

Child Find for Special Populations

Identifying English Learners with Special Needs

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

STRATEGIC PLAN GOALS

1

All
Students
Proficient
and Showing
Growth in All
Assessed
Areas



2

Every
Student
Graduates
from High
School and
is Ready for
College and
Career



3

Every
Child Has
Access
to a High-
Quality Early
Childhood
Program



4

Every
School Has
Effective
Teachers and
Leaders



5

Every
Community
Effectively
Uses a
World-Class
Data System
to Improve
Student
Outcomes



6

Every
School and
District is
Rated “C” or
Higher



Working in Silos



What Do You Think?



Fact or Fiction?

English Learners are only eligible for intervention services after achieving a 4 or 5 on the LAS Links assessment.

Fact or Fiction?

A Home Language Survey will provide schools with all necessary information to determine English Learner status of students.

Fact or Fiction?

The Multi-Tiered System of Supports (MTSS) only applies to academic supports.

Fact or Fiction?

A student may not be referred for a comprehensive evaluation unless he/she has participated in 16 weeks of interventions.

Fact or Fiction?

Referrals for a comprehensive assessment may not be made after May 1st of the current school year.

Fact or Fiction?

A student who qualifies for special education services may also receive intervention(s) from the general education teacher.

English Language Learners

Federal Definition of English Learners (EL)

An individual:

1. enrolled or preparing to enroll in an elementary or secondary school (aged 3-21)
2. not born in the United States or whose native language is a language other than English

Federal Definition of English Learners (EL)

3. Exhibits difficulties in speaking, reading, writing, or understanding the English language which contributes to the individuals ability to
 - meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - achieve in classrooms where the language of instruction is English; or,
 - participate fully in society

Identification Process of an EL Student

Home Language Survey

Initial Assessment of Language Proficiency

Parental Notification

Placement in EL Program

Development of English Language Service Plan

Practices to Avoid

- Identifying students by outward appearance or origin of birth
- Eliminating students due to outward appearance or origin of birth



Intervention for ELs

First Steps

Before implementing interventions for ELs remember to:

- Consult parents, general education teacher, EL teacher and all other staff who work with the student
- Examine all the data (MAAP, LAS Links, STAR, etc.)
- Determine the deficit and select an intervention that will best address the identified deficiency



The Student Proficiency Report



Student Proficiency Report

Test Date: 06/01/11

IVETTE J ALVAREZ

Birthdate: 05/01/00

Gender: Female

Student ID#: X5499892

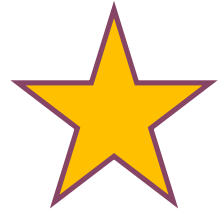
Grade: 05

Form/Level: A/3

Class: Gonzales

School: International School

District: MARINA



All teachers
with EL
students need
to be given this
data at the
beginning of
every school
year.

Skill Area	Scale Score	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	616	320-448	449-474	475-510	511-558	559-635
Listening	557	350-457	458-489	490-527	528-583	584-630
Reading	567	360-469	470-504	505-535	536-589	590-680
Writing	457	290-434	435-496	499-537	538-584	585-680
Overall*	549	330-452	453-491	492-527	528-578	579-656
Comprehension**	564	340-490	491-508	509-530	531-572	573-670
Oral***	593	300-451	452-484	485-515	516-579	580-680

*Overall Scale Score is an average of Speaking, Listening, Reading and Writing.

**Comprehension is based on designated items in the Listening and Reading skill areas.

***Oral is based on all items in the Listening and Speaking skill areas.

Student Proficiency Report

	Speaking			Listening			Reading			Writing		
Language Context Strands	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	8	13 ▲	13	6	5	8	11	10	14	8	7	10
Foundational Skills	---	---	---	---	---	---	---	---	---	---	---	---
Language Arts, Social Studies, History	12	7	14	4	4	6	6	4	8	8	4	11
Mathematics, Science, Technical Subjects	12	7	14	5	4	6	6	4	8	9	4	11
Academic*	22	14	28	9	8	12	12	8	16	17	8	22

RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

*The Academic scores for each Skill Area include all language context strands except the 'Social, Intercultural, and Instructional Communication' strand.

▲ = Indicates student scored at or above Reference Group Average.

X = Scores not reported for strands with less than three points.

N/A = Not Applicable

INV = Test Invalidation

Student Proficiency Report

Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
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Roster Report



Roster Report
MARINA, Grade: 5, Test Date: 06/01/14-IV

Number of Students Listed: 16

LAS Links 2nd Edition

Last Name	First Name	Speaking		Listening		Reading		Writing		Overall*		Comprehension**		Oral***		Literacy****		Productive*****	
		SS	PL	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL
TYLER	ALISHA	521	Proficient	556	Proficient	585	Proficient	608	Above Proficient	567	Proficient	570	Proficient	538	Proficient	596	Above Proficient	564	Proficient
	DIANE	507	Intermediate	579	Proficient	565	Proficient	582	Proficient	558	Proficient	572	Proficient	543	Proficient	573	Proficient	544	Proficient
	MARIA	532	Proficient	539	Proficient	585	Proficient	594	Above Proficient	562	Proficient	562	Proficient	535	Proficient	589	Above Proficient	563	Proficient
	PETER	510	Intermediate	503	Intermediate	596	Above Proficient	562	Proficient	542	Proficient	549	Proficient	506	Intermediate	579	Proficient	536	Proficient
	BRIAN	635	Above Proficient	640	Above Proficient	596	Above Proficient	594	Above Proficient	616	Above Proficient	618	Above Proficient	637	Above Proficient	595	Above Proficient	614	Above Proficient
KAREN	LONNIE	510	Intermediate	556	Proficient	585	Proficient	572	Proficient	550	Proficient	560	Proficient	533	Proficient	568	Proficient	541	Proficient
	BRE	510	Intermediate	613	Above Proficient	596	Above Proficient	582	Proficient	575	Proficient	604	Above Proficient	561	Proficient	589	Above Proficient	546	Proficient
	PATTIE	558	Proficient	556	Proficient	608	Above Proficient	608	Above Proficient	582	Above Proficient	582	Above Proficient	557	Proficient	608	Above Proficient	583	Above Proficient
	ROSE	528	Proficient	579	Proficient	622	Above Proficient	594	Above Proficient	580	Above Proficient	600	Above Proficient	553	Proficient	608	Above Proficient	561	Proficient
	JASON	558	Proficient	613	Above Proficient	585	Proficient	608	Above Proficient	591	Above Proficient	599	Above Proficient	585	Above Proficient	596	Above Proficient	583	Above Proficient
GRANT	JASON	513	Proficient	526	Intermediate	585	Proficient	608	Above Proficient	558	Proficient	555	Proficient	519	Proficient	596	Above Proficient	560	Proficient
	DONNIE	513	Proficient	613	Above Proficient	585	Proficient	608	Above Proficient	579	Above Proficient	599	Above Proficient	563	Proficient	596	Above Proficient	560	Proficient
	LINDA	517	Proficient	539	Proficient	622	Above Proficient	608	Above Proficient	571	Proficient	580	Above Proficient	528	Proficient	615	Above Proficient	562	Proficient
	LINDA	575	Above Proficient	579	Proficient	608	Above Proficient	594	Above Proficient	589	Above Proficient	593	Above Proficient	577	Proficient	601	Above Proficient	584	Above Proficient

Overall score is an average of Speaking, Listening, Reading, and Writing.
Comprehension is based on all items in the Listening and Reading skill areas.
Literacy is based on all items in the Listening and Speaking skill areas.
Productive is based on all items in the Reading and Writing skill areas.

Language Difference or Learning Deficit

Considerations:

- amount of time the student has been in this country,
- quantity and quality of interactions within this new cultural experience,
- similarity or differences of ethnicity or national origin to that of the U.S., and
- degree of language proficiency



Definitions of Language

Language Arts	The study of grammar, composition, and spelling.
Foreign Language	Any language that is secondary to the child (not his native language).
Receptive Language	The understanding of words and gestures, including vocabulary, concepts, and grammatical forms.
Expressive Language	How one expresses wants and needs, including grammar rules, facial expressions, and gestures.

Secondary Scenario

There is a 14-year-old student from Yemen that enters school with no English and interrupted schooling from birth country (8th grade).

Possible Solutions

- **Tier I** – student receives intensive instruction on language acquisition from the EL teacher along with high quality instruction specifically designed to meet the EL student's needs from the general education teacher
- **Tier II** – student may be placed in Tier II to meet specific academic deficiencies such as beginning math and/or reading instruction in English
- **Tier III** – depending on the severity of the interrupted schooling, student may need more intense instruction on skills not normally taught at this grade level such as beginning reading skills in English

Planning Interventions

Complete the Basic Interpersonal Communications skills and/or the Cognitive Academic Language Proficiency skills BIC/CALP form to assist in informing instruction and to assist team in determining the best intervention to meet the deficit areas.

Planning Interventions

Use the Tier II or Tier III Supplemental Instruction Documentation forms to

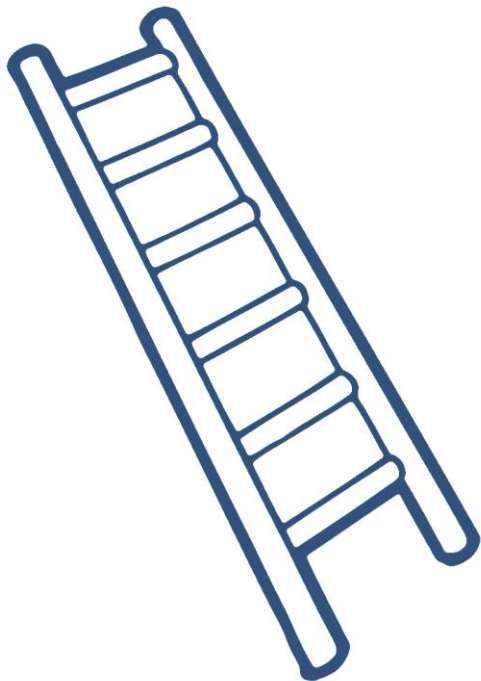
- describe the deficit area,
- identify the intervention to be utilized, and
- determine the evaluation criteria to be used



What is the Multi-Tiered System of Supports?

A framework for effective **team-based** problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the academic and the behavioral needs of all student.

MTSS Includes Special Education Services



MTSS is a system of supports which includes Special Education Services. With appropriate intervention and progress monitoring, **ALL** students should have the opportunity to move up and down the ladders of support as they show improvement or need more intensive intervention.

Child Find

Referral to Comprehensive Assessment

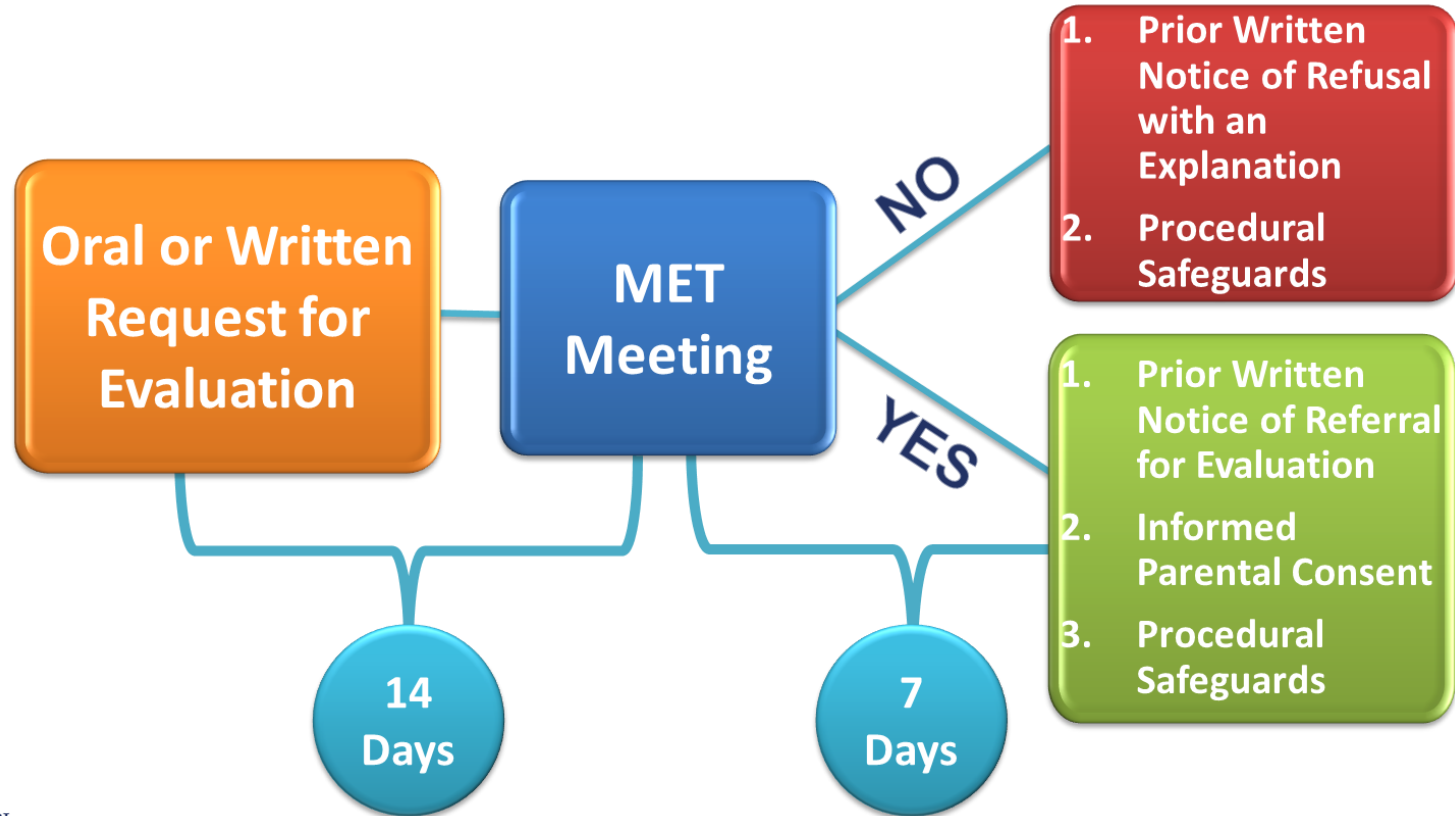
Child Find

- Requests for initial evaluation and responses to such requests are not limited by the number per year or the time of year requests are received. (Rule 74.19, § 300.301)
- “... it would generally not be acceptable for the Local Education Agency (LEA) to wait several months to conduct an evaluation or to seek parental consent for an initial evaluation if the public agency suspects the child to be a child with a disability.” (Federal Regulations, Comments at § 300.301, p. 46637)

Child Find

- No policies, procedures, or practices, including Response to Intervention, may result in delaying or denying a child access to the Child Find process.

Referral for a Comprehensive Evaluation



Evaluation Timeline



Eligibility Determination

Under 34 C.F.R. § 300.8, a child must meet a two-prong test to be considered a child with a disability:

- (1) have one of the specified impairments (disabilities); and
- (2) because of the impairment, need special education and related services.

Eligibility Categories Under IDEA

1. Autism (AU)
2. Deaf-Blind (DB)
3. Developmentally Delayed (DD)
4. Emotional Disability (EmD)
5. Hearing Impairment (HI)
6. Language/Speech Impairment (L/S)
7. Intellectual Disability (ID)
8. Multiple Disabilities (MD)
9. Orthopedic Impairment (OI)
10. Other Health Impairment (OHI)
11. Specific Learning Disability (SLD)
12. Traumatic Brain Injury (TBI)
13. Visually Impaired (VI)

Educational Impact

Adverse educational impact is evident when a student's disability negatively impacts his/her:

- Involvement and advancement in the general education program (**academic impact**);
- Education and participation with other students without disabilities (**social/behavioral impact**);
- Participation in extracurricular and other non-academic activities (**vocational impact**);

Individualized Education Program (IEP)

During IEP development, the committee decides, based on the student's deficits, what services s/he needs to be successful in gaining “access to the general education curriculum and standards in the general classroom, to the maximum extent possible.” (IDEA, 2004)

Special Education Scenario

Pham is a long term EL student born in the US whose parents were born in Vietnam. He is in the 4th grade. His area of eligibility for special education is in math and he has been receiving tutorial assistance from the special education teacher for 2 semesters. When tested, he missed qualifying for ELA by a very small margin.

Special Education Scenario

The decision was made at the first eligibility meeting to continue Tier III ELA interventions as previously implemented but lately his teacher has noticed that, even with the daily Tier III interventions, data as well as teacher observations indicate that the gap between him and his peers is widening.

Possible Solutions

1

- Begin or continue Tier II or Tier III
- Change intervention to better meet the student's needs

2

- Request a comprehensive reevaluation to determine further eligibility areas
- Continue Tier II or Tier III during this process

3

- Add goals to the IEP and begin special education services in that area
- All provided services should be documented

Putting It All Together



Addressing Educational Goals

The IEP Committee should consider the level of expertise needed to address educational goals. Consider the following questions:

1. Can the goals be addressed by the general education teacher with adaptations and modifications to the classroom environment or curriculum?
2. Can the goals be addressed by the general education teacher(s) using typical educational strategies with a reasonable expectation of success?

Addressing Educational Goals

3. Can the goals be addressed with consultation and guidance from a special education teacher or therapist?
4. Can the general education teacher(s) conduct activities designed by the special education teacher or therapist with a reasonable expectation of success?

Addressing Educational Goals

5. Can activities designed to address educational deficits be delivered to the student only by a special education teacher or licensed professional therapist?
6. Can the deficit skills be addressed in the general education setting or would the student benefit from small group instruction?

Addressing Educational Goals

- The IEP Committee determines the needs of the student based on assessment data.
- The committee then determines who will provide the service.
- The committee should consider all strategies and resources available including, but not limited to, related service (speech/language, OT, PT), counseling, interventions, dyslexia therapy, etc.

Documentation of Services

- The IEP should contain a complete narrative description of the student, including all services that are being provided to him/her.
- If the services are not being provided by special education personnel, the IEP should document which services are being provided and by whom.

What Do You Think?



Fact or Fiction?

Tier 3 is special education.

Fact or Fiction?

Students who are eligible for special education can't access Tier 3 supports and interventions.

Fact or Fiction?

It is okay for a student who receives special education services to participate in Tier 2 behavior and Tier 3 reading interventions, in addition to special education services.

English Learner Resources

- **MDE English Learner Literacy Focus of the Month** – a series of videos and webcasts that focus on strategies to use with English Learners
- **MDE Family Guides for Student Success** – grade level books with activities for families to use at home to strengthen/support academic skills (Pre-K – 8th grade); these guides are also available in Spanish

Special Education Resources

- **IEP Guidance Document**

<http://www.mdek12.org/docs/sped-information-page/iep-guidance-doc-2014-07-02.pdf?sfvrsn=2>

- **Volume 1: Child Find/Eligibility Procedure Manual**

<http://www.mdek12.org/OSE/PP>



English Learner Contacts

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Intervention Services

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Special Education Contacts

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Related Services/Individual Education Programs

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