

Please standby for realtime captioned text.

Hello, everyone. I want to welcome everyone coming today. We will be getting started in about eight minutes.

We will be getting started in just a few moments. We would like to review a few technical details about today at cult event. At this point I will put everyone on mute so that it is a more quiet. We trust that you have had success logging into the technology. If you encounter any technical difficulties, we ask that you contact the Technical support staff at 866-493-2825. That has also been posted in the window for your convenience. We will have a question and answer time throughout the presentation and at the end. Build free to use the question and answer throughout the presentation to put in any questions you have. It is located in the bottom right-hand corner of your screen. Place the cursor in the thin box, type your question and press ask. One of the presenters will respond as quickly as possible and will post an answer to the group. If your question is not answered during the webinar, we will e-mail you a response after. No names will appear in the question box. If you prefer that your question be answered privately, please specify in the text box. We will have this captioned and lifetime who is joining us today. A special box pops up on your screen when you first entered the session. That is where you can answer the captioning transcript. You were asked to enter your name and organization so the captioner will have that information. We encourage you to resize it to a size that suits your needs. You can move it to a more convenient location by clicking on the top of the box and dragging it. If you do not want to see the captioning, close out the window and it will close from your view. If you have disabled indemnified to restore it, click on the view, then Paine's then show custom panel. Finally, a note about the audio portion. We will be recording the event so that it can be on line later for those that missed it. In order to produce the best quality recording, we have put the lines on mute to avoid background noise. We will ask you to speak verbally at the end to ask questions and will give you directions on how to do so which will be in the question and answer box. At this time we will begin the recording.

Good afternoon. My name is Monia, and on behalf of the Access Center, I am pleased to welcome you to the English language learners in special education: Disproportionality and other related issues. Our center which focuses on access to the general education curriculum for grades k-8 is funded by the U.S. Department of Education. The five-year cooperative agreement, with the office of special education programs is coming to an end this month. Today will be the last Access Center webinar. Although our project is coming to an end, our website will remain in place. Visit our website to access the many useful resources available from the access Center, including all previously held webinars. We are pleased that you could join us today and hope you will find this online learning opportunity to be relevant to your work. We are fortunate to have Dr. Beverley Argus-Calvo and Dr. Laurie Grupp presenting today. Dr. Beverley Argus-Calvo is an associate professor for the diet and 10 diagnostician program, psychology and special services at the University of Texas at El Paso. Her professional interests revolve around the area as of assessment of culturally and linguistically diverse students and working with families and children with special needs along the United States and Mexico border. Dr. Laurie is an associate professor at Providence College as well as the director of the College Center for teaching excellence. Her primary research interest is centered on children from a diverse, cultural and linguistic backgrounds with an emphasis on those that might be identified for special education. Today's webinar will focus on addressing the issue of disproportionate representation of English language learners in special

education. The importance of preparing teachers to be culturally responsive and will identify best practices for ELL. They all will be emphasized in this session. Opportunities for interaction will be incorporated throughout the webinar. At this point, it is my pleasure to turn things over to our presenters.

Beverley and Laurie, at any time you are ready to begin, please press *7 to take your lives off of the mute.

Welcome, and every one.

This is Beverley Calvo. Welcome.

Would like to get started by getting to know a little bit about all of you. Beverley, if you want to click the button, we will get to our first poll and get a sense of who is in our audience. Do we all know how to about?

Here we go.

It looks like someone change their mind.

Just give it a few more seconds to make sure that we get everyone involved.

It looks like six people have responded. Hopefully, a few more can chime in. Okay, should we close the door?

Okay. Sounds good. We will show the poll results so you know who we are and what we are doing. Can you see the results?

Did you close it, and Beverley?

I think I did.

It looks like it is going now. And our results show us that we have three speech language pathologists, a school and minister, two School Psychologists and one special education teacher. Welcome. I would like to begin by, first of all, apologizing. This is our first time doing this. If we seem unrehearsed, it is because we are. Beverley and I have known each other for a long time. We have done presentations are around this topic before. We are really excited to share what we have learned with all of you. We are anxious to answer your questions so that we can focus our discussion around things that you are most interested in.

Can you hear me?

I am sorry not to interrupt. I have several people in my office. We were given the wrong meeting. We cannot see anything.

Anna, are you there?

I am going to give you a phone number to call for technical support. That number is 1-866-493-2825. That number should be able to help you figure out. We were told in the wrong meeting ID. We just need your meeting ID.

It is 1W as webinar with a capital of U.

Just the number one with webinar with a capital thebly?

That is correct.

Thank you.

Okay. Now, you can see the slide regarding our housekeeping. If you have any questions, you can enter those as we go along. We will be looking at the questions and will either have answered them within this discussion area or wait until the end for some of the questions. Let's get started and it started with a day by. Beverley-what does it mean? What does it mean? Why are we revisiting the same issue over and over again. How is the current reform movement impacting student outcomes? My feeling is that there is a lot of anxiety among people. How do we address this issue of disproportionate representation given the legal impact of laws like the child left behind and IDEA? We intend to discuss those in this discussion. This proportionality, according to the law, state laws work to prevent the inappropriate over identification where disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment. That is the wording in the law. Just from my own personal experience, I know that in Rhode Island, as a result of this wording in the law, a committee was formed at the state level of Education level to address the issue of disproportionality. The requirements for reporting and coming up with strategies to deal with disproportionality have become more strict. Beverley, I am not sure if you have anything to say about that as well.

We have that problem here. Living on the it U.S./mexico border where we have about 80% of the students in our schools are Hispanic, we are facing issues of over representation in special education programs. School districts really have to be careful. We do a lot of training with our teachers. Second language learning issues really impact the whole assessment process.

Here in Rhode Island, we have a very diverse population in some of our more urban areas. Within those areas, although Portuguese and Spanish are the most often spoken languages by students, even in schools where there is a dominant language such as Portuguese and Spanish, there are up to 49 languages represented. Then, the question becomes, how do we work with all those children that speak other languages? How do we appropriately identify them for special education? Disproportionality, I think it is important to note and will come up in a subsequent slide that it deals with over representation and under representation. We might have students that speak a second language. Because people think it is a language issue, the child does not get referred for special education, when they have, in fact, a disability. Let's go to the next slide and talk about English language Learners. English language learners have a long history of inappropriate educational placement. Most notable is the Miss Identification, over or under, of ELLs as having learning disabilities, mental retardation, speech language impairment, and/or behavior disorders/emotional disturbance. Those are a lot of categories but they get qualified under that range of categories. With new-not necessarily new, but disability categories that are on the rise, such as autism, we have to look at those categories more closely. It year in Rhode Island, the question about autism with ELLs is the question of under identification. The predominant identification among white male student, Beverley, I do not know if you have seen it in something similar.

At this time I do not know about that particular case. Our issue here is that we have an under representation in our gifted programs, even though Texas does not identify gifted students under the Special Education Programs. We still see

the over representation in our gifted programs of white students, and not necessarily Hispanic students that represent the population.

I think as as I mentioned autism, the number of students diagnosed with bipolar disorder, these are disability categories or disorders that are being diagnosed more freely. What does that mean for our students from diverse backgrounds? We need to pay attention to other areas as well. So, Beverley, do you want to address this slide?

These are some key points that have come out from some of the findings from the Center for Education Policy. We can all read different points of a few on the child left behind. There are some positive effects we are trying to raise the achievement levels. There is a question to whether these achievement levels are minimal achievements, or are really looking for optimal opportunities for students? We are being accountable. That is putting a lot of our teachers on the spot. We need to be very careful and more and precise on how they are measuring student progress. It doesn't provide for some help in the schools, especially to help the students that might need the extra intervention and do not need special education services. While we talk about the quality of student class-excuse me, of the teachers, but we discuss a lot around here is passing a state test. Does it make a teacher highly qualified? One of the things that we are finding here in El Paso is that many of our students are English language Lerner, specifically Spanish, that the special education teachers are not qualified to work with them. They also need the language services that they are not qualified to provide. That is an issue that we are working with here. Some of the negative effects of No Child Left Behind is that there are many issues that the special ed students are facing, especially the ones that needed the extra support and might not be getting at. We are not getting any extra support financially to help our school districts. We have several schools in this area that do not have the financial support to provide the services that No Child Left Behind requires. That goes with the funding. The stress and the poor morale in our schools are very evident. I do not know if you are finding the same things. That is what we are finding here.

I think that the stress and poor morale relates to the next slide really impacts the students as well and at the special education teachers that noted the philosophical content that is on the slide care. While IDEIA book is is on unique needs of each child, No Child Left Behind focuses on the achievement of all students. When we have been trained to focus on the individual and the individual needs, we have to give them and test that is approved for the District, it puts a lot of teachers in conflict over it how appropriate test is, the inability to use the comminations they would like to use and what they perceived as a lack of value in making the students take this test. As we all know, the and special ed teachers that monitor student progress on an ongoing basis often feel that they already know how the students are doing and do not need the burden of this test to give them that information. Beverley, I do not know if you want to add to that. I just took over.

That is definitely what we are finding year. We are finding and schools in specific pockets of El Paso where teachers-special ed teachers are starting to give up. They know it is not right. What can we do to meet the needs of our students, get under this umbrella that we have? More and more parents are starting to question, what is right for my child? That just goes to our next slide, which we can consider legal benefits or conflicts? It is a two sided sword that parents who have a child with a special need can sue the school District if they feel like their child is not getting the appropriate services her. Under No Child Left Behind, parents do not have that recourse.

So, we go to whites? I hope we get some questions related to this. You can put a comment and under the question category so that we know that you are to end in and know what we are talking about. My guess is that many of you have your own thoughts, and based on your experience, on why the disproportionality happens. This list does not necessarily include all of your individual experiences. I think the issue of disproportionality is unique and different parts of the country, and even in different parts of some of our states. When we talk about why it disproportionality is happening, we need to consider all of the different variables that can come into play. Just looking at this list, we have the question of teaching effectiveness. Beverley, you aren't the one that put the highly qualified with a question mark. I am going to say what I think it means ending you can say what you meant by that. Teaching effectiveness in terms of looking at the teacher and how effective they are-when we say teacher is highly qualified and look at the requirement that each state has for determining all-qualified teachers, does it tell us how effective the teacher is? Beverley, are you in agreement with that?

Yes.

Then, we also need to look at the quality of the ESL programs. We can say that we have a ESL program or bilingual program. We know the history and politics are related to bilingual education and English as a separate language programs. A lot of questions are raised about the effectiveness of such programs are the result of people not fully understanding whether it is a high quality program. Of the then sank to not do bilingual or do it ESL because the program is ineffective, first, we have to make sure that the program is high-quality. Then, we can see whether it is effective. The next issue is a very large issue and something that could be a whole other presentation. It has to do with how we assessed students and how we determine-how we determine eligibility, and also how we measure ongoing progress among students. We get into individual assessment and also the state and District-wide assessments that fall into that category. Related to that we have measuring student progress. The next one could also be its own presentation. That is a professionals understanding the cultural and language. Beverley and I have had a lot of conversations about our own experiences with teacher preparation and making sure that we are preparing teachers to be culturally responsive teachers. That will be coming up in one of the slides here. I am going to talk a little bit about the characteristics that students might have. We will move on to another poll question so that we can hear from all of you. To me, this is the meet of where it is at when we talk about disproportionality end ELLs. Students with mild disabilities have many of these characteristics in common. For example, a student might have difficulty processing are producing language. It might be caused by a disability. It also could be caused by the fact that the student is learning that language. Therefore, they are trying to function and be successful in a second language. It could be the language acquisition process that is impacting their processing and production of language. If we look down the list, and if all of you have experience with ELLs or being in a situation where another language is being spoken yourself, you can relate to some of these. One thing I always tell my students if you are sitting in a bid this class taught in Russian and have had no exposure to the Russian language, would you have difficulty attending the task? I think you might. Would you have difficulty following directions? Would you have incorrect responses to questions? You can see that there is a natural fit between the characteristics among students with mild disabilities and those that ELLs might show. I think the million-dollar question, or not one of them, anyway, is how do we tell the difference? There is a lot of research out there that has us looking at different things. One way that teachers used to be able

to tell the difference is to give students time to acquire language. After we feel like we have tried everything as far as language goes, we can start testing to see if there is a disability. We are finding now is if we allow that to happen, then we are waiting too long and not giving the student the opportunity to get that early intervention. If they really do have a disability, we want to catch them early, even if they are in the process of learning a second language. The question becomes, how do we do that? Take comedy want to add to that?

It seems like we have several speech therapists on the line, this is where it is so important for a speech therapists and the assessment team to be a very sensitive to the second language theoretical models of how a student acquires a Second Language. Again, thinking that where we are here on the border which we are in dealing with English/spanish learners, it is amazing how many students are identified incorrectly and where placement issues are becoming-they have a written language problem. It means they are [indiscernible] in Spanish. When we look at the whole process and written language acquisition, when we test kits, oftentimes that is one of the skills that students first lose, especially if they have not have the quality instruction in their own language. The different models of ESL programs, bilingual programs, whether we call them transitional or maintenance-type programs, they all come into play here. When we go from school to school, everyone does their own thing. There is no one model kind of ESL program that is used. That is not one of the problems that we are facing with bilingual programs is that there is no consistency. How do we measure what is a good program and what is not? Ultimately, it is impacting our students.

We are ready for a poll question. Beverley, I do not know how you feel, but I am wondering if we need to prop our audience for some questions. This is a transition point from one part of the presentation to another.

Another thing I want to say on this poll is that there are several slides that we are showing. They are single questions. We will do the poll and then open it up for questions or discussions or comments that you might have. Here is the first slide. Please respond to that.

Hopefully, we will get 23 responses.

Okay, should I go on to the next one now?

Did you close the door on that one?

Nine, I did not.

Okay. Good job.

Okay. We will go on to the next one. Okay. We will go onto the next one. Laurie, stop me if you need to.

I am wondering if the people to that question about culturally relevant teaching, about half of you replied that it does not apply. I am trying to think about who is on the call. They might say it does not apply because they are not teaching. If you have a different reason, send us a comment so we know what you mean by that.

This is interesting. I posted this question, because it is something that my students bring to meet in class. They are very upset, because they tell the

parents that they they are in a bilingual program, but they are told that they need to teach in English only. That is an issue that we are facing. This is the last poll. So, this particular question is 50/50 here. It will be interesting to see what your comments are on this as well. At this time, we will open it up for any questions or comments that you would like to share with everyone.

Beverley, I just noticed that there are a couple of questions here predicted to this poll where some of our participants did not understand the question. Do you want to explain it?

I am not seeing the questions.

If you click on the question Manager, you can see them.

Okay.

This one is in terms of disability proceeding the language. "we have found here is that once a child-let's say we have done the best possible effort to assess the in student and have determined that, for example that Spanish is their home language and it should be the language of instruction, we are finding that once the stated is actually placed and has special ed services, those services become English, and the language of instruction goes by the wayside, even though we should be, legally, be addressing the language of instruction in their home language.

Beverley, in addition to that, a year in Rhode Island what I find a lot of because we only have one District out of 39 that has a bilingual program, they all have the ESL programs. Once a child is identified for special education, in some districts it is perceived as a double dipping if a child gets special education services and ESL Services. So, as you said, the disability takes over. They only get the special education services. The other situation is because of scheduling issues the ESL services are diminished or not offered because the child is receiving special education services that makes it impossible for them to get the ESL. In one way or another they are not getting the language support that they need.

Right. The same things are happening here, even though there has been many [indiscernible] services amongst the school districts to really emphasize-and year we call it the LPC committee, the language proficiency Committee, addressing the language issues and that once a child is receiving those services, we need to continue to provide that language instruction. It is not double dipping.

Right. It is taking us a long time here to convince people that it is not double dipping and is the right of the student to receive both services. We are ready to move on to part two. Are there any additional questions? We do have two options for the questions. You can type them and or hit *7 on your own to unmute yourself and ask the question. Please press *6 to put yourself on mute again. If everyone is off of mute, and you will hear everyone and not just as. Does anyone want to chime in with a question?

Okay. We will take that as a no for now. Beverley, do you want to go ahead with this part?

The second part goes into culturally responsive teaching. It might sound silly, but we still need to ask ourselves these questions. One of the things that we found around here or that I have done research on in our area is once a child

has been identified as having a special need, and this is more like a meth, must we address the learning that, as social and emotional considerations and not the language at that point? What we are going to go through next are just some basic principles of culturally responsive teaching. And then, thinking about that along the way of, what are we really doing to prepare our teachers, our assessment personnel, a speech therapists, and what are we doing to make sure that everyone is on the same boat? People's ways of thinking and behaving needs to be influenced by factors such as race, ethnicity, social class and language. We need to affirm and value and celebrate the culturally diverse backgrounds that students bring with them to the classroom. The next point is that there is a commitment and skills that we can offer our teachers to act as agents of change. This is an one thing that I will talk about further on about the survey that I conducted with the students that they do not always see themselves as agents of change. They go with the flow and follow what the procedures are. They follow the letter of the law and not the intent of the law. Another characteristic is that we see constructivist view of learning and looking at the value and power that children bring. The next one is how do teachers learn about their students? Do they value it? Do they bring experience and what are they doing to build on that experience? Basically, we are looking at more active learning. We are bringing all of the characteristics that students bring with them to the classroom setting. I am going to go on to the next slide that reveals some of the findings of this survey that I sent out with my students here at the University. Most of my students are graduate students and going into the educational program. Many of them are bilingual teachers. They are working with the local school districts. Some of the things that came out of the survey really surprised me in. I thought we were doing a pretty good job to prepare our teachers with working in a diverse population. We might be assuming the students graduating from our program has a deep understanding of what it means to be culturally diverse. Most good teachers come from our community. We have a fish bowl situation where most of our teachers stay in El Paso. They do not leave. They were students in the school District, so it is a closed circuit. I was amazed to think that they are still thinking of a multicultural perspective by saying we will celebrate certain holidays. They are not looking at it of being multi-cultural in a more continuous way. Laurie, if you need to jump in, please feel free to do so. Reflection is not reported as an active and ongoing practice. I think a lot of it has to do with the issues that we are facing with accountability. A lot of it gets limited to a filling out paperwork, facing the daily challenges, and not really reflecting on what they are doing and how they are working with our students.

I will jump in here. We have had a lot of conversation about that here in our education department at the college. We ask our students to write reflections about their teaching experiences, they are not really making the types of induct insights that we would like to see and that we believe would help them become better teachers. I think the finding reflexion and teaching at teachers how to do that is really what is part of the problem there. To the next bullet, whether teachers to themselves as technicians or agents of change.

I think this is very particular to special education. Because we have to be so careful about what we write and keeping documentation of the interventions and when things are done and so on, our teachers often times do not feel like they can make any changes and that they just have to follow the letter of the law. What I have found here with my students is that there is really this culture of special education and that diversity for them is looking at placing our students in a general education classroom. That is being diverse. It is not necessarily looking at the cultural diversity of their kids. They are saying that we are including them in a general class room. The a implementation

practices, they are supporting general education, but they are also looking at all of the questions they have such as lack of administrative support, conforming to the way that things are done and that the pressure in the special ed-or for our assessment person now is that when it gets close to the state-mandated test for students which we call the [indiscernible] test, all of the sudden the referrals go up, even though we are not supposed to be falling into these practices, we still see that it is happening. Laurie, anything else that you want to add?

I think that your findings From your students really reflect what I have heard other people talking about from other parts of the country too. I think these are things that we really need to think about.

Okay.

Also, as we transition to the next topic and some poll questions, I need to apologize on our behalf. Although I already apologized in the beginning because we are not completely familiar with this technology, there were a few questions that came through that I could not see until I clicked on questioned manager. I saw them there. One was a question about seeing the it poll results. I guess we have to close the door and leave it the and slide up so that they can see the poll results. Another one was pointing out the fact that federal regulations require that we provide the special education services and the language support Services for students. That is the legal ground upon which we can stand when we are telling teachers at the districts that they need to provide both services. There is not one additional question that just came in. Let me take a look at that. When can we do if what our District has no ESL program and do not have a bilingual speech therapist? That is an excellent question. Beverley, do you want to answer that?

I keep thinking that there are a lot of things here that we would assume that we have in El Paso, and we do not. I think one of the things that we have to be careful of is that if we do not have someone particular that can assess that child in their own language and we will talk about best practices in assessment as we go on, it is very important to bring in someone from that-let's say that they are Portuguese Speakers, someone from the community or maybe see if we can share with other districts. Sometimes it is hard because I have so many kids that I need to test in my own District. Maybe there is a way that we can support each other. I guess it depends on where you might be living. If it is a world District, we can do an informal assessment. That is not one of the things with intervention is allowing us to move away from a discrepancy former lead to really start looking at some of the qualitative aspects of students so that we are not putting placement practices on a particular [indiscernible]. That is something that we have found here that it will take some time to train our assessment personnel to change not looking at the final [indiscernible] but at the individual differences of the students. Laurie, I don't know if that if -

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Is a great response to the question. I was going to point out that earlier Beverley said that we need to consider-we need to know more about the language acquisition process as we work with the students. This applies to all professionals. If you are in a situation where there is no ESL program, and you do not have a bilingual speech therapist, at the very least, learn more about language acquisition and how it might be impacting this producers didn't and why they might be having a problem. The nice thing is, and we do have some what sites at the end, because of advances in technology, even if you are in a remote, rural District or an urban District where it is not represented a

monster professionals, and you can reach out to professionals across the country and get their expert advice and some input into your particular situation.

Right. As long as we are not using the name of the student, the confidentiality issues-I do not think we would be crossing that line. That is always an issue. We can talk about characteristics. There are a lot of community organizations that are posting more things online that we might be able to get some expert input from them. That is something we are facing here. We only had English and Spanish for the majority. [indiscernible] is our Army base here. Within the next five years we are expecting over 20,000 new Army personnel to come into El Paso with their families and so on. The diversity that they bring with them is really challenging some of our diagnosticians. They are dealing with students they have never had to deal with before and languages they have never had to address.

We are able to move onto the next area. Another question came in. The question is, why are we only focus on speech therapists doing evaluations? We are not only focused on speech therapists. The previous question did focus on speech therapists. Beverley and I are talking about all professionals being involved in assessing students, whether it is for eligibility or progress monitoring or on an ongoing basis. It is a matter of everyone being involved in the assessment and eligibility process. So, if we miss represented ourselves, I apologize. We are not just talking about a speech therapists.

In Texas, most of our assessment, most of the eligibility assessment is by [indiscernible] diagnosticians. We did not have a school psychologist to cover these services. That is where our training refocuses here on training and educational diagnosticians.

Towards the end of the slides, you will see references to response to intervention. With that, there is more burden on the teacher to be involved on the process and collect a lot of the data that is going to be used. When we say all professionals, we really mean everyone.

Right. Now more than ever we are looking at the team approach that will hopefully, make more of an emphasis here. Laurie, do want to go on-we will try to get everything so that you can go over the results.

We cannot talk about culturally responsive teaching without addressing the parent/family perspectives. One big reason for that is if you are going to learn about a child's cultural background, knowing their family or about their family and their family values, beliefs, experiences is a very important part of that process. I know from my own experiences that teachers do talk about the challenges involved in getting parents to come to school and participate at different levels. We wanted to begin with a question to all of you. That is, is parental involvement important in your school? What we will do is after we think everyone has responded, we will close the poll, and you will be able to see the results. We can on-the results. The results are shown. I believe everyone should be able to see the results and now. Hopefully, that is working. This is not top secret. We want you to see what is going on out there.

Okay. I think we can agree that parent involvement is important. With 12 see what that parent involvement consists of. Here is your next poll. I guess that you could respond to more than just one here.

Didn't Sarah say that they could only do one response? If it is only true that you could choose one, we understand you might have wanted to choose more than one. Just do your best to pick what happens most often. Okay. I just got a notice that we have about 10 minutes left. There is a lot of information here. Some of it is self explanatory. Some of it we will want to talk through. Beverley, I think that is how we should focus.

Okay. Is good to see that you all are finding, at least participating here, that you all see parent involvement and that they are active members of the referral process. That is something that oftentimes get messed. The parent does not find out until the very end that their child is being considered for special education evaluation, or that they did not know it was a problem. Parent involvement needs to be there from the very beginning. One question that I always ask my students is, how do we define parent involvement? That is something that you might want to discuss amongst yourselves. Is it the parent then make sure their child is to school on time and make sure they need, or is it coming to the school? How do we want parents to be involved? We assume a lot of things. We do not have a clear philosophy of what that means. That is something for you all to think about. Laurie, we will go on to the next slide, I guess.

I was just looking ahead, Beverley. We have a section on best practices.

Maybe we should skip some of the parent sections. You can all download this. Is not anything-outside of the research-there was just one thing that I wanted to address. I am just skipping ahead.

Beverley, while you look for it, a couple of things that we wanted to talk about how to deal with parents not being fully informed about their rights, parents lining paper work that they did not understand. We have to keep in mind that even if we send paperwork home in another language in what we think is the home language, we do not know about the literacy ability of the people that we are sending things home to. We have to be careful about developing good avenues of communication with families and making sure that we are corresponding with them in an appropriate way so they know how they can become involved.

Right. The point I wanted to bring up was something-a paper that was written by [indiscernible] who has done a lot of work with culturally diverse parents of exceptional children. If it hits home to me. Do we lean forward to listen to what they have to say? Are we bend over backwards and promising all sorts of things and services that they really do not understand or are not really in tune with their goals and what they expect for their children? I think that is something-I find myself as a diagnostician that we are so eager to do what is best for the child that we do not listen to what the parent has to say.

With that in mind, if we go to the last slide, a lot of the information presented here is work that Beverley and I have done in our local communities and in conversations with parents and families. They do want their children to be a successful in whatever way and however they define success. Sometimes that might be to go on to college and a career. It might be to complete more years of schooling than the parent. That is not meant to be a generalization. That is what we have found in some research that we did. Then, looking at the parents' concerns and some of the ways that they help their children, if we pay attention to things like that, we can better understand where parents are coming from as we try to work with them and get them involved in things happening at the school. Should we skip ahead, 88?

Yeah. We will get to the best practices. We are going to try to sum up these four different areas, assessment, classroom instruction, parent involvement and self reflection.

Just to clarify in the message we got, the official webinar and at 3:00. We can certainly stay on longer. Maybe it will and should highlight important things in this last section and based on questions or input from our audience, we can go into more detail on things.

Okay. Just to highlight in the area of the assessment and progress monitoring, we broke this down into what the classroom teacher can do and what the assessment personnel can do. One of the things through the literature that is highlighted right now and especially looking at intervention models, the curriculum-based measurement is really becoming a very critical piece in the looking add what is the curriculum at the student is exposed to? How are we measuring the progress over time? This is also validated for the purpose of measuring the student's assessment. It helps us identify in that particular classroom how that particular student is making progress. The issue of language, teachers are very important and looking at how language is used in the classroom. It is not just a bilingual issue. Howlers been expressing themselves and getting to their needs met? Documenting the progress over time through journals and light wood samples are very important here. The work sample analysis, I know that oftentimes I will get a referral packet for a student. I have some samples of their work, but had no idea of what those samples really meant. Were they from the beginning of the year or towards the end of the year? Was it a group activity or an individual assignment? Working with our teachers in the schools, of really helping them-giving them the specifics of what we can use to read the document that change or giving it more ideas of when things were done and how they were back in. Pass analysis, in special education we assume our special education teachers are working on debts. They will assume a child has a certain skill but has not broken down those skills to the level the student might need. Running records, in Texas we use the TPRI. There is no one in English and Spanish. They know how to screen the child, but they do not know what to do with that information on how to specifically address the areas that they need help in. Laurie, I do not know if you want to add anything else here.

No. You are doing a great job. I agree with everything.

The school psychologist, educational diagnostician, we need to move into a more dynamic assessment to where we are not just taking the child and testing them once and getting a score and saying that this is it instead of looking at letting me do some intervention and working with the child closely one on one and reevaluating the process. One of the big things that come up is, when am I going to do this? I think it is saying that school psychologist and diagnosticians need to get before the student is referred as opposed to seeing it is a referral and they will assess the child. Language sampling or analysis and so on are things that we would ask the teachers to do. One of the things that I find is that oftentimes the diagnostician does not get the child until they get the referral and take the child. They are not accountable for observing the child in the classroom. Someone else does that. Going back to observing the child in different settings, these are best practices. It is not anything new. We might have gotten out of doing those best practices, because of numbers and time and so on. When we assess a child, language is a big issue. If we do not have a speech therapist or a school psychologist or dietitian that speaks that language [indiscernible] gives us a lot of information. Anything else here, and Laurie?

You are covering a whole lot but doing a great job.

I am going on to the next slide on RTIs. I know there is a lot of discussion, a nationwide. When does-what Blair do special ed referrals fit into the pier process? Windigo from 1 to 2? There are a lot of issues about RTI that are coming about. As with everything, we cannot make a blanket statement and say this is the only way to assess the student. It helps in the early years and helps with children who might have not have the educational opportunities or might not have had that direct instruction and needed in the area of reading. We need to be more conscious, maybe, of when learning different, especially for culture it diverse students and when there is a learning disability or any other kind of disability. A thing that Laurie mentioned before, we are looking back at students that really need the help might not get the help because we are saying we need to go through the RTI process. I have heard that from a parent and one of my glasses that did not know anything about special education. She said then that they are telling her that the student will not be evaluated until they go through the three tiers. She has a speech impediment and is in the second grain. When we make those statements we have to be very, very careful.

That relates to-I said earlier that people making decisions about a child that is a Second Language Lerner, it helps if they know something about language acquisition. When we are talking about the question of when to refer and the process, it really is helpful if the person that is the ESL teacher or bilingual teacher or working with the child in the area of language has a background or understanding about disabilities. It goes both ways as far as that is concerned.

Right.

Laurie, do you want to talk about the effective ELL program?

Absolutely. This came up earlier when we were talking about evaluating the quality of a program. We cannot throw a program away and say it is not working if we are not making sure it is a quality program. One the thing that teachers here in Rhode Island do not often know is that we do have a separate set of standards for English language Bernards. In many states and as a result of No Child Left Behind, we have gone to standard-based construction. They relate mostly to content in the academic areas. Here in Rhode Island and in several other states that are part of the [indiscernible] consortium, we also use those standards, which are language proficiency standards that are linked to content. They are based on language proficiency. I know that other states use other standards as well. The point is that we do have high standards for English language Lerner in terms of them learning English. Students working best teachers working with the students need to keep that in mind. The important thing is that we do not want to water down instructions. We want to make it something that students can understand, but also challenges them to reach the next level of understanding when it comes to language and content. We want to build on prior knowledge and experience. We want to find ways, and I have to say of all of the point here, the last 2I think are the most important. We have gone to standard-based construction. Here in Rhode Island is scenes like many teachers are getting ready for the state-wide testing that will happen next month. Teachers still pressured in terms of time. They do not feel like they have the time to get to know their students in the same way or incorporate cultural and social experiences of students or to allow for that dialogue of social interaction. Through conversation with teachers, they realize that they could address the content and still do those things. We need to make sure that we do not forget that in our drive to get our students ready for the test. So, Beverley, do you want to do this, or should we skip ahead?

I just wanted to address the question that popped up about RTI as the special education identification process. This makes me go back a little bit and when inclusion started to take on [indiscernible]. There was an article that came out right after regular education initiative. There was an article that came out at that time that says general education and special education talked about inclusion. It became an issue that we all have to do but never came together. And the groom was never invited to the wedding kind of thing. Is inside we are getting back to this again. Whose responsibility is it? Is a general education think? Should we be doing everything from a general education perspective and if they do not work we go back to special ed? There is a lot of confusion. It was originated through special ed, but again, we have to go back to all being responsible for educating our students, not who is going to do it and how we are going to do it. Laurie, I do not know if you wanted to add anything to that.

No. I absolutely agree. I have colleagues that are actively involved in the National RTI movement. They are very insistent that RTI needs to have at least joint ownership if not majority ownership by general education, that it is not maybe the need for a RTI emerged from the special education, but it is a general education initiative and needs to be viewed that way. As long as we continue to separate and specialized, we are not addressing the needs of the students in the general education classroom.

Again, I will not get into all of the slides. I am going to move on to the self reflection appease the. Again, I think sometimes we are assuming a lot of things. We assume we know what second language theory is. We assume we know our kids. Because we are part of that culture we assumed we know what they are bringing with them. This is the time for us to stop and think and not assume and pretend we really do not know and question what our own personal values and beliefs are and how they might be reflected in daily interactions with students. How did they impact us as a therapist or a classroom teachers, and administrator, and look at coming up with some general philosophy-typed statement on who am I and what role do I play here? Taking time to step away from particular pressures and assessment pressures, time lines and so on and looking at those questions and how we are addressing those, the needs of our students? This could be a personal experience. My daughter is one of the dual language programs here in Texas. She would come home and have fete's. I talked to the teacher. She was so focused on getting the kids to do well and the tests and so on that she never stopped to look at the and emotional atmosphere of the classroom. She did not fall apart in school but fell apart at home. This may be teacher think twice about stepping back and see the expectations for the students. The other a thing here in the El Paso, we have gone to add one predictor school District and then some interviews. We came up with the McDonald's classroom idea. Why are we walking into a classroom in the middle of the desert and it could be placed in any school in Rhode Island and it would look the same. How is the diversity of our students and we're we've lived and where we are, how is that brought into the classroom? We want our classrooms to be a window to the world, especially to many of our students that do not have the opportunity. How are our students reflected? So, those are just some things that we have brought up as self reflection point. I do not know if it has answered any of your questions or caused you to think about more things. That is where we are at right now.

We have our challenge is and how we implement culturally response a practices within the current reform movement? Considering the fact that we have restrictions on cricketer decision making, we have high-stakes accountability

for all students and the pressure to cover content quickly. We have addressed all of those and, hopefully, provided some suggestions and possible solutions for how to continue to work effectively in the current climate that we have, and to also be advocates for our students and do the best we can to have an influence in changing that climate. Also, and I am sure you want to add something, Beverley, for people who might need to sign off soon that we do have a list of websites on the very last slide. There are a lot of resources out there. We also might have personal contacts or ideas to help you in your particular situation. You can feel free to follow up with us.

One the site we forgot to put here is the Access Center. You can use them as a reference also.

Are there any final questions?

If you would like to unmute your bones, we can have an open discussion. That would be fine.

Okay. Access people, what do you recommend? What happens here.

It sounds like we do not have any additional questions. We can go ahead and rap up for the day. We wanted to thank our presenters for sharing their expertise with us today. If you like to print a copy from the presentation, you can click on file and then print to PDF. The slides will be available soon on the Access Center website. We would appreciate your feedback about today's session. We will be sending you a brief survey to complete by an e-mail. We hope you have enjoyed today's event and I appreciate you DUI as for the last webinar. Although the Access Center is coming to an end, the website is still in place. The website is k8accesscenter.org. Once again, thank God for participating, and have a great day.

Thank you.

[Relay event has concluded.]