Seven Steps for Separating Difference and Disability

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What’s Up, Doc?

- Introductions: name, function, most pressing question to ask Dr. Collier & why.
- Write down question.
- Pass forward.
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Disproportionality WA

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Disproportionality MA

- Communication: 18.40%
- Intellectual: 7.30%
- Autism: 5.20%
- ELL: 23.20%
- EP: 15.70%
- Autism: 1.80%

Definitions

Culture
The concept of things that particular people use as models of perceiving, relating, and interpreting their environment.

Learning Disability
Difficulty in perceiving and manipulating patterns in the environment, whether patterns of sounds, symbols, numbers, or behaviors.

Cognition
The process by which individuals perceive, relate to, and interpret their environment.

Common Side-Effects Of the Acculturation Process

- Heightened Anxiety
- Confusion in Locus of Control
- Withdrawal
- Silence/unresponsiveness
- Response Fatigue
- Code-switching
- Distractibility
- Resistance to Change
- Disorientation
- Stress Related Behaviors

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The Intensity of Culture
Shock is Cyclical

Anticipation Phase
Spectator Phase
Increasing Participation Phase
Shock Phase
Adaptation Phase
Anticipation Phase
Spectator Phase
Increasing Participation Phase
Shock Phase
Adaptation Phase

Highly Engaged Level
Moderately Engaged Level
Normal Intensity of Emotions
Moderately Depressed Level
Greatly Depressed Level

BUT...Application to SDD?

Cultural Competence
• Mindfulness
• Emotional resilience
• Flexibility
• Make accurate predictions and explanations
• Create "third space"
• Manage intercultural conflict

Fluid Tiered Instructional Models
• Guarantees access to core curriculum for ALL students
• Includes differentiation at all levels
• Systematic, explicit intervention for specific conceptual & skill needs
• Regular problem solving with progress monitoring
• Includes intense, targeted intervention focused on essential skills to access core curriculum.

RTI & RTII

Tier 3
Tier 2
Tier 1
Problem Solving with Progress Monitoring

1. Identify Problem
   - How much? What do we do now?
   - How much should we be making?

2. Set goals
   - What will be done to resolve the problem?
   - By how much should the student grow?

3. Brainstorm interventions
   - What will the intervention look like?

4. Plan intervention setting
   - How & when will the intervention take place?

5. Implement intervention
   - What will be done?

6. Monitor response to intervention
   - Is there a discrepancy between current & expected performance?
   - How much & by how much?

7. Analyze response patterns
   - By how much should the student grow?
   - Did it work? What do we do next?

PRISIM: Pyramid of Resilience, Instruction, Strategies, Intervention & Monitoring

Learning created with building blocks for success

Is RTI the answer to disproportionate representation of ELL?

Only if approaches are culturally and linguistically responsive and address both system and student issues.
RTI is more than reading!

7 Steps for Separating Difference & Disability

• Step 1 Building & Sustaining a Foundation for Learning
• Step 2 Establishing & Supporting Resiliency
• Step 3 Instructional Intervention & Differentiated Instruction
• Step 4 Intensive Intervention with Progress Monitoring
• Step 5 Resolution or Referral
• Step 6 Integrated Services & Cross-cultural IEPs
• Step 7 Maintaining Staff & Programs Serving CLDE

PRISIM Step 1: Building & Sustaining a Foundation for Learning

Systems & policies promote and sustain:
• Access to safety, food, clothing, & shelter
• Quality preparation of effective education professionals & support staff
• Adequacy of school facilities & resources
• Consistent use of culturally & linguistically responsive, evidence-based practices
• Supportive responsive relationships
• Other effective practices & procedures

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### Culturally Responsive Content Guidelines

- Materials must be authentic, relevant, compatible, and neutral in content. Some guidelines for content include:
  - Concentrate on the contemporary, rather than historical
  - Focus on the groups nearest (most dominant) the school first.
  - Deal with real life, controversial issues
  - Concentrate on the processes of life, not just the products
  - Validate using community “experts”

### PRISIM Step 2: Establishing & Supporting Resiliency + Differentiated Instruction

- Building Literacy foundation
- Facilitating Readiness Skills
- Sustaining Oral Proficiency L1
- Bilingual
- TPR

### Five Standards for Effective Instruction

- Joint Productive Activity
- Language & Literacy Development
- Contextualize to Make Meaning
- Challenging Activities
- Instructional Conversation
Why do they do that?

Error in English Possessive forms
- No marker for possessive forms: "my friend’s house"
  "house my friend"
- Avoid use of ‘s to describe possession: "my sister’s children"
  "the children of my sister"

Non English language
- Khmer, Vietnamese
  A noun’s owner comes after the object
- Navajo, Apache
  Only specific things can be "possessed" or "owned"
- Hmong, Spanish, Tagalog
  Use of a prepositional phrase to express possession reflects a more common structure

Strategy Fitness!

Example Strategies For Building & Facilitating Resiliency

- Resiliency
  - Active processing
  - Advanced organizers
  - Belonging activities
  - Mediated stimuli
  - Scaffolding
  - Sorting

- Language Strengths
  - Home language
    - Bilingual peers
    - Bilingual aide
    - Language games
  - Schooled language
    - Bilingual texts
  - English
    - Cognitive vocabulary games
    - Wordless picture books
What We Recommend For Step 2

1. Identify student’s home language proficiency & use to support academic interventions.
2. Measure student’s level of acculturation to school and use to implement appropriate instruction & intervention.
3. Measure the student’s ‘classroom language’ in all communication modes & use to design appropriate instruction & intervention.
4. Develop a resiliency & cognitive learning profile useful in implementing effective instruction & intervention.
5. Implement strength based instruction & language support.

PRISIM Step 3: Instructional Intervention & More Differentiated Instruction

GOAL SETTING
S - Specific
M - Measurable
A - Attainable
R - Relevant
T - Time-bound

SMARTER, Too!
Example Strategies For Expanding Differentiation & Beginning Intervention

- **Phonological differences**
  - “bitch” vs “beach”
  - Points of articulation

- **Cognitive Learning**
  - Active processing
  - Advanced organizers
  - Visualization
  - Coping
  - Wordless picture books
  - Leveled readers
  - Scaffolding

- **Level/Rate of Acculturation**
  - AQS 8-14 = TPR, modeling, L1 support, demonstrations
  - AQS 15-22 = context embedding, L1 scaffolding, guided practice
  - AQS 23-29 = advanced organizers, role-playing, leveled readers
  - AQS 30-36 = active processing, analogies, expansions, TQLR
  - AQS 37-43 = evaluation, rehearsal, self-monitoring, choices
  - AQS 44-48 = cognitive learning strategies, cross-cultural competence, bilingual strategies

What we recommend for Step 3

1. Implement specific strength & need based interventions that facilitate learning.
4. Monitor student’s level & rate of acculturation to school & the effectiveness of instruction & intervention to facilitate.
5. Monitor the student’s ‘classroom language’ in all communication modes & the appropriateness of instruction & intervention to expand.

PRISIM Step 4: Intensive Intervention with Progress Monitoring

- 3D pie charts
- Stepped progress
- Miscue analysis

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Prioritization of RTI

<table>
<thead>
<tr>
<th>Sociocultural Area</th>
<th>Order of Concern</th>
<th>Intervention Selected</th>
<th>Duration of Intervention</th>
<th>Outcomes of Intervention</th>
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</thead>
<tbody>
<tr>
<td>Acculturation</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Learning</td>
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<td></td>
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<tr>
<td>Culture &amp; Language</td>
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<tr>
<td>Experiential</td>
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<tr>
<td>Developmental</td>
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Models of Progress Monitoring

- RTI Standard Protocol
- RTI Continuous
- Response to Instruction and Intervention
- Problem Solving with Progress Monitoring
Example Strategies For Intensified Intervention

- Miscue analysis
- Dynamic Assessment
  - Reading
  - Phonics
  - Math
  - Retention
  - Control
- Behavior
  - Planned ignoring
  - Proximics
  - Self monitoring

What we recommend for Step 4

1. Determine if the rate & level of acculturation to school is normal & analyze pattern of response to intervention & instruction.
2. Determine if language gains are normal & analyze pattern of language acquisition.
3. Determine if student response to interventions & modification patterns resolve problems & are sustainable.
4. Implement & monitor short cycle tightly focused “unanswered” needs based intervention.
5. Monitor the response & effectiveness of intervention.

PRISIM Step 5: Resolution or Referral
First Things First

• There is no such thing as a nonbiased test.
• Assessment is more than testing.
• Prevention is better than failure.
• Measure progress, not ‘achievement.’

Indicators that validate the need for SPED evaluation

• Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this lack is noticed by the parents.
• English language development that appears to be significantly different than that of peers who are also learning English as a additional language.
• Documentation that student’s acquisition of English is within normal range for his peer group, age, culture/language population, length of time in ESL, etc. but there are specific learning and/or behavior problems unrelated to culture shock or language transition.
• Specific sensory, neurological, organic, motor, or other conditions that impact learning and behavior when having reliable documentation that culture shock or language transition contributes but is not the determining factor for the learning and behavior problems.
• Student is demonstrating limited phrasing and vocabulary in both languages indicating that she has not acquired morphologic structures by the appropriate age. Again, both languages may be marked by a short length of utterance
• Student’s response to specific structured interventions addressing his presenting problem is documented to be more than 40% below ELL/CLD peers within individualized instructional intervention.

Prior to Formal Evaluation

1. Screen standardized instruments for cultural and linguistic bias.
2. Review administration options for accommodation of language and culture issues.
3. Document how you have accounted for linguistic and cultural differences, and in regard to procedures and instrument selection.
What we recommend for Step 5

After a formal referral:
1. Crosscultural evaluation based upon the outcomes of the instructional intervention
2. Test Evaluation Checklist
3. CrossCultural Administration of Standardized Tests

If the student is eligible for SE & ESL services:
1. Integrated plan of services.
2. Cross-cultural IEP.
3. Continued language and acculturation support.

If the student is not eligible for SE services:
1. Integrated plan of services within the general education program.
2. Continued language and acculturation support.

PRISIM Step 6: Integrated Services & Cross-cultural IEPs

IEP Development for EL Students

IEP must include:
- Specific interventions which address special education needs,
- Specific language acquisition interventions which address the EL student’s L2 goals within context of his/her special education needs,
- Identification of service providers responsible for implementing and monitoring the integration of these services, and
- The time limits and scheduled specific re-evaluation formats, dates, and meetings.

§300.324(a)(2)(ii)

With respect to a child with limited English proficiency, the IEP team shall consider the language needs of the child as those needs relate to the child’s IEP, when:
- the team develops the child’s IEP; and
- the team conducts a meeting to review and, if appropriate, revise the child’s IEP.

In considering the child’s language needs (as they relate to the child’s IEP), if the IEP team determines that the child needs a particular device or service ... the IEP team must include a statement to that effect in the child’s IEP.

For a LEP child with a disability, the IEP must address whether the special education and related services that the child needs will be provided in a language other than English.
IEP Development for EL Students

Team members must include:
1. Parents
2. Regular Educ teacher of student
3. Special Educ teacher of student
4. Agency representative w/ specific qualifications
5. A person who can interpret the instructional implications of evaluation results
6. At discretion of parent/agency, individuals who have knowledge or special expertise regarding the student

From the Director of OSEP/OSERS
“Certainly, it would be a best practice to include the participation of an ELL teacher in the development of the IEP of a child who is LEP…”

Including Diverse Issues on the IEP

- A. Does the student have behavior, which impedes his/her learning or the learning of others? Yes No
- If yes, consider, if appropriate, strategies including positive behavioral interventions, strategies, and supports to address that behavior.
- Check here if a behavior management plan is developed and attached.
- B. Does the student have limited English proficiency? Yes No
- If yes, consider the language needs as related to the IEP and describe below.

Integrated Services

<table>
<thead>
<tr>
<th>Needs total assistance</th>
<th>Pull out for targeted assistance</th>
<th>Needs a great deal of assistance</th>
<th>Push in for targeted assistance</th>
<th>Has a moderate level of needs</th>
<th>In class targeted assistance</th>
<th>Has a moderate but specific need, the specific need to be addressed</th>
<th>Needs minimal assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preproduction</td>
<td></td>
<td>Early Production</td>
<td>Speech Emergence</td>
<td>Intermediate Fluency</td>
<td>Intermediate Advanced Fluency</td>
<td>Advanced Fluency</td>
<td></td>
</tr>
</tbody>
</table>
PRISIM Step 7: Maintaining Staff & Programs Serving CLDE & Families

Need Transdisciplinary Framework

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Five Things that Work in RTI for ELL

1. Adequate Professional Knowledge
2. Effective Instruction
3. Valid Assessments & Interventions
4. Collaboration Between District Departments
5. Clear Policies

Best Practice

Educators
1. Remain informed
2. Use differentiation
3. Facilitate resiliency
4. Initiate communication
5. Monitor adaptation & response
6. Facilitate interaction!

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