |
| App | Educreation | App for creating materials and collaborating with other students and teachers | Teachers Students |
| App | Kids Planet Discovery | Virtual adventures for exploring different cultures, countries, cities, animals and geography | Students |
| App | Cultural Compass | App that provides information about other cultures and allows the user to recognize their own cultural (mis)understandings | Teachers Students |
| App | English Monstruo | App to support English learning through mass data collection of common mistakes | Parents Students |
| App | Phrasalstein | Program to support learning of common | Students |

| | | phrases and their uses. | |
|---|---|---|---|
| App | Duolingo | Language acquisition app offering different activities and languages | Students |
| App | Phonetics Focus | English phonetics and pronunciation app | Students |
| App | Voice Thread | Upload, share and create documents with a voice over and video support | Teachers Students |

Materials compiled from What Really Works with Exceptional Learners

Murawski & Scott (2017).

# Section 4:

# BLANK TEMPLATES

# Student Information

Name: _____

Birthday: _____

Language(s) Spoken at Home: :_____

Number of people in your family: _____

Favorites:

Food: _____          Song/Music/Artist:_____

Color: _____          Sport:_____

Tv Show:_____          Subject:_____

Way you get to school: _____

Person you are closest to:_____

Something you are REALLY good at:_____

Something you want to get better at:_____

Have you ever lived in or traveled to another country? Where?

_____

_____

Goal for the school year:_____

Something you Want to share with me/You want me to know about you (this will not be shared with others): _____

_____

# Parent Information

Student name:

Your name

Relation to student:

Phone number:

Email:

Address:

Best way to contact you:   Phone  email

Best time of day to contact you:

Languages other than English:

Do you benefit from an interpreter? Yes No

| What is the students history? (Previous cities, schools, diagnosis? | Who does your student admire? |
|---|---|

| What are your child's strengths/abilities/gifts? | What are your student's needs? | What does your child enjoy doing at home with friends/family? |
|---|---|---|

| How can those needs be supported for future success? | What has been successful for your student in the past? | |
|---|---|---|

| What outside tutoring/ counseling/ therapy/ programming has your child attended in the past? | What questions do you have about the school, teachers or program? |
|---|---|

Language background/family background from parent interview

# **Parent Communication Log**

| Date/Time | Student/Parent Name | Summary of communication |
|---|---|---|
| | | |
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| | | |
| | | |

# School Transition Information

Mathematics

English

Science

School Name
Address
Phone Number
Principal Name

Teachers:
Name
Email
Phone Number

History

P.E.

Electives

Speech and Language

Counseling Support:

## Supports/Activities

Before School/Summer intro information:
Lunchtime Activities/Clubs:
After school clubs:
School Dances:
Sports:

**Student IEP and Language Information**
This information is confidential and is considered a working document.

Name                                    Grade
DOB                                     Disability
ID number                          Case manager

| Strengths/successful behavior supports | Health information |
|---|---|
|  |  |
| Goals | BIP information (y/n as needed) |
|  |  |
| Services (yes/no) format | Accommodations/modifications |
|  |  |

Language background/family background from parent interview

**Progress Report Feedback Form**

Name and position:
Student Name:
Progress Report date:

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Current Grade:

Classroom Observations:

Behavior Observations:

Language Use/Observations:

---

Goal Number:

Baseline/previous progress report:

Goal:

Current Progress:

---

Additional Comments:

# Teacher/Service Provider Communication Log

| Date/Time | Teacher/Service Provider | Summary of communication |
|-----------|--------------------------|--------------------------|
|           |                          |                          |
|           |                          |                          |
|           |                          |                          |
|           |                          |                          |
|           |                          |                          |
|           |                          |                          |
|           |                          |                          |
|           |                          |                          |
|           |                          |                          |
|           |                          |                          |

# Service Schedule

SPED-Special Education
SLP- Speech Language Pathologist
APE- Adapted Physical Education
OT- Occupational Therapy

PT- Physical Therapy
CS- Counseling Services
ELD- English Language Development
Support

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: |
| Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: |
| Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: |
| Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: | Name:<br>Service:<br>Time: |

# The Culturally Responsive and Relevant IEP Builder
## Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)
### Section 1

| Cultural Considerations | Section I: Foundation | | | Section Ia: Goals | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **How Does the IEP Element:** | Present Levels of Performance | Measurable Annual Goals (Overall) | Measurement of Progress | Annual Goal #1: | Annual Goal #2: | Annual Goal #3: | | | |
| **Maintain the student's and family's cultural competence and ensure they have a voice in the process?** | | | | | | | | | |
| **Use the student's prior experiences?** | | | | | | | | | |
| **Take into consideration student's and family's frame of reference?** | | | | | | | | | |
| **Capitalize on the student's performance style and maximize the student's intellectual, social, physical capabilities and strengths?** | | | | | | | | | |
| **Facilitate success by defining success in collaboration with the family?** | | | | | | | | | |

Adapted from Barrio, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)

# The Culturally Responsive and Relevant IEP Builder

Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)

**Sections 2**

| Cultural Considerations | Section II:<br>Participation & Support | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **How Does the IEP Element:** | Level of Participation in General Education | English Language Development Participation | Related and/or Supplementary Services | Service 1: | Service 2: | Service 3: | | | |
| **Maintain the student's and family's cultural competence and ensure they have a voice in the process?** | | | | | | | | | |
| **Use the student's prior experiences?** | | | | | | | | | |
| **Take into consideration student's and family's frame of reference?** | | | | | | | | | |
| **Capitalize on the student's performance style and maximize the student's intellectual, social, physical capabilities and strengths?** | | | | | | | | | |
| **Facilitate success by defining success in collaboration with the family?** | | | | | | | | | |

Adapted from Barrio, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)

# The Culturally Responsive and Relevant IEP Builder
## Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)
## Sections 3

| Cultural Considerations | Section III: Accommodations | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **How Does the IEP Element:** | Accommodations Academic Achievement, Functional Performance | Classroom Accommodations | State Assessment Supports/ Accommodations | Alternate Assessments | Program Modifications or Supports | | | |
| **Maintain the student's and family's cultural competence and ensure they have a voice in the process?** | | | | | | | | |
| **Use the student's prior experiences?** | | | | | | | | |
| **Take into consideration student's and family's frame of reference?** | | | | | | | | |
| **Capitalize on the student's performance style and maximize the student's intellectual, social, physical capabilities and strengths?** | | | | | | | | |
| **Facilitate success by defining success in collaboration with the family?** | | | | | | | | |

Adapted from Barrio, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)

| Cultural Considerations | Section IV:<br>Transition | | Section V:<br>Behavior | | | | |
|---|---|---|---|---|---|---|---|
| **How Does the IEP Element:** | Transition Services, Instruction, Community Activities | Employment, Post-School Objectives | Behavior Goals/Progress | Behavior Plan | Counseling/Mental Health Supports | | |
| **Maintain the student's and family's cultural competence and ensure they have a voice in the process?** | | | | | | | |
| **Use the student's prior experiences?** | | | | | | | |
| **Take into consideration student's and family's frame of reference?** | | | | | | | |
| **Capitalize on the student's performance style and maximize the student's intellectual, social, physical capabilities and strengths?** | | | | | | | |
| **Facilitate success by defining success in collaboration with the family?** | | | | | | | |

Adapted from Barrio, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)