

# School Level Capacity



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Improving Education for English  
Language Learners with Special Needs  
Las Vegas, NV  
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# Motivation



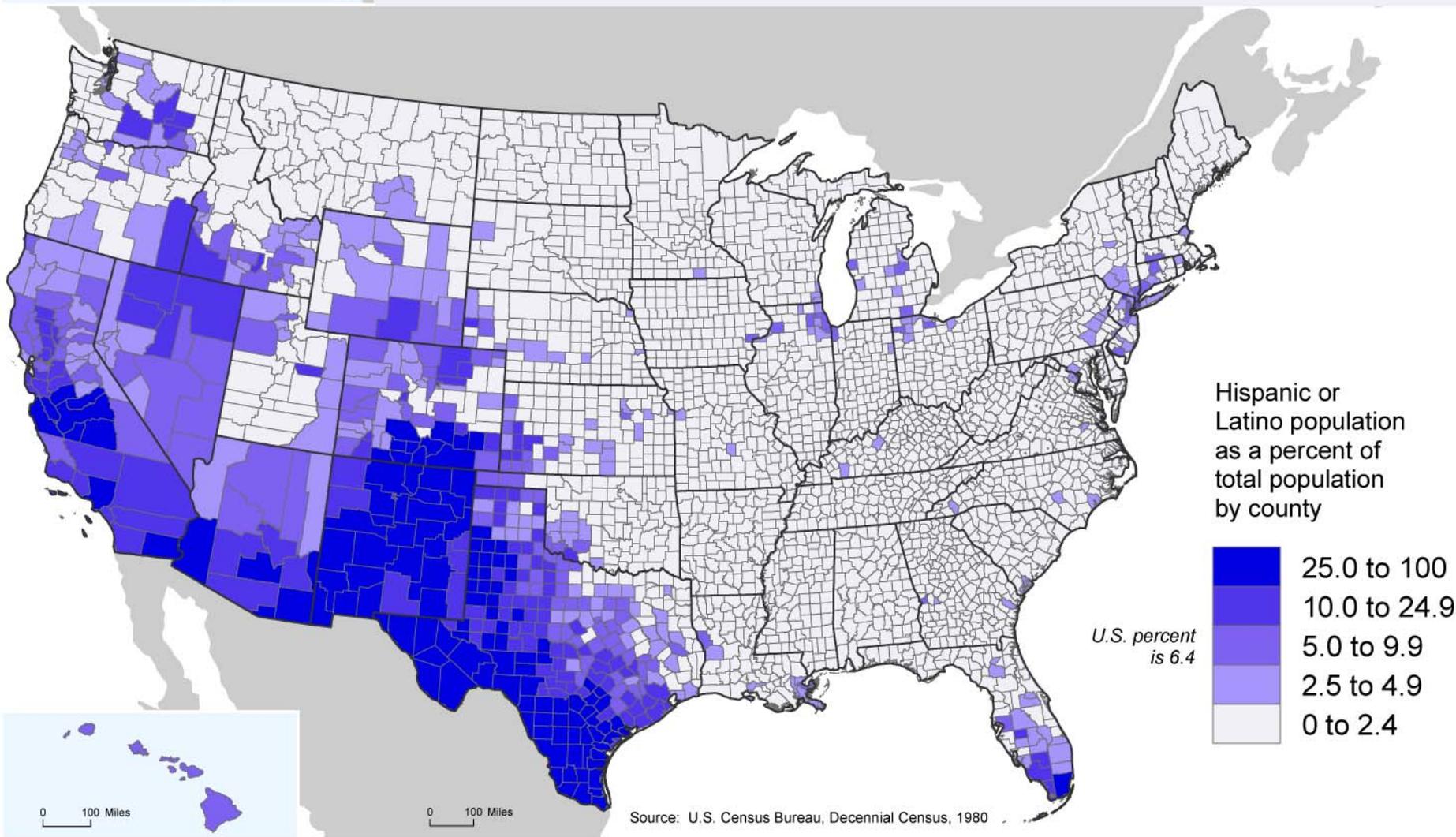
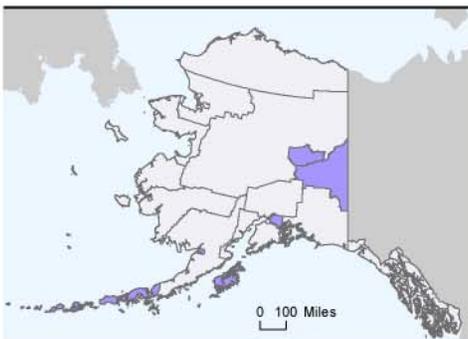
- **Why should one consider building capacity for English Language Learners (ELLs) with disabilities?**
  - Quality of life
  - Equity
  - Inequity of the current state of education
  - Increasing numbers of ELLs

# Motivation



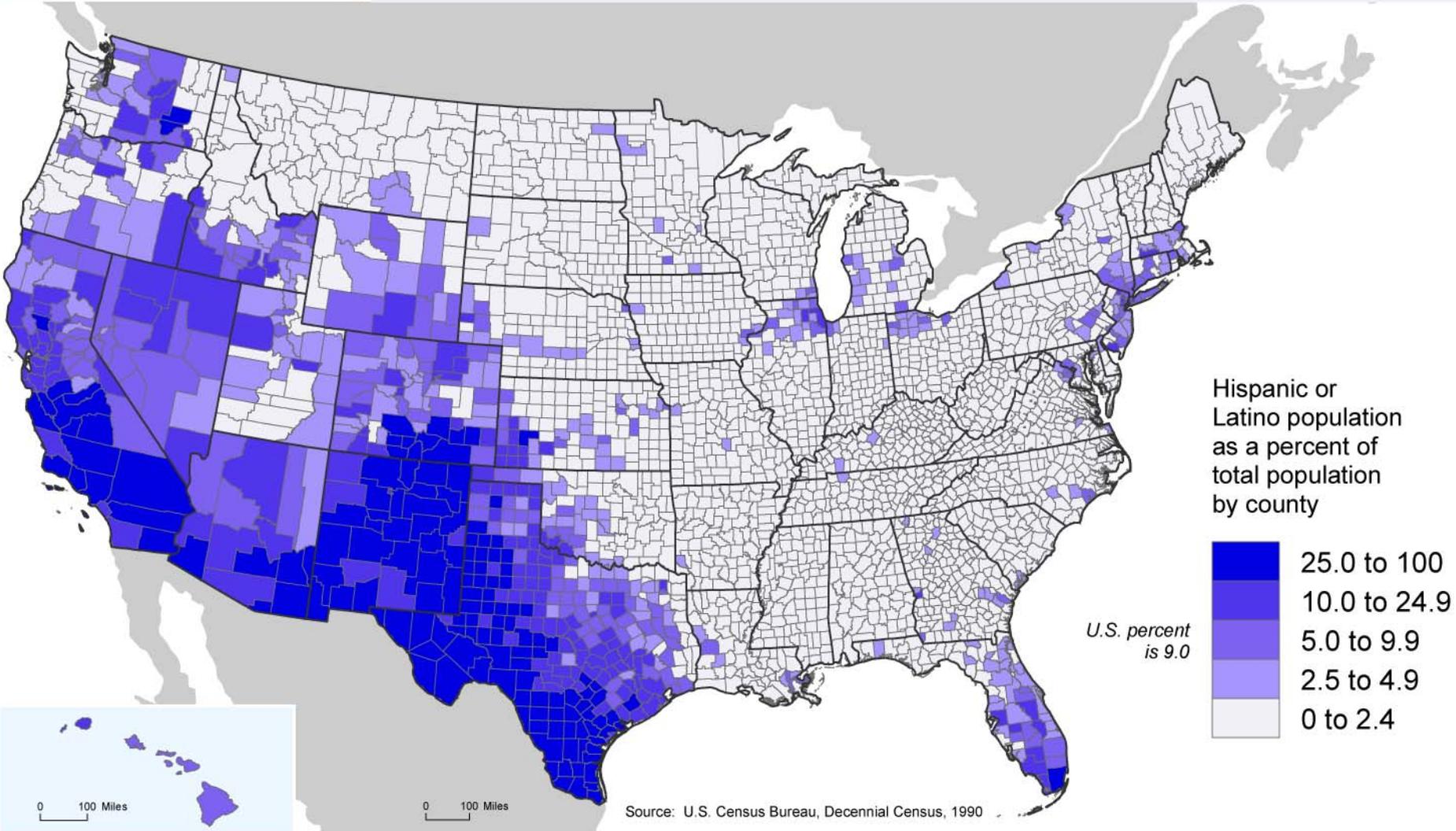
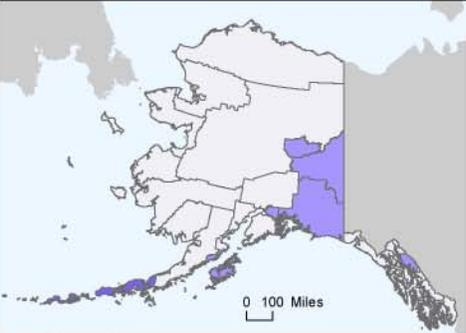
- **What does it take to build capacity?**
  - **Personnel**
    - Teachers' assumptions
    - Administration support
  - **Curriculum**
    - Culture
    - Language
    - Pre-referral Process
    - Language Difference vs. Language Disorders

# Percent of Population 1980 Hispanic or Latino



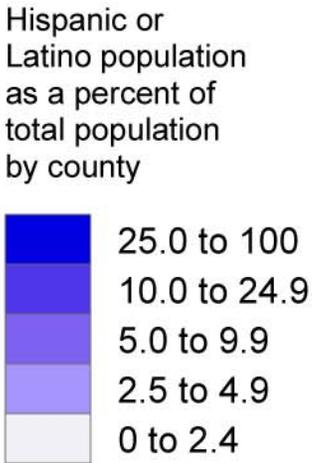
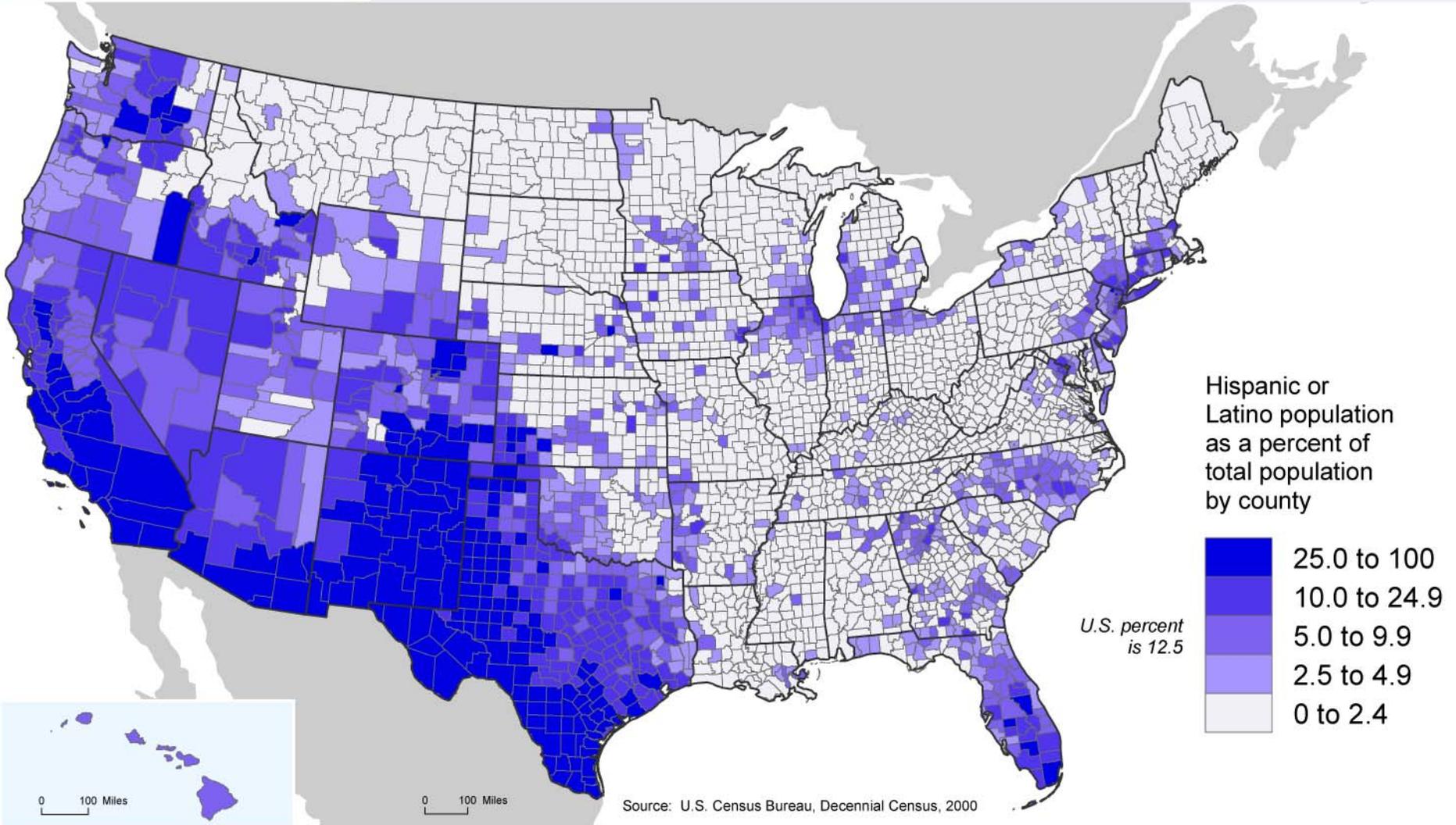
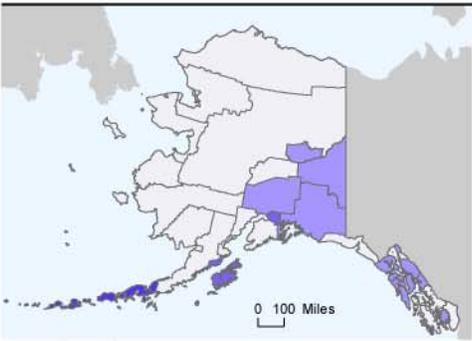
Source: U.S. Census Bureau, Decennial Census, 1980

# Percent of Population 1990 Hispanic or Latino



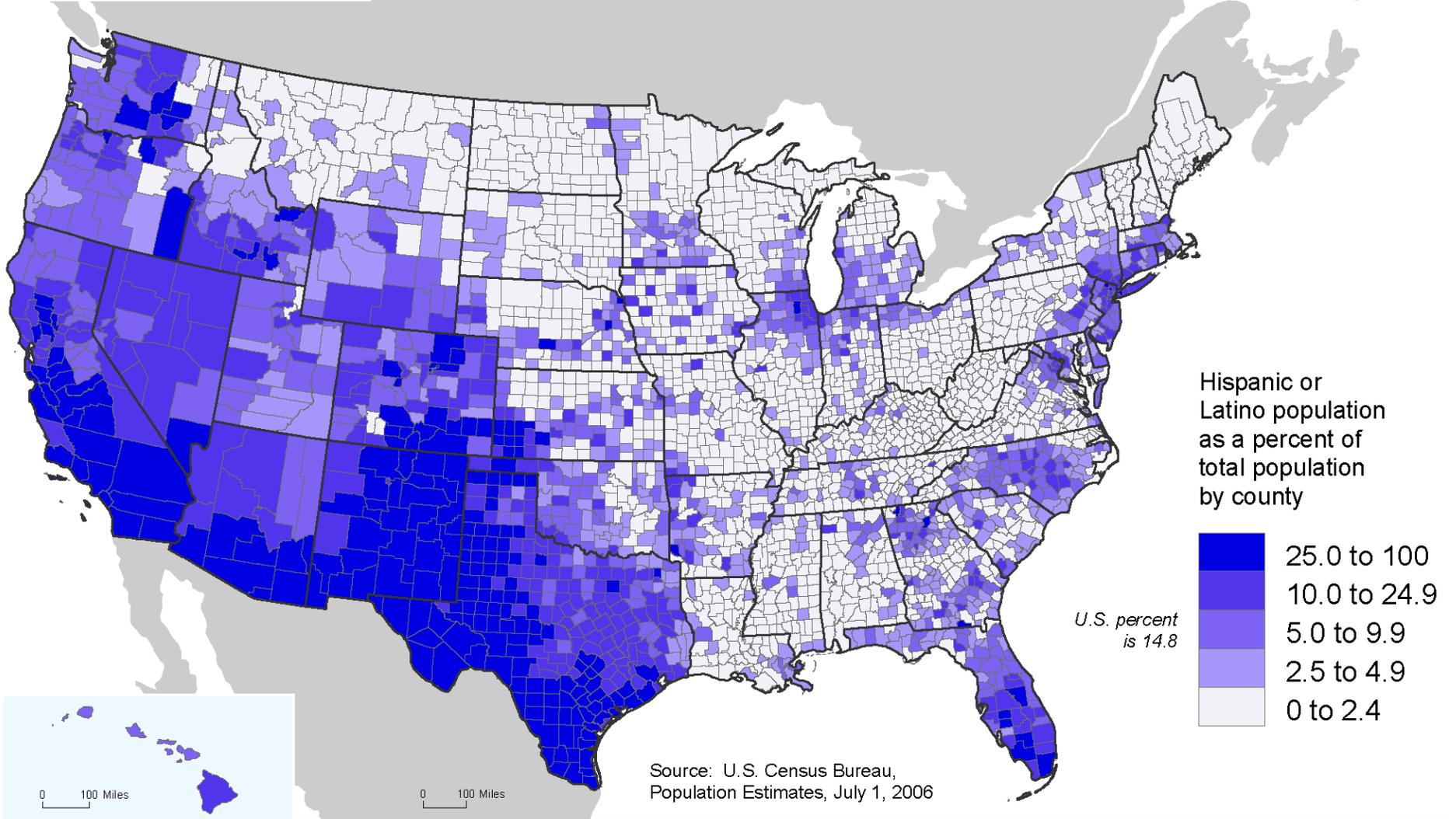
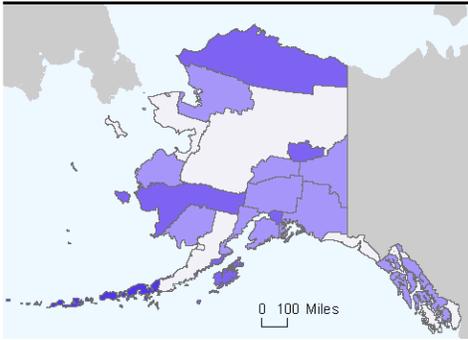
Source: U.S. Census Bureau, Decennial Census, 1990

# Percent of Population 2000 Hispanic or Latino



Source: U.S. Census Bureau, Decennial Census, 2000

# Percent of Population 2006 Hispanic or Latino



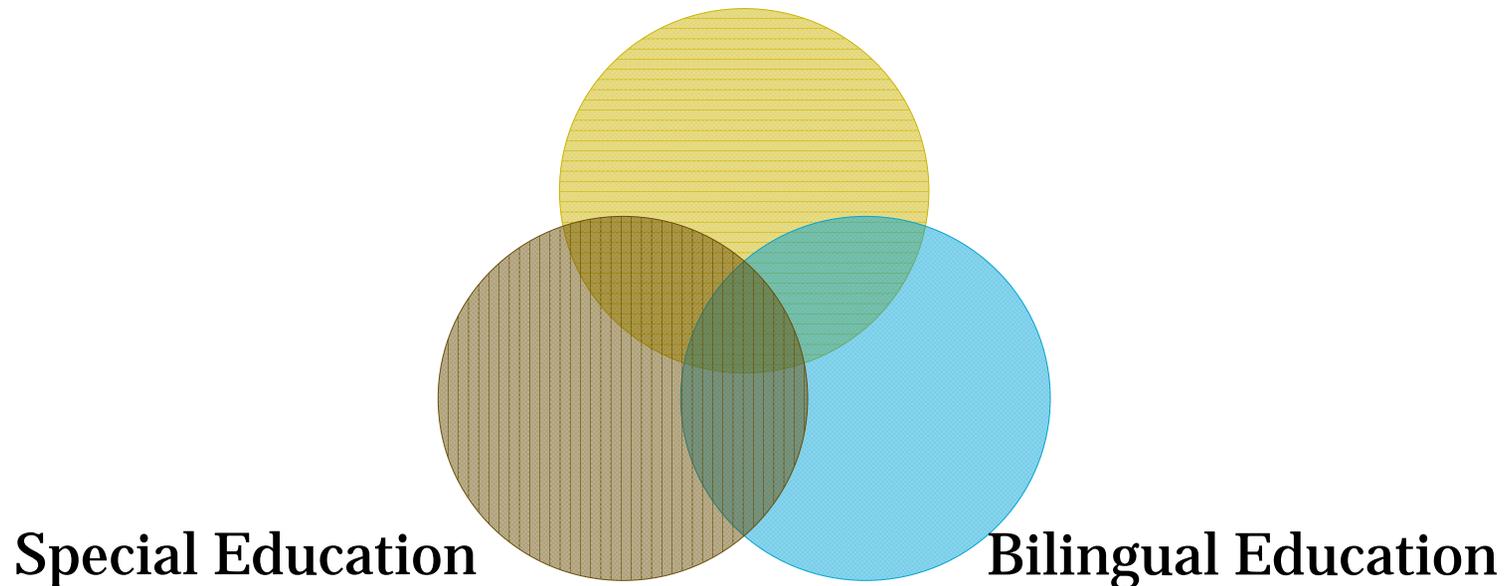
**As Winnie the Pooh says (while Christopher Robin is dragging him by his heel downstairs and his head is bumping on each stair), "I think there is a better way to do this if only I could stop bumping long enough to think of it."**



# What is Bilingual Special Education?



**Regular Education**



Source: Baca, L. M. & Cervantes, H. T. (2004). *The bilingual special education interface*. Upper Saddle River, NJ: Prentice Hall.

# Issues in Teaching English Language Learners

- **Assessment**
  - bias
  - usefulness
  - assessment of the child vs. assessment of instructional conditions
- **Bilingual education**
  - how to
  - emphasis
  - skills needed for success



# Activity

## Atlantean Alphabet and Numerals



### Notable features

Written in boustrophedon style (in horizontal running alternately from right to left and left to right)

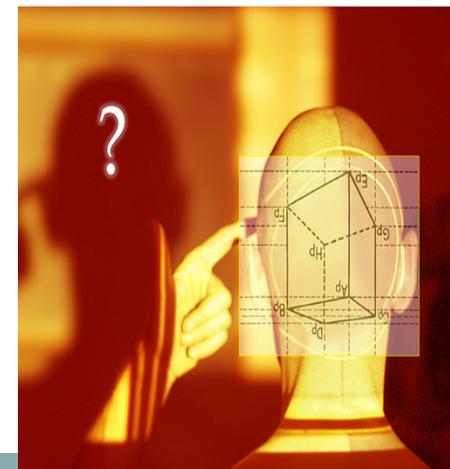
|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|    |    |    |    |    |      |     |    |    |    |    |    |    |
| a   | b   | c   | d   | e   | f   | g   | h   | i   | j   | k   | l   | m   |
|    |    |    |    |    |      |     |    |    |    |    |    |    |
| n   | o   | p   | q   | r   | s   | t   | u   | v   | w   | x   | y   | z   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| ch  | sh  | th  | 0   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   |

# Sample text (English in the Atlantean alphabet)

ଏକ ଯେକାନ୍ତରୁ ଚିତ୍ତ ଶାନ୍ତ ହେବାକୁ ଲୋକମାନଙ୍କୁ ଶାନ୍ତ କରିବାକୁ ଉଦ୍ଦେଶ୍ୟରେ ଏହି ଲେଖନୀ ଲେଖିଛନ୍ତି ।  
ଏହି ଲେଖନୀ ଲେଖିଛନ୍ତି ଯେଉଁଠି ଲୋକମାନଙ୍କୁ ଶାନ୍ତ କରିବାକୁ ଉଦ୍ଦେଶ୍ୟରେ ଏହି ଲେଖନୀ ଲେଖିଛନ୍ତି ।  
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All human beings are born free and equal  
in dignity and rights. They are endowed with  
reason and conscience and should act toward  
one another in spirit of brotherhood.

(Article 1 of the Universal Declaration of Human Rights)



# Needs of ELLs

- Accepting Environment
- Recognition of Culture
- ESL Instruction
- Meaningful Context
- Academic Language
- Content Instruction
- Evaluation



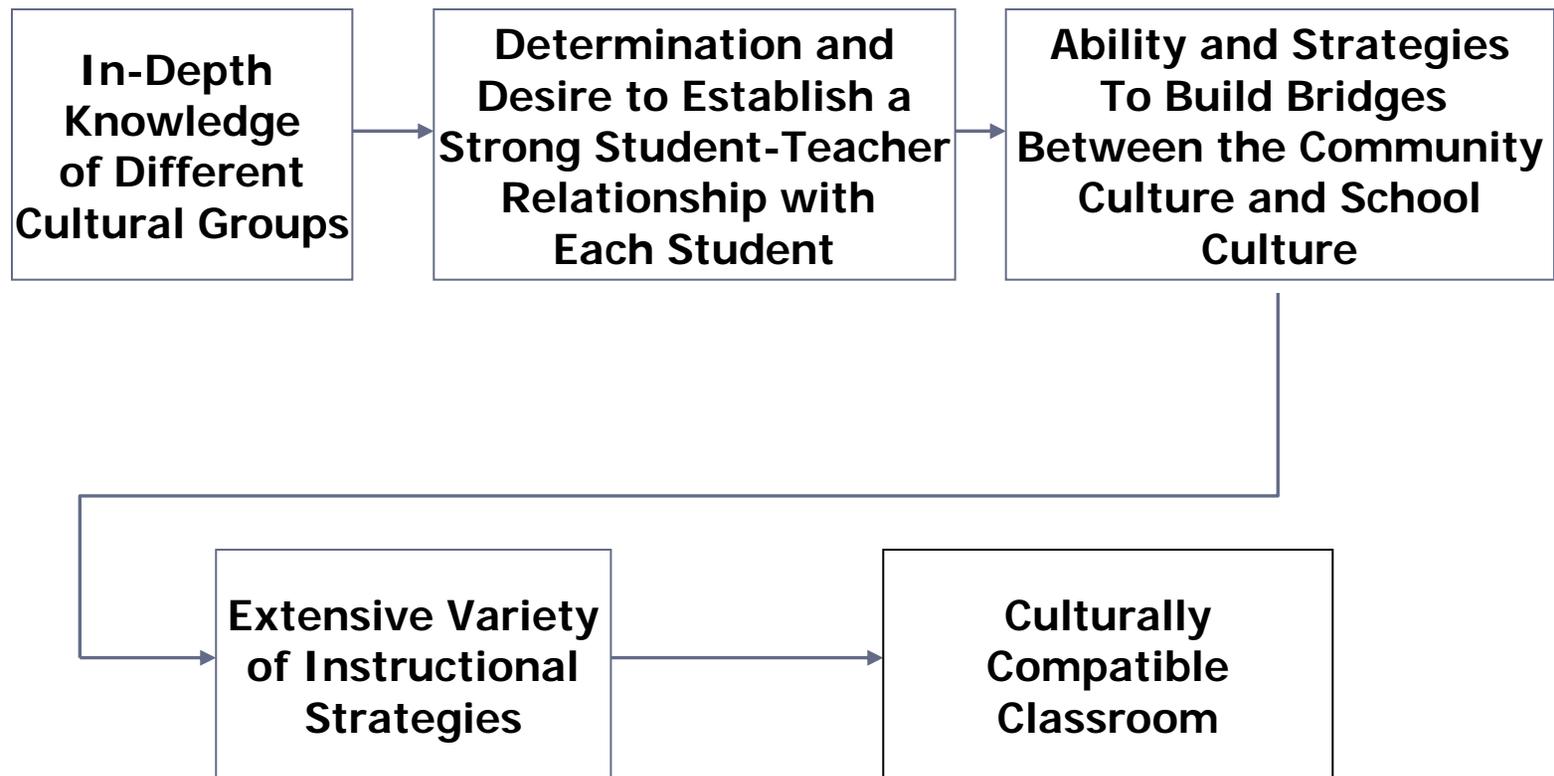
# Three Strengths to Build Upon



- **Native Language**
- **Unique Culture**
- **Human Learning Potential**



# Requirements for Creating a Culturally Compatible Classroom



Source: Shade, B.J., Kelly, C., & Oberg, M. (1998). *Creating Culturally Responsive Classrooms*. Washington, DC: American Psychological Association.

# Understand Why...



- ❖ Language differences impose communication barriers for some.

(Kea, 2009; Cartledge, Kea, & Simmons-Reed, 2002)

# Think about



Examine the negative and positive influences of teachers on the success of bilingual special education students.

Recognize that cultural mismatches between teachers and students may end up creating difficulties in the classroom.

# Think about



*Confianza* (**trust**) can cause students to exhibit more self-reliant behaviors instead of help-seeking behaviors which in turn hinders their success (DeGarmo & Eddy, 2004).

Teachers who express interest in a student's personal life, in addition to his or her academic work, can be role models and mentors (Ceballo, 2004).

# Helping ELLs with Disabilities



Allow them to be bicultural and bilingual!

Treat their language and ethnicity as assets rather than hurdles to overcome.

Incorporate their native language into the curriculum in creative ways.

Don't make your students feel like they need to choose whether they are American or Latino, etc., let them be both!

# Helping ELLs with Disabilities



Suggestions for administrators and staff

Encouragement

Mentors

Activities to foster academic achievement

Smaller groups

Supportive teachers

Interventions

Community Support