

Dr. Catherine Collier
Email: catherine@crosscultured.com
Website: www.crosscultured.com

Separating Difference from Disability with Students Learning English as an Additional Language

Course Description

Examine the current research in education about diverse learners, learners with learning and behavior problems and see where it is appropriate in working with limited English proficient (LEP) learners and students learning English as an additional language (EAL). Consider issues including testing and diagnosis; appropriate teaching materials and methods, and placement. We will focus primarily upon K-12 learners, but will include issues and resources relating to preschool, youth, and adult diverse learners as well. Readings are included in course resources for more in-depth consideration of specific learning disabilities. We will discuss political, social, and community concerns in working with diverse LEP learners with special needs.

Course Materials

The text for the course is excerpted from Seven Steps for Separating Difference and Disability, published by Corwin Press and the Separating Difference and Disability Workbook, both written by Dr. Catherine Collier. Numerous articles on instructional resources, learning disabilities and other disabling conditions for adults, youth and children are included in our course resources.

Course Purpose

The purpose of the course is to engage education professionals with the challenges of EAL and LEP students with learning and behavior problems and how to separate difference from disability in identification, intervention, instruction, assessment and service within both special education and integrated classrooms.

Case Study Assignment

You are to do a “case study” as your main application project in this course. There are two choices: 1) A **system case study** of your own organization, school, school district, college, university, department of education, agency, or other educational institution with which you are familiar or within which you are employed; **OR** 2) An **individual student case study** of a specific EAL student using the screening forms I provide to you. There is no age minimum or maximum for this, though I do not recommend using these screening forms with birth-five year olds as the forms are not normed for that age group.

You will be locating and compiling instructionally meaningful data about your system **OR** student and entering this information periodically on our website. You will then pull all the information together in a comprehensive Case Study by the end of the class.

You will complete four activities and post your findings and comments based on either your system or your individual student. There are posting directions for both case studies on our course website.

First System Case Study: There are two different System Case Study options depending upon your work situation. Select either the Organization/Higher Education or the K-12 Education guidelines. K-12 includes International Schools that offer pre-college level instruction. Consider the questions under each category as you compile information about your case study. You do not have to answer each and every question, but consider the implications of the question. If your system does not address the question, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

Organization or Higher Education

1. Find out about how your college or agency (identify whether this is at local or national level) defines “disability” as regards special education service eligibility. What categories of special need or exceptionality are considered eligible for receiving services?
2. What is the nature of the services offered for specific types of exceptionality? Are students with disabilities accepted within your college or agency or are they sent to separate programs, building or facilities?
3. What range of services are available for students with special needs? Who explains these service options to parents who do not speak English?
4. Find out how your college or agency identifies students from linguistically or culturally diverse backgrounds. What are the criteria for these diverse students receiving services?
5. What is the nature of the services offered for specific student populations? Are students who do not speak English accepted within your college or agency or are they sent to separate programs, building or facilities?
6. What happens when a student from a linguistically or culturally diverse background enrolls in your institution or in your organization’s area? Who is responsible for deciding if the student comes from a diverse background? How is this determined?
7. When the student arrives at the school, who receives the student? What occurs to put the student at ease? Who is responsible for this?
8. How are students’ language, ethnicity, and culture identified? How are the languages used by the student identified? If a survey is to be administered, who gives this to the student, who explains how it is to be completed, and what is included in the survey?
9. Who decides if an interpreter is needed or if translated materials are to be used? If translation is necessary: who provides this, when is it provided, and where is it provided? Who monitors the accuracy of the interpretation and translated materials?
10. If your system does not address one or more of the above questions, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

K-12 Education Systems

1. What happens when a student from a linguistically or culturally diverse background enrolls in your school or institution?
2. When the student and others accompanying him/her arrive at the school, who receives them? What occurs to put them at ease? Who is responsible for this?
3. Who is responsible for deciding if the student comes from a diverse background? How is this determined? How is the student’s language and ethnicity or culture identified?
4. What training do intake personnel have to provide information to the family about the school system? What training do they have identifying if a family will need assistance completing the enrollment forms and process?

5. Who decides if an interpreter is needed or if translated materials are to be used? If translation is necessary: who provides this, when is it provided, and where is it provided? Who monitors the accuracy of the interpretation and translated materials?
6. What information is expected to be provided by those registering the student? How were they informed about this and when?
7. How is the family informed of the enrollment process and what is expected of them within the educational system? Who monitors that the student has adequate access to resources (including food, clothing, and shelter) so he or she may safely participate in the educational system?
8. How are the languages used by the student at home identified? If a survey is to be administered, who gives this to the family, who explains how it is to be completed, and what is included in the survey?
9. What background information about the student is documented as part of the enrollment process? What data is collected concerning his or her language, acculturation, and other learning needs? How and when is this information collected? How is the information shared with instructional personnel?
10. What criteria are used to determine eligibility for ESL services? Who is responsible to decide if the student is eligible for specific language services? How and when is the decision made? What are the criteria for specific lengths of time for such services?
11. Who compiles and maintains data entry and baseline data on diverse learners entering your district? Who has access to the data and how is it shared with instructional personnel planning prevention, intervention, instruction and enhancement activities? Is the data disaggregated by culture, language, age, etc.
12. Is there a comprehensive differentiated learning enhancement approach or plan in place to provide strength and resiliency based instruction for all students? What happens to the culturally and linguistically diverse (CLD) student?
13. How have teachers been trained in the ability to establish and sustain positive, caring relationships, to maintain a sense of humor, and to communicate compassion and empathy? How have teachers been trained to instill these characteristics and abilities in CLD students?
14. How have teachers been trained in the ability to build and maintain in students a more positive perception of their teachers, their classroom environment, and their literacy ability?
15. How have teachers been trained in the ability to support and enhance the ability of CLD students to speak their home language outside the classroom and in appropriate learning situations?
16. How have teachers been trained in the ability to critically, creatively and reflectively make decisions, to seek and give help to others, and to recognize alternative ways to solve problems and resolve conflicts? How have teachers been trained to instill these characteristics and abilities in CLD students?
17. How have teachers been trained in the ability to teach and sustain student use of effective, stronger, learning strategies for literacy?
18. How have teachers been trained in the ability to identify and individualize for diverse cognitive learning styles? How have teachers been trained in the ability to teach and sustain student use of effective cognitive learning strategies in content instruction?

19. Who monitors the effectiveness of resiliency support implementation with CLD students? How is the effectiveness monitored and how is the information shared with other people, organizations or communities?
20. If your system does not address one or more of the above questions, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

First Individual Student Case Study: Find out the history and background of your student, languages spoken, prior education, entry level English proficiency tests, learning history etc. & what these may mean for service eligibility.

1. Complete or locate a copy of the student's Home Language Survey. If this data has not yet been collected, you may use the blank screening tools I provide for this. What types of instruction will your student need based on his/her home language survey?
 2. Complete or locate a copy of the student's language proficiency test(s). If this data has not yet been collected, you may use the blank screening tools I provide for this. What types of instruction will your student need based on his/her home language proficiency and English language proficiency?
 3. What is the nature of language services offered in your instructional setting that this student has access to or may need access to?
 4. What special education services are offered in your instructional setting that this student may have access to?
 5. Attach copies of the data forms as PDF
-
-

Second System Case Study: Consider the questions under each category as you compile information about your case study. You do not have to answer each and every question, but consider the implications of the question.

Organization or Higher Education

1. Find out about what your school, college or agency mandates or requires before an EAL student can receive special education services. What policies and procedures must school personnel follow prior to placement? How long does this process go on?
2. At what point is formal assessment for a disability allowed or required when the student of issue is limited English proficient?
3. At what point or under what circumstances is referral to special services not allowed?
4. What documentation is required for EAL students to receive special education services?
5. How are the EAL student's instructional needs addressed within the general course of study? What range of supplemental or differentiated services are available within the general course of study for all students including EAL and at risk students?
6. Who monitors the effectiveness of instruction and differentiated services for diverse learners? How is progress monitored and how is this information shared with faculty and other interested parties?
7. What happens to students with learning or behavior problems who are not found to have a disability? What policies and procedures must be followed to assure these diverse learners are succeeding? What happens if they need to be "re-referred"?

8. What types of personnel (licensure, training, etc.) work with EAL students with learning and behavior problems? What types of personnel work with students with disabilities?
9. What happens if the EAL student being considered for special education does not speak English? What are the policies and procedures for this and how do they differ from those you described in item 1 above.
10. If your system does not address one or more of the above questions, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

K-12 Education Systems

1. How are the student's diverse learning and behavior issues addressed within the instructional program? How does the system respond when someone is concerned that the CLD student has a learning or behavior problem? How does the system respond? How are the student's diverse learning and behavior issues addressed?
2. How are the CLD student's instructional needs addressed within the general curriculum? What range of supplemental or differentiated services are available within the general curriculum for all students including CLD and at risk students?
3. Who monitors the effectiveness of instruction and differentiated services? How is progress monitored and how is this information shared with teachers, families and other interested parties?
4. What interventions are normally considered for language, acculturation, adaptive behavior, and other areas of concern? Who monitors the effectiveness of their implementation?
5. Who determines whether a student needs instructional intervention and how is this decision made? What happens after someone decides instructional intervention is needed?
6. What instruments or sources of information are used to identify appropriate interventions for the level of acculturation, language, adaptive behavior and other areas of concern?
7. How are the interventions selected? Who decides which are the most appropriate, the length of time to implement them, and how these will be monitored?
8. Who receives the initial inquiry for assistance? Who can make requests for instructional intervention for a CLD or at risk learner? What are the criteria to initiate the instructional intervention process for a student?
9. Who decides when the student receives supplemental or differentiated services? How is this decision reached and what happens? What are the criteria for providing supplemental or differentiated instruction to any student, including CLD and at risk students?
10. Who assists in implementing the selected interventions and who monitors the effectiveness of their implementation? Who documents the implementation of the instructional interventions? How are the instructional interventions and their results documented?
11. Who monitors the instructional intervention process? What procedures are in place to assure appropriate interventions are identified and implemented over an appropriate period of time? If there are multiple tiers of instruction and intervention, how are decisions made to increase the intensity or type of intervention and differentiation? Who makes these decisions? Who determines their effectiveness?

12. How is the response of the diverse background student monitored while receiving instruction and intensive intervention? What happens with unresolved learning or behavior problems?
13. Who monitors the individualized intensive intervention and determines if it is effective? How is this monitored?
14. What process is used to assure that this particular student has received appropriate and adequate prior instruction to address his/her language and acculturation needs? What documentation is considered sufficient to determine the degree to which specific language and acculturation issues are contributing to the presenting learning or behavior problem?
15. Who makes the decision that the instructional intervention and differentiated instruction are not meeting all the CLD student's needs? How is this determined?
16. Who initiates intensive individualized interventions? How is the need for intensive individualized interventions determined? What documentation is considered adequate or appropriate to modify instructional intervention or differentiated activities and who decides this? Who evaluates the sufficiency of the documentation?
17. What process is used to assure that appropriate individualized intervention occurs for a sufficient period of time? Who is responsible for monitoring this and how? How is the effectiveness of this monitored?
18. What documentation is considered adequate or appropriate to dismiss culture, language or acculturation issues as contributing significantly to the unresolved learning or behavior problems? Are there printed procedures with which all personnel are familiar? How is the effectiveness of this monitored?
19. What documentation is kept on file justifying a decision to terminate intensive individualized intervention and implement a full individualized evaluation?
20. What process is used to assure that an appropriate period of monitored intensive individualized intervention preceded the full individualized evaluation? Are there printed procedures for initiating the full individualized evaluation, familiar to all personnel?
21. What is the rate of referral in your district? What documentation is kept regarding disaggregated rates of referral for your various populations? What is your plan for addressing any disproportionality that emerges?
22. How are cohort peer comparisons made? How is the data kept up to date and monitored for accuracy? Do all personnel have access to this? How is access to the disaggregated core data facilitated for cohort peer comparisons?
23. If your system does not address one or more of the above questions, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

Second Individual Student Case Study:

1. Complete the Resiliency Checklist (RC) on your individual student. With older students you can do these through interview and observation. With younger students you will need to use school data and observation.
2. Complete the Acculturation Quick Screen (AQS) on your individual student. With older students you can do these through interview and observation. With younger students you will need to use school data and observation.

3. What are the instructional implications of the RC and AQS screening results for your student?
4. What instructional modifications do you think are necessary?
5. What needs to happen in your school for an improved program for your student based on the information from the RC and AQS?
6. Attach copies of the data forms as PDF

=====
Third System Case Study Consider the questions under each category as you compile information about your case study. You do not have to answer each and every question, but consider the implications of the question.

Organization or Higher Education

1. What happens when a diverse learner is thought to have a special need or exceptionality of some sort? Think about students from linguistically and culturally diverse backgrounds who exhibit a behavior or learning difficulty outside of your colleagues' or your system's expectations.
2. What happens when a student who is learning English as an additional language has learning or behavior problems of some sort? How are their diverse language/culture/adaptation needs identified and addressed?
3. Who is responsible for providing the student with accommodations or modifications in instruction that assist the student in participating meaningfully in the course of instruction?
4. What types of personnel (licensure, training, etc.) are available to work with students who are learning English but display learning and behavior problems?
5. What policies and procedures are in place to separate difference and disability issues among your ESL students?
6. What tests or other forms of assessment are used in these circumstances? Who monitors the validity and reliability of these assessments with particular populations of ESL students?
7. To what extent are records and documentation kept about learning or behavior issues among ESL students? Who is responsible to keep these documents current and accurate?
8. What accommodations for special needs are allowed within college level and degree track courses? How is faculty working with these diverse learners instructed in the use or facilitation of these accommodations?
9. Who is responsible for informing other students in the course about what is going on when special accommodations are used by students with learning or behavior problems?
10. If your system does not address one or more of the above questions, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

K-12 Education Systems

1. What happens if the learning and behavior problems of the diverse learner cannot be resolved within existing problem solving services?
2. How does the system respond when a diverse background student is formally referred to a full and individualized evaluation for their unresolved learning or behavior problem?

3. Who decides that there are unresolved learning and behavior problems? How is this done and what happens when it is determined the presenting problems cannot be effectively addressed within the general curriculum even with instructional interventions?
4. What documentation is used to certify that this particular student has received appropriate and adequate prior instruction which addressed his/her language and acculturation needs? Who determines this and maintains the documentation?
5. Who receives the formal referral for the full individualized evaluation? Who organizes and initiates the evaluation process?
6. Who is involved in the formal evaluation? What procedures do they follow to ensure the evaluation is comprehensive and appropriately targeted? How do they verify appropriateness of their evaluation procedures and instruments of evaluation?
7. How is “atypical” performance determined for CLD students? To whom is the CLD student being compared? What data is used for the peer comparison? How are cohort peer data accessed and maintained?
8. To what extent are parents involved? How are parents and family involved in the evaluation process?
9. What procedures are used to identify necessary modifications to assessment and evaluation procedures used with this particular student? What are the guidelines available to evaluation and assessment personnel regarding appropriate accommodations for test modification for diverse learners? What are the acceptable accommodations for assessment and evaluation of CLD students within your district?
10. What is the procedure for determining a disability exists in specific categorical areas? What are the guidelines provided to evaluation and assessment personnel regarding criteria for determining eligibility of CLD students?
11. What documentation is used to certify that any identified disability is not due to the student’s culture, language, experience, or to his/her level of acculturation?
12. If a culturally and linguistically diverse student is found to have a specific disabling condition, what documentation is used to identify the student’s continuing language and acculturation needs in the context of his/her disability?
13. If your system does not address one or more of the above questions, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

Third Individual Student Case Study

1. Complete a Sociocultural Checklist (SC) on your student. What are the implications of this for your student within the service options at your school?
 2. What should the RTI, problem solving intervention process look like for your student given his;/her SC profile results?
 3. Briefly identify specific objectives and interventions that should be made part of your student’s instructional plan based upon the presenting concerns and the results of screening and monitoring. How are these integrated into your existing RTI, problem solving, intervention process?
 4. Provide a rationale for your choice of goals and interventions, based upon your screening results.
 5. If you have implemented such intense instructional interventions, briefly describe your process for selecting interventions and the results of the interventions.
-

Fourth System Case Study Consider the questions under each category as you compile information about your case study. You do not have to answer each and every question, but consider the implications of the question.

Organization or Higher Education

1. Find out how your college or organization integrates language learning, language transition, services for students with special needs, and other services for students with diverse learning needs. Write about this process in light of what you have learned so far about cross-cultural assessment and instruction issues. Think about EAL students from linguistically and culturally diverse backgrounds who have exceptional learning needs of some sort.
2. Is the system effectively addressing proportionality and equity of service issues?
3. What is in place for continued professional development and action among all students and faculty members regarding EAL students who have exceptional needs?
4. Is the system able to maintain quality programs for culturally and linguistically diverse (CLD) and culturally and linguistically diverse exceptional (CLDE) students?
5. If your system does not address one or more of the above questions, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

K-12 Education Systems

1. When a diverse background student is identified as eligible for an individualized education plan or specially designed individualized instruction, how does the system respond to their constellation of needs? What is the system response when a referred and evaluated student from a diverse background is not eligible for special education? How are their diverse learning and behavior needs addressed?
2. What documentation is used to delineate a comprehensive service plan for all the student's learning needs? Does the individualized education plan have sections for each of the student's instructional needs, i.e. accommodations for specific disability, language acquisition assistance, facilitation with acculturation, etc.?
3. Who is involved in developing the individualized education plan for CLD students? Who is present that is certificated in working with culturally and linguistically diverse learners?
4. How are integrated IEPs written for dual identified students?
5. What criteria are used to identify that the team developing the individualized education plan are "highly qualified" in the instruction of limited English students with special needs?
6. What process is used to identify appropriate language and acculturation interventions for a CLD student in the context of the services they will receive for their disability condition?
7. What process is followed for determining the appropriate intersection of language assistance and special education services? Who is responsible for designing the objectives and instructional elements of these intersecting services?
8. How are those responsible for implementing each element of the individualized education plan selected? Who is responsible for ensuring that all involved know the objectives, the shared responsibilities and the intersections that may occur?

9. Who monitors the effectiveness of both the language and the special needs interventions and services? Are there guidelines for all personnel about how to monitor appropriate language acquisition in English for special education students who are limited English proficient?
10. What documentation is used to monitor the effectiveness of the language and acculturation interventions used for students with disabilities?
11. What are the criteria used to establish that the CLD student with disabilities (CLDE) is making appropriate and sufficient progress toward his/her language learning goals?
12. Does your district have an approved plan for addressing CLDE identification? What are your plans for developing an identification and service plan that is in compliance with state and federal guidelines?
13. What documentation is used to monitor the effectiveness of the language and acculturation interventions used for culturally and linguistically diverse students with learning and behavior problems?
14. Who is responsible for monitoring teacher satisfaction and confidence in accessing services for their CLD and CLDE students? What is the plan for making program modification if needed?
15. To what extent do all education professionals and school staff understand language development and what to expect while CLD and CLDE students experience language transition and acculturation? How are educators prepared, reinforced and sustained in their ability to work effectively with CLD and CLDE students?
16. To what extent do the parents of CLD and CLDE students understand language development and what to expect while the students experience language transition and acculturation? How are parents informed and supported in their and their children's transition and acculturation?
17. To what extent do educators have access to resource personnel, peer coaches or master teachers with special skill and knowledge about working effectively with CLD and CLDE students with learning and behavior problems? How is this access monitored and maintained?
18. How do education personnel find out what intervention or alternative programs are available for CLD and CLDE students who are not making appropriate and sufficient progress? To what extent are educators familiar with the exit and entry criteria?
19. What is the rate of re-referral in your district? What documentation is kept regarding rates of re-referral for previously non-placed diverse learners? What is your plan for addressing any disproportionality that emerges?
20. To what extent are CLD and Special Ed trends being scrutinized? What is the rate of categorical placement in your district? What documentation is kept regarding rates of placement by language proficiency, acculturation level and ethnicity by special education category?
21. What is your current process for addressing proportionality and equity issues in CLD services and special education services for CLDE students?
22. If your system does not address one or more of the above questions, comment why this may be so and how this might be changed or modified to better provide services to diverse learners.

Fourth Individual Student Case Study

1. Describe how your student's language transition & rate/level of acculturation needs will be accommodated within the special education plan.
 2. Who will be responsible for providing which services to your dual identified student?
 3. Give some examples of IEP goals for your dual identified EAL student.
 4. If you have concluded that your CLD EAL student does not need special education, describe how his/her language transition & rate/level of acculturation needs will be accommodated within the general curriculum.
 5. How can your program maintain and sustain services for dual labeled diverse learners?
-

When writing up your full Case Study, do not just repeat your four website entries. Be sure to provide an introduction, transitions between sections, and a conclusion. Weave your website entries into a smooth coherent narrative of your case and its implications for teachers, students and programs in your educational setting. The Full Case Study should be about 6 pages long.

Outline for Full System Case Study

- I. Description of your system
 - a. Name, location, demographics, special circumstances
 - b. Mission, organizational expectations, rationale
 - c. Your place within the system and your rationale for your case study
- II. Services Available
 - a. Range of services offered, broad description of target populations or issues.
 - b. Definitions, criteria for receiving services
 - i. Culturally and linguistically diverse.
 - ii. Disabled, exceptional, other special needs.
 - iii. Other populations
 - c. In K-12 systems, who is responsible and when/how/where do identifications and service eligibility occur.
 - d. In K-12 systems, what training do those responsible receive or are expected to have to provide these identifications?
 - e. Ways your system addresses and facilitates resiliency among your diverse populations.
- III. Policies and Procedures
 - a. Assessment and evaluation requirements for diverse learners and possible exceptionality.
 - b. Referral and placement requirements and/or procedures when exceptionality suspected.
 - c. Differentiation and intervention for struggling students whether or not they have exceptional issues.
- IV. Instructional Intervention
 - a. Models for addressing learning and behavior differences used in your system.
 - b. Process for selecting and monitoring the effectiveness of instruction and intervention in your system.
 - c. Responsibility for deciding, implementing, and monitoring effectiveness of instructional interventions.
 - d. Documentation requirements and structures.
- V. Assessment and Evaluation
 - a. Criteria for deciding the EAL student has a learning and behavior problem beyond language.
 - b. Process for deciding response to instructional intervention is unresolvable and full assessment is necessary.

- c. Documentation and monitoring requirements and procedures.
 - d. Procedures used to identify and implement necessary modifications to assessment and evaluation procedures
 - e. Documentation used to certify that any identified disability is not due to the student's culture, language, experience, or to his/her level of acculturation.
 - f. If a culturally and linguistically diverse student is found to have a specific disabling condition, documentation used to identify the student's continuing language and acculturation needs in the context of his/her disability.
- VI. Integrated Services
- a. Description of how your system integrates language learning, language transition, services for students with special needs, and other services for students with diverse learning needs.
 - b. For K-12 systems, discuss the development of integrated IEPs for dual identified students.
 - c. Describe the process used to identify appropriate language and acculturation interventions for a CLD student in the context of the services they will receive for their disability condition.
 - d. For K-12 systems, what are the criteria used to establish that the CLD student with disabilities (CLDE) is making appropriate and sufficient progress toward his/her language learning goals?
- VII. Conclusion
- a. Discuss how effective you think your system is in addressing proportionality and equity of service issues.
 - b. Describe what your system is doing to improve and sustain effective services for CLD and CLDE students
 - c. Sum up your own plans for assisting in this effort.

Outline for Full Individual Student Case Study

- I. Introduction
 - a. Age, history, prior education and home background of your student.
 - b. Languages spoken, entry level English proficiency tests, learning history etc.
 - c. Your concerns about your student.
- II. Language Services
 - a. Complete or locate a copy of the student's Home Language Survey.
 - b. Describe the types or modes of instruction your student needs based on his/her home language survey.
 - c. Complete or locate a copy of the student's language proficiency test(s).
 - d. Describe the types or modes of instruction your student needs based on his/her home language proficiency and English language proficiency.
 - e. Describe the range of language services offered within your instructional setting that this student has access to or may need access to.
- III. Special Education Services
 - a. Describe the special education services are offered in your instructional setting that this student may have access to.
 - b. Describe the range of categories of special need provided for within your instructional organization.
- IV. Initial Data Gathering
 - a. Complete the Resiliency Checklist on your individual student.
 - b. Describe the types or modes of instruction your student would benefit from based on his/her Resiliency Checklist.
 - c. Complete the Acculturation Quick Screen on your individual student.

- d. Describe the types or modes of instruction your student would benefit from based on his/her Acculturation Quick Screen.
 - e. Describe instructional modifications you think would be beneficial for your student based upon the data you have gathered about language, resiliency and acculturation.
- V. Instructional Intervention
- a. Complete the Sociocultural Checklist on your individual student.
 - b. Describe what the RTI, problem solving intervention process should look like for your student given his;/her Sociocultural profile results.
 - c. Briefly identify specific interventions that should be made part of your student's instructional plan based upon the presenting concerns and the results of screening and monitoring.
 - d. Describe how these should be integrated into your existing RTI, problem solving, intervention process
 - e. Provide a rationale for your choice of interventions, based upon your screening results.
 - f. If you have implemented such intense instructional interventions, briefly describe your process for selecting interventions and the results of the interventions.
- VI. Evaluation and Assessment
- a. If your student has been or is being referred for a full individualized evaluation, describe how the process will accommodate his/her language and acculturation issues.
- VII. Integrated Services
- a. If your student qualified for an IEP, describe how your student's language transition & rate/level of acculturation needs will be accommodated within the special education plan.
 - b. Discuss who will be responsible for providing which services to your dual identified student.
 - c. Give some examples of IEP goals for your dual identified EAL student.
 - d. If you have concluded that your EAL student does not need special education, describe how his/her language transition & rate/level of acculturation needs will be accommodated within the general curriculum.
 - e. Describe how your school and your program maintain and sustain dual services for diverse learners.
- VIII. Conclusion
- a. Discuss how effective you think your school has been in serving your individual student of concern.
 - b. Describe what your plans are for this individual student going forward.
 - c. Sum up your own thoughts about this student and his/her options going forward.

Course Timeline

Date	Goals/Objectives	Readings, Activities, Assignments
<p>Week 1 Begins July 4</p>	<p>The Goal of this lesson is to introduce special education issues as they relate to EAL students.</p> <ol style="list-style-type: none"> 1. You will interact with other students online. 2. You will work the kinks out of how to do the online portion of this class. 3. You will learn about building a foundation for diverse learners with problems in school. 4. You will learn about enculturation, resiliency, and disabilities in relation to our diverse student population. 5. You will begin gathering information for your own case study. 	<ul style="list-style-type: none"> • Read Reading Set #1 • Write paragraphs about one key thing you learned about <u>enculturation, resiliency</u> and our diverse learners and post on the discussion board. • Write a paragraph about one key thing you learned about <u>acculturation</u>. • Write responses to another student under Enculturation & Resiliency. • Write responses to another student under Acculturation. • Make an entry under Case Study Activity#1.
<p>Week 2 July 11</p>	<p>The Goal of this lesson is to introduce instructional intervention and differentiation issues as they relate to EAL students.</p> <ol style="list-style-type: none"> 1. You will learn about instructional intervention and progress monitoring. 2. You will learn about acculturation. 3. You will learn about instructional intervention for EAL students. 4. You will learn about instructional intervention strategies. 	<ul style="list-style-type: none"> • Read Reading Set #2 • Read at least two of the articles about Attention Deficit Disorder, Learning Disability, or Executive Function Disorder. • Write a paragraph about one key thing you learned about <u>disabilities</u> and diverse learners and post on the discussion board. • Write a paragraph about <u>instructional intervention</u> and differentiated instruction for diverse learners on the discussion board. • Write responses to another student under Disabilities.. • Write responses to another student under Instructional Intervention. • Make an entry under Case Study Activity#2.

<p>Week 3 July 18</p>	<p>The Goal of this lesson is to expand the discussion on instructional intervention and decision making as they relate to EAL students with learning and behavior problems.</p> <ol style="list-style-type: none"> 1. You will learn about decision making to refer to special services. 2. You will learn about evaluation of culturally and linguistically diverse learners. 	<ul style="list-style-type: none"> • Read Reading Set #3 • Scan through the description of interventions in the Intervention Alphabet. • Write a paragraph about one key thing you learned about <u>making a decision</u> based upon what happens during intensive intervention and assessing diverse learners. • Write responses to another student under decision making and assessment. • Make an entry under Case Study Activity#3.
<p>Week 4 July 25</p> <p>Ends August 1 2016</p>	<p>The Goal of this lesson is to deepen your understanding of integrating services for culturally and linguistically diverse learners with learning and behavior problems.</p> <ol style="list-style-type: none"> 1. You will learn about diverse service models. 2. You will consider what a special needs learning plan or an integrated individualized education plan look like for an EAL student with special learning needs. 3. You will consider how instructional programs for EAL students should address unique learning needs. 	<ol style="list-style-type: none"> 4. Read Reading Set #4 5. Complete the Key Learning activity on <u>integrated services</u> and for implementing integrated services. 6. Write responses to another student under integrating EAL and Special Education services. 7. Make an entry under Case Study Activity#4 8. Compose a complete Case Study and post it under Full Case Study. 9. Write a one page Reflection on what you have learned and how you will use this information. Email this to me at catherine@crosscultured.com.

Grading

Assignment	Possible Score
KL: Enculturation, resiliency	15
KL: Acculturation	15
KL: Disabilities	15
Case Study #1	15
KL: Instructional Intervention	15
Case Study #2	15
KL: Decision making	15
Case Study #3	15
Case Study #4	15
KL: Integrated Services	15
Full Case Study	20
Participation	15
Reflection	15
Total	200

Pass/Fail Criteria:

You will receive a Pass grade in this class if you complete at least 80% of the Key Learning, case study, responses to other students, and receive at least 180 points.

A Note from TESOL Office about Copyright

Participants may use course materials to which TESOL holds the copyright for limited classroom or personal use as long as they do not charge a fee for the materials. For example, reproduction of a limited number of copies for noncommercial teaching, scholarship, or research purposes, is considered “fair use.” On all copied materials, please prominently display the following notice: “The copyright holder for this work is TESOL International Association. It may be used for noncommercial educational or research purposes only. The user may not sell or distribute additional copies in any format without written permission from TESOL