Before we begin…

- Welcome!
- Introduce yourself in chat.
- Download the publication.
- Join from a desktop or laptop (recommended).
- Utilize audio and breakout room features.
- Ensure the "Share Screen" feature is available.

Chapter 7 Extended Module: "English Learners with Disabilities or Other Special Needs"

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition) **(PEL Guide)**

©2021 California Department of Education (CDE)

Breakout Room

Join your breakout room.

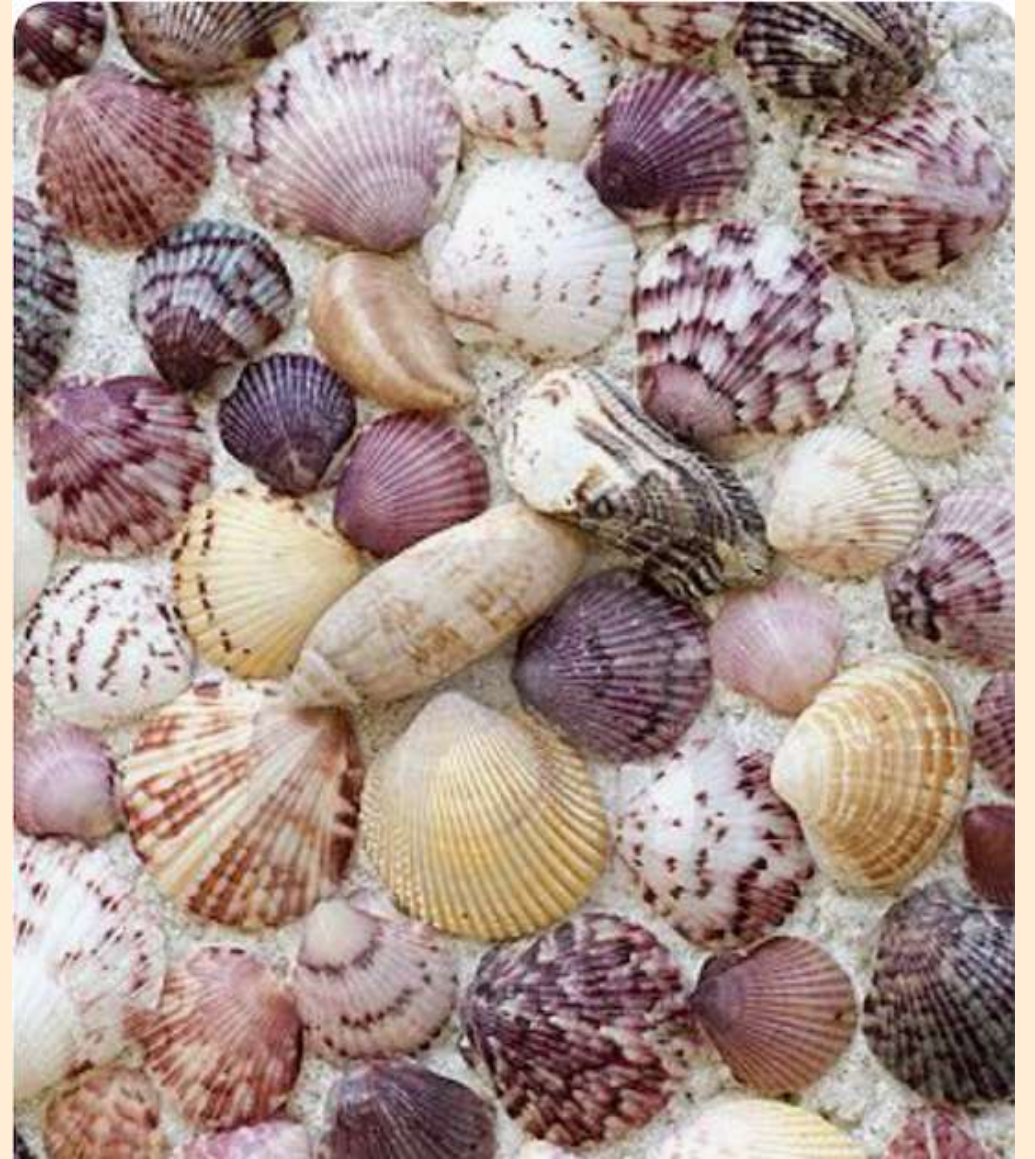**Unmute yourself.**

You may turn on your video.

Assign a recorder.

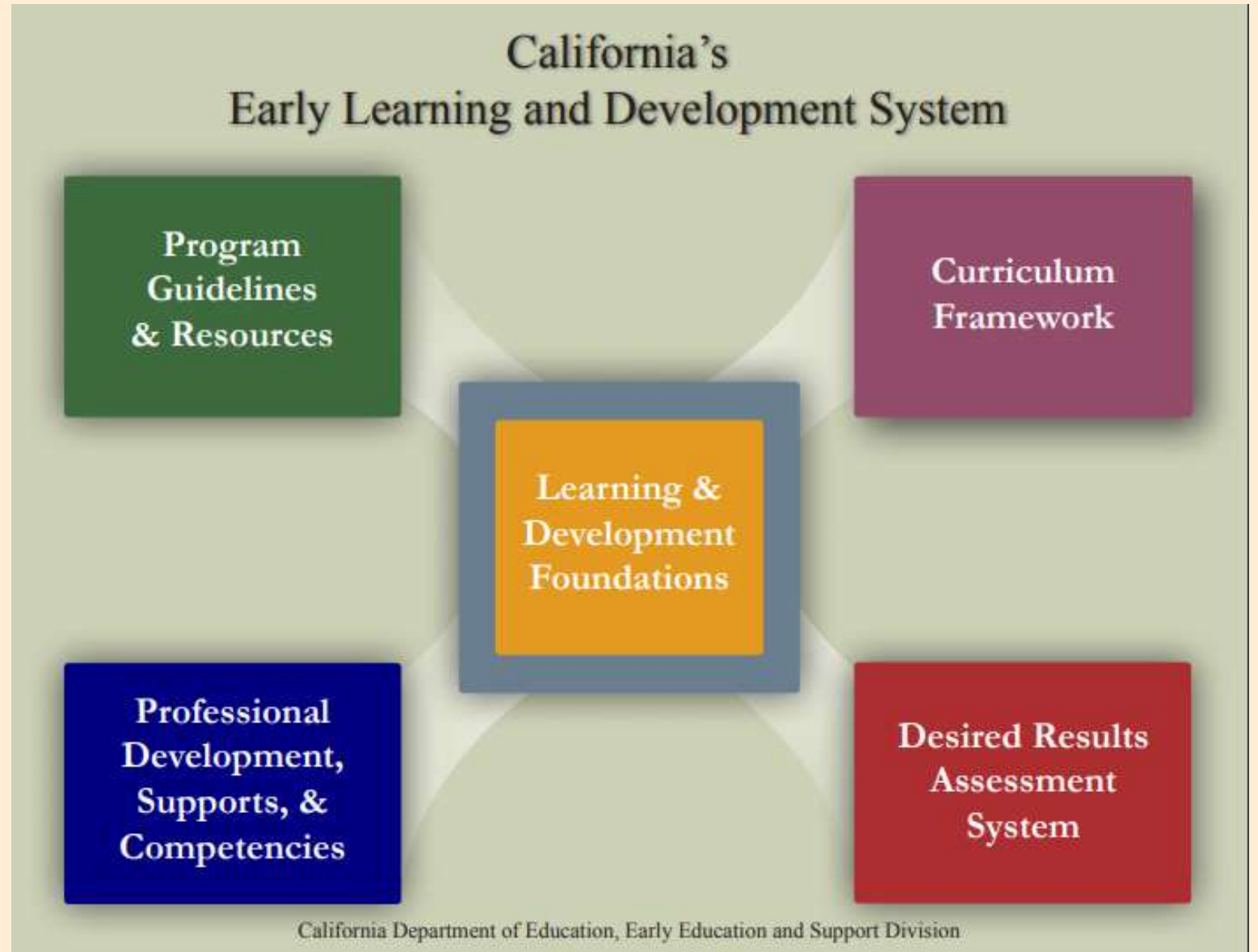**Assign a reporter.**

Find the Best Seashell

Guiding Principle: "Celebrate and support the individual" (PCF, Vol. 1, p. 101).

Training Outcomes

1. Become familiar with the California Early Learning and Development System and regulations related to special education.

2. Develop a better understanding of the characteristics of language disorder and language difference based on cultural considerations.

3. Explore cultural considerations and research-based instructional strategies for English learners with disabilities or other special needs.

4. Become familiar with statewide and local resources.

California's Early Learning and Development System

California's Early Learning and Development System

Program Guidelines & Resources

Curriculum Framework

Learning & Development Foundations

Professional Development, Supports, & Competencies

Desired Results Assessment System

California Department of Education, Early Education and Support Division

Special Education Law and Age Three

§300.101	§300.323 (b)
Starting at age three, local Education Agencies (LEAs) must provide free appropriate public education (FAPE).	If a child transitions from a Part C program, the LEA must provide an Individualized Education Program (IEP) **by the child's third birthday**.

Special Education Division and Early Childhood Support System

IDEA:
PART B
PART C

State Performance Plan Annual Performance Report

Desired Results 2015

Early Childhood Special Education Handbooks

**Preschool Learning Foundations**
Child Development Division

CPIN
California Preschool Instructional Network

8

Access to Regular Preschool Activities and the Law

§300.114 (a)(2) [Preschool Least Restrictive Environment (LRE)]:

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

These resources support access to regular preschool activities:
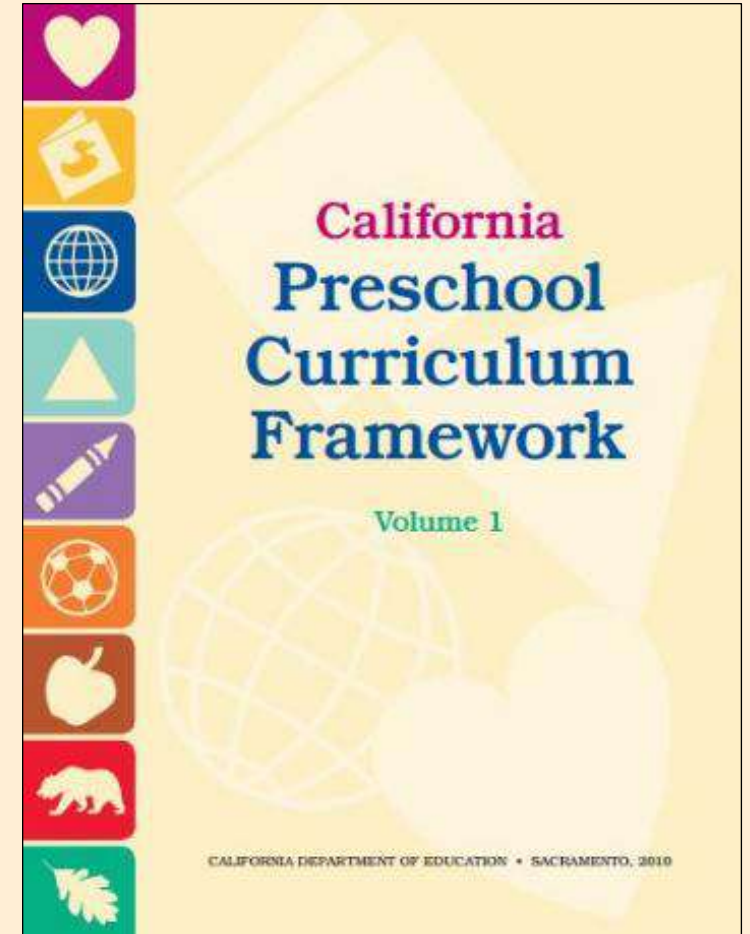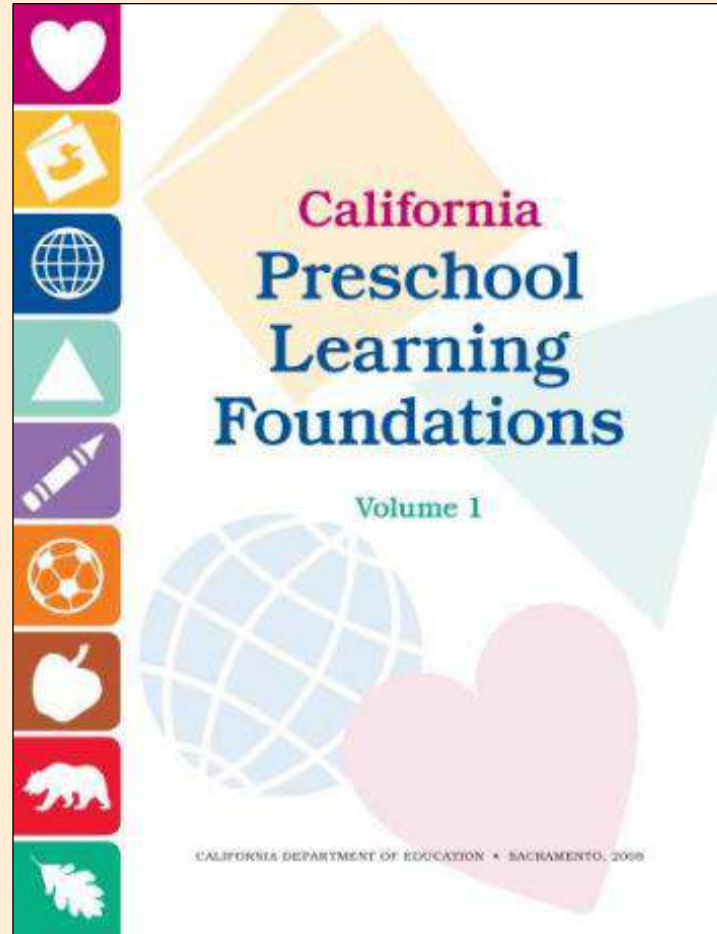
Working Together

Special education services:	Preschool Curriculum Framework:
• Provides services for children with disabilities • Occurs in a variety of settings • Ensures access to regular preschool activities	• Planning learning opportunities • Teachable moments • Routines, environments, and materials
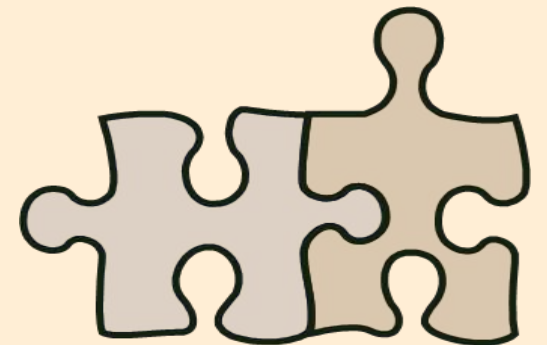
IEP Team Members

Legally required:

– Family or guardian

– Designated instruction service providers (specialists)

– Early childhood special education teacher

– General education preschool teacher

– Administrator or designee

– Interpreter

Recommended

– Agency Representative (may be required if transitioning from Part C program)

– Others as requested by family or district

The Elements of Successful Collaboration

- Children and families first!

- Knowledgeable staff

- Supportive administrators

- Communication and cooperation

- Clear understanding of each role

- Shared goals

- Mutual respect

- Humor

Elements of Successful Collaboration

Discuss your experiences with collaboration; what made those experiences successful?

School District Partners

- **Families**
- **Pre/K special education teachers and K teachers**
- **Administrators**
- **Designated instructional service (DIS) providers:**
  – Speech and language specialist
  – School psychologist
  – Physical therapist
  – Occupational therapist
  – Assistive technology specialist
- **English as a second language specialist**
- **Bilingual assistant/interpreter**
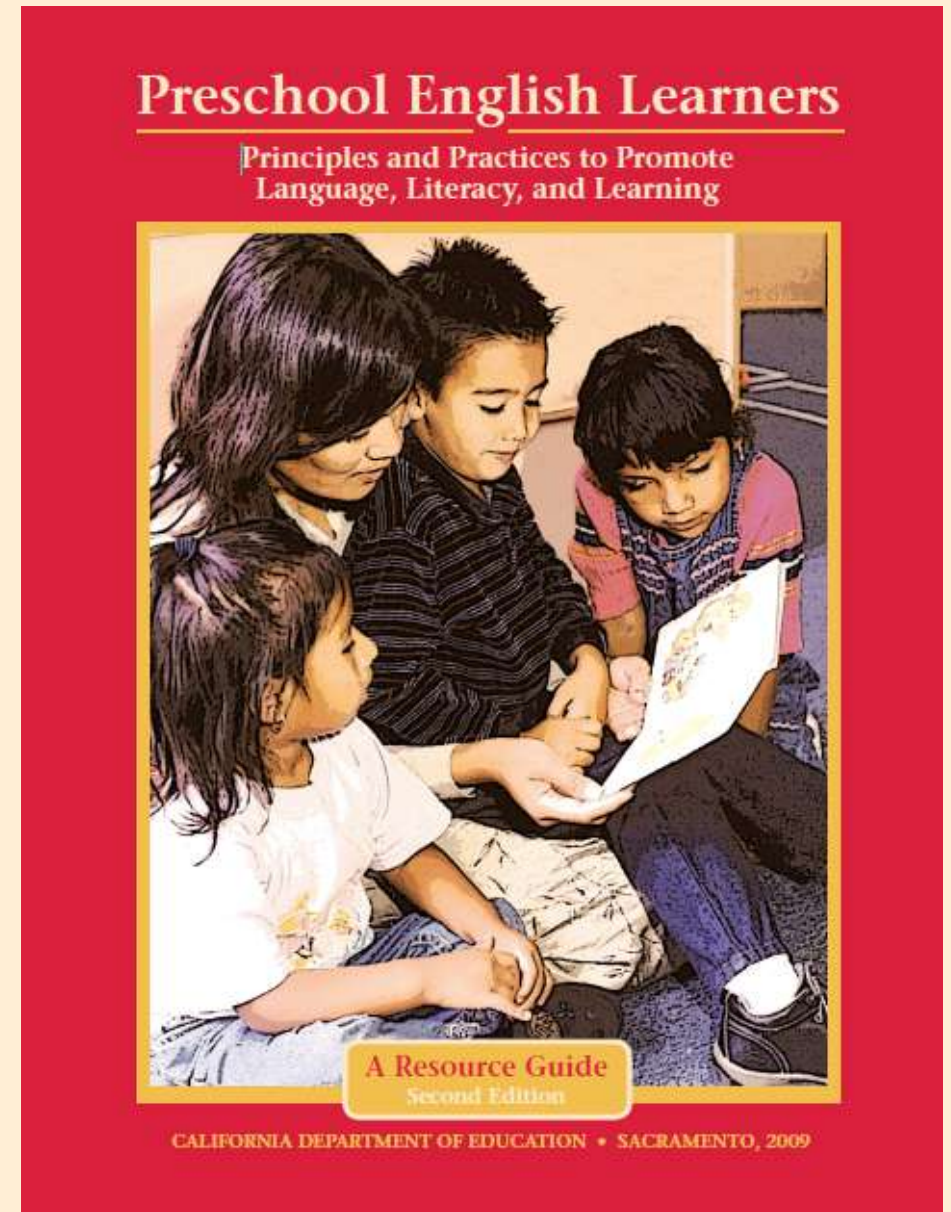
Partners: School District

Principle 8

"Coordination and collaboration among families, teachers, and specialists become crucial in supporting the language and literacy development of children with disabilities or other special needs" (PEL Guide, p. 69).

Overarching Principle

"Family and community partnerships create meaningful connections" (PCF, Vol. 1, p. 7).

10 Practices

Read, review, and discuss Principle 8 and the practices that follow on page 69 of the PEL Guide.

Preschool English Learners
Principles and Practices to Promote
Language, Literacy, and Learning
A Resource Guide
Second Edition
CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2009

What have we learned?

- California's Early Learning and Development System

- Special Education Division and Early Childhood Support System

- Special Education Law—IDEA 2004

Let's take a closer look!

Preschool Children with IEPs by Ethnicity and Disability (CDE Special Education Date, 12/01/2011)

Major Ethnic Group	MR	SLI	SLD	AUT	TOTAL
Native American	8	186	0	35	246
Asian	306	3,989	27	1,701	6,592
Hispanic	1,625	15,770	185	3,565	23,678
African-American	174	1,491	16	518	2,461
White	482	8,712	52	2,617	13,332
TOTAL	2,595	30,148	280	8,446	46,409

Table Key: (MR: Mental Retardation, SLI: Speech and Language Impairment, SLD: Specific Learning Disability, AUT: Autism)

What do you think?

Do you agree or disagree?

- Preschool children with disabilities are not capable of being bilingual.

- A preschool child with a disability will be confused by being exposed to more than one language.

- Preschool children who are bilingual and have a disability will be better off in a setting where they only hear English.

- Many of the principles and practices in the PEL Guide apply to children with disabilities who are learning English.

- Limited English skills are sometimes mistaken for disabilities.

Do you agree or disagree?

False Assumption:

Children with language disorders and/or other disabilities should not receive bilingual intervention; they will get more confused trying to learn two languages as opposed to learning only one language.

Fact:

"There is no evidence that a bilingual approach in intervention would 'confuse' or tax the learning abilities of children with disabilities" (Gutiérrez-Clellen, "Language Choice in Intervention with Bilingual Children," p. 299).

Do you agree or disagree? (2)

False Assumption:

If children with language disorders learn a second language, they may make more errors in grammar.

Fact:

"Children with disabilities can learn more than one language and can function bilingually as effectively as their typically developing peers" (PEL Guide, p. 66).

Language Disorder or Language Difference

Early Warning Signs for 3- to 5-Year-Old Children

- Shows difficulty following simple directions in either language

- Exhibits immature speech and language in both languages

  (Sources: Dunlap, (2009), McLaughlin, (2006), Hamaguchi (2001), CDE brochure: Reasons for Concern that Your Child or A Child in Your Care May Need Special Help)

Behaviors Demonstrated by English Learners and Children with Language Disorders

- Speaks infrequently

- Speaks excessively (in the home language or in English)

- Refuses to answer questions

- Confuses similar sounding words

- Is unable to tell or retell stories

- Has poor recall

- Uses poor pronunciation

- Uses poor syntax and grammar

- Does not volunteer information

Adapted from Ortiz and Maldonado-Colon (1986).

(See page 64 of the PEL Guide)

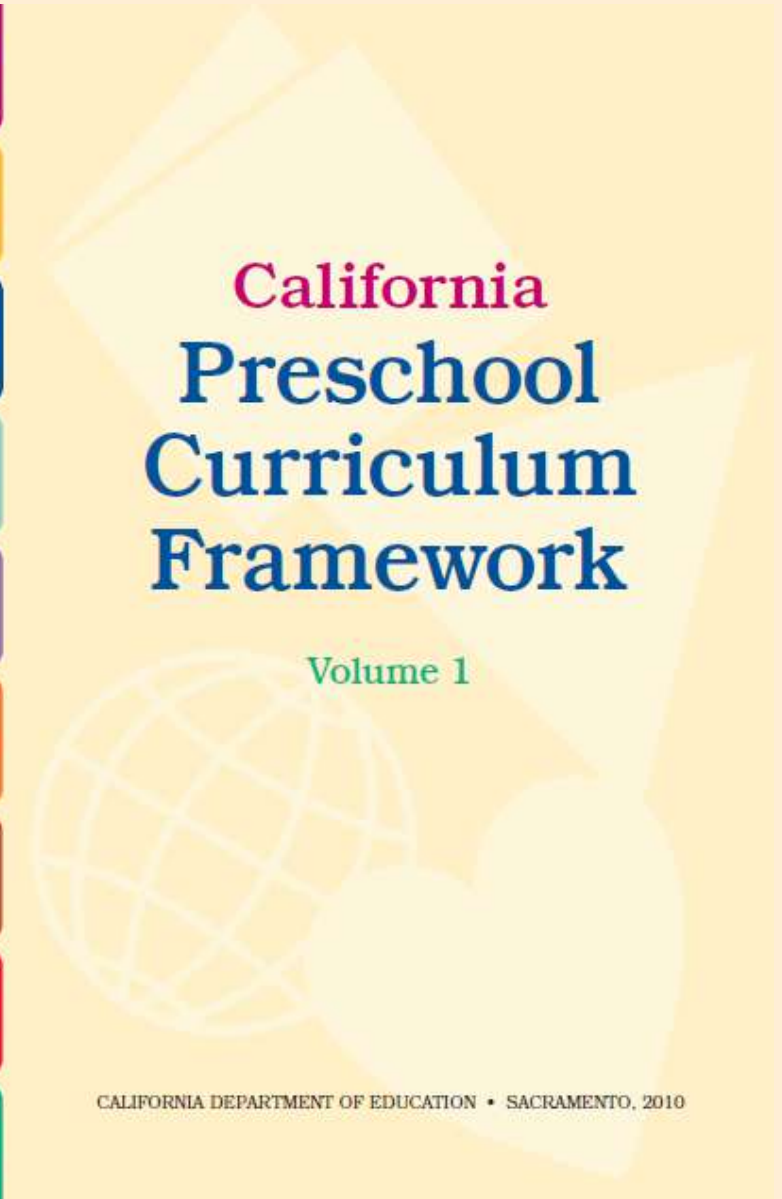# Synthesis Activity Part 1: Research Highlight—PEL Resource Guide

"Second language learners might exhibit social interaction patterns along with limited communication abilities that are similar to those exhibited by children identified with specific language and/or speech impairments. Thus, it is not uncommon for many of these children to be labeled as having challenging behaviors or communication disorders when in fact they are following a fairly typical developmental path in acquiring second language" (Santos and Ostrosky, "Understanding the Impact of Language Differences on Classroom Behavior").

Synthesis Activity Part 2

Read the Cultural Context of Learning on page 185 of the PCF (Vol. 1).

Discuss the following with your group:

- How do the two readings relate to one another?

- How might you use both pieces of information in your daily work?

California
Preschool
Curriculum
Framework

Volume 1

CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2010

Cultural Considerations

"When the home language and culture are viewed as assets and resources, it becomes the foundation for enhanced learning" (PCF, Vol. 1, p. 185).

Cultural Consideration #1: Perspectives on Educational Beliefs

In some cultures, special education is not dealt with as openly as it is in the mainstream American culture.

Cultural Consideration #2: Perspectives on Educational Practices

Families practice different ways of learning.

Cultural Consideration #3: Perspectives on Communication Styles

Families have different forms of conversation based on age and social status.

Answers to Frequently Asked Questions

Answer one) Yes. What is important to remember is that the child with a disability or special needs, who is growing up in a bilingual family or community, will benefit from learning both the home language and English, just like any other child.

Answer two) English learners need a period of adjustment in which they are supported, encouraged and provided with learning experiences that meet them where they are academically and linguistically. How long that period is depends on the individual child.

Answer three) Careful observation, documentation over time and in multiple settings, and gathering information from the many adults who know the child will provide a more accurate picture of the child's language abilities in their home language and in their second language.

Zip Around Activity: Question One

Question one:

Is it OK for me to use English and the child's home language at school when the child has a disability?

Answer one:

Yes. What is important to remember is that the child with a disability or special needs, who is growing up in a bilingual family or community, will benefit from learning both the home language and English, just like any other child.

Zip Around Activity: Question Two

Question two:

How do I know if a child is experiencing difficulties in learning a language, such as a speech disorder, or is just going through the process of second language acquisition?

Answer three:

Careful observation, documentation over time and in multiple settings, and gathering information from the many adults who know the child will provide a more accurate picture of the child's language abilities in their home language and in their second language.

Zip Around Activity: Question Three

Question three:

How long do I wait to make a referral when I have concerns regarding a child who is learning English as a second language?

Answer two:

English learners need a period of adjustment in which they are supported, encouraged and provided with learning experiences that meet them where they are academically and linguistically. How long that period is depends on the individual child.

Strategies

Strategies: Making Preschool Accessible

1. **Responsive Practices**

2. **Adaptations**

3. **Accessible Curriculum**

   – Universal design

   – Differentiating instruction

1. Responsive Practices

- Use body language and visuals.

- Learn key words and phrases in the child's home language.

- Use language and literacy activities that contain repetitive refrains.

- Use narratives to describe a child's actions.

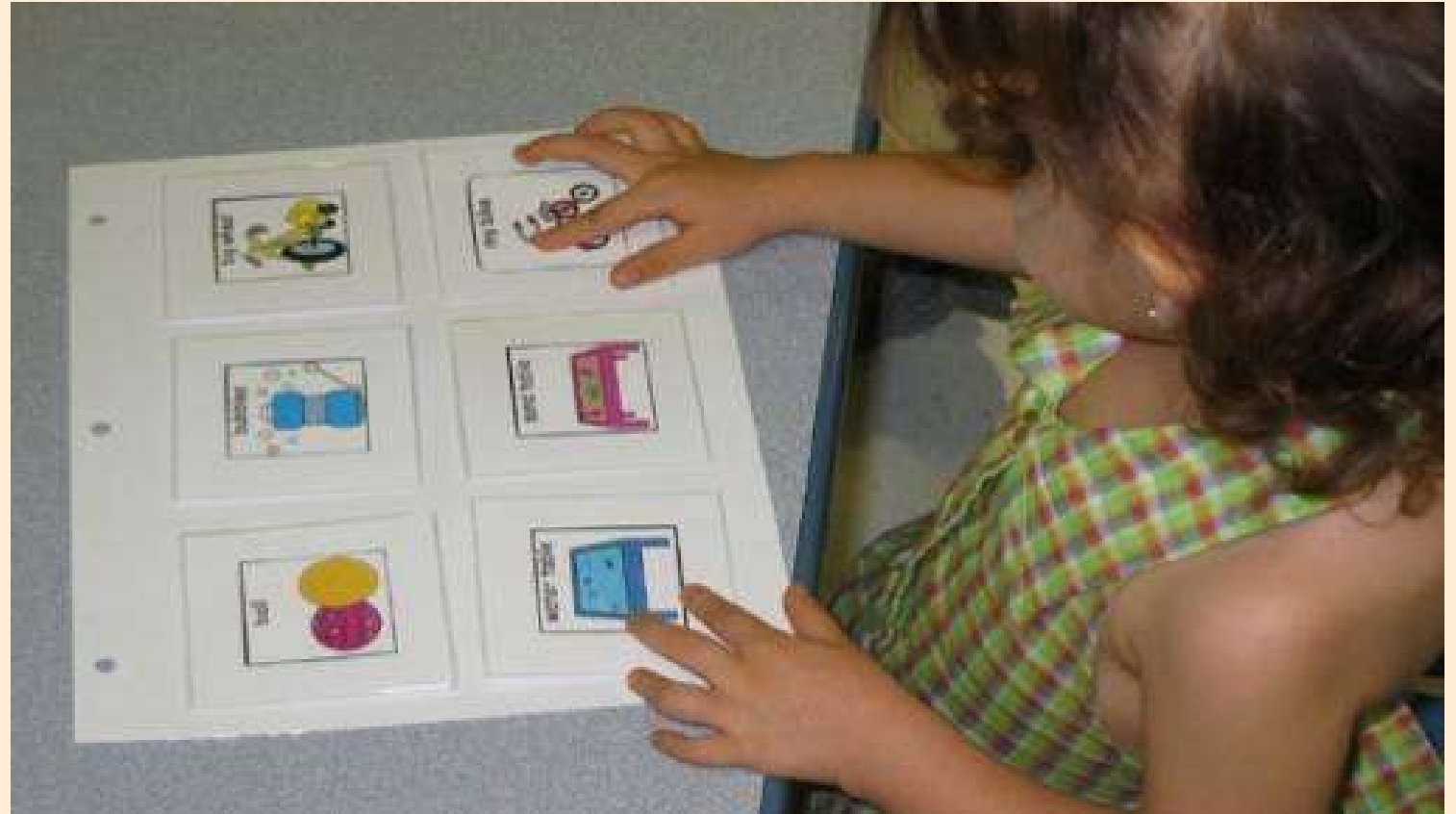- Provide longer wait times for responses (5 seconds or more).

2. Adaptations

Adaptations are changes in the environment that allow children with disabilities to participate in the same assessment as their peers.
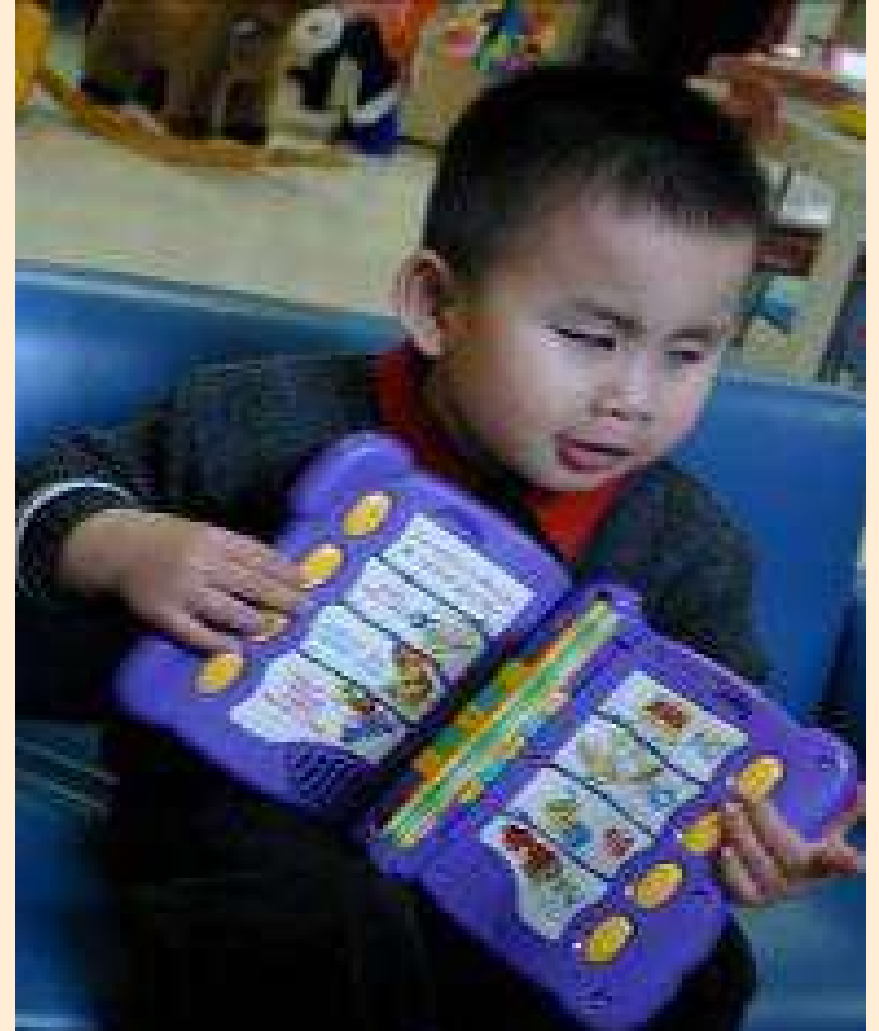
Augmentative or Alternative Communication Systems

Another system of communication may be used when the child cannot use spoken language.

Sensory Support

Ideas include the following:

- Reducing background noise

- Adjusting tactile stimulation

- Adjusting visual stimulation.

What Communication Adaptation in Inclusive Classrooms Might Look Like

Insert communication video clip here

A Closer Look at Adaptive Materials

Book Activity: Easy-To-Turn Pages

3. Accessible Curriculum

Accessible curriculum is for all children so they can participate in a meaningful way in daily routines and activities:

- Differentiated instruction to meet individual needs
- Universal design for learning
- Adaptations based on progress monitoring and data
- Special education services and supports

Source: Division for Early Childhood (DEC) of the Council for Exceptional Children, *Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation,* p. 4.
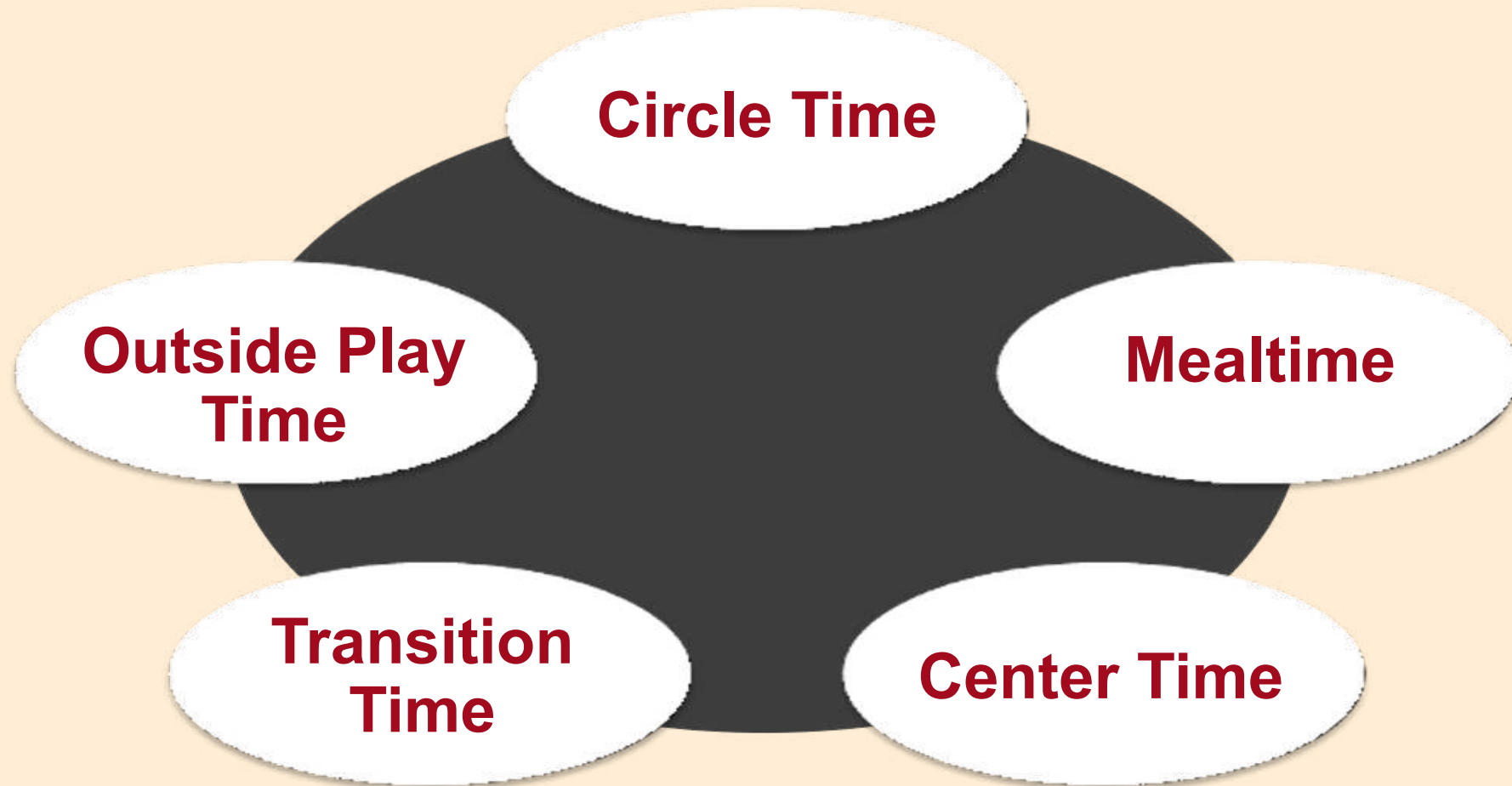
The Inclusive Classroom

"Instructional goals and objectives based on a student's IEP need to be embedded within the normally occurring routines…" (Belk, "The Inclusion in early childhood programs: A kaleidoscope of diversity").

Visiting an Inclusive Classroom: *Welcoming ALL Children*

- Circle Time
- Outside Play Time
- Mealtime
- Transition Time
- Center Time

What Circle Time in Inclusive Classrooms Might Look Like

Insert Circle Time video clip here

Circle Time

- Plan a shorter circle time as needed.

- Use preferential seating for an English learner with a hearing impairment.

- Establish a clear routine and sequence of actions.

- Provide wait time.

- Provide bilingual materials.

- Reinforce good behavior verbally.

What Mealtime in Inclusive Classrooms Might Look Like

Insert Mealtime video clip here

Mealtime

- Encourage conversational turn taking (Strive for 5!).

- Include words and concepts relevant to every child's home experience and cultural backgrounds.

- Put a non-slip work surface (drawer liner) under dishes, cups, and utensils.

- Use open-ended questions.

What Center Time in Inclusive Classrooms Might Look Like

Insert Center Time video clip here

Center Time

- Have a parent read classroom books in the home language.

- Place multilingual audio tapes in the listening area.

- Encourage children to work in pairs.

- Arrange the classroom so all children can move around easily.

- Provide materials that are easy to grasp or manipulate in the discovery area and all areas.

What Transition Time in Inclusive Classrooms Might Look Like

Insert Transition Time video clip here

Transition Time

- Use pictures or objects to represent what will happen next.

- Prompt the child to watch and follow where peers in the classroom are going.

- Give simple auditory cues, visual cues, or tactile prompts before the transition occurs.

What Outside Time in Inclusive Classrooms Might Look Like

Insert Outside Time video clip here

Outside Play Time

Provide an outdoor setting that encourages language development and communication.

Pair Share

- What are some of the ideas/strategies that stood out to you in the video clips?

- What ideas/strategies did you hear that might be helpful for your students?

Collaborative Partners and Resources

What Collaborative Partners in Inclusive Classrooms Might Look Like

Insert Partners in Preschool video clip here

Collaborating Partners: State Agencies

- **California Department of Education (CDE)**

  - Special Education Division (SED)

  - Early Education and Support Division (EESD)

- **Department of Developmental Services (DDS)**

  - Regional Centers

- **California Children's Services (CCS)**

Resources in California

- [California Preschool Instructional Network (CPIN)](#)

- [Desired Results for Children and Families](#)

- [Desired Results Access Project](#)

- [California Association for the Education of Young Children (CAEYC)](#)

National Resources

- [Division for Early Childhood (DEC) of the Council for Exceptional Children](#)

- [National Association for the Education of Young Children (NAEYC)](#)

- [National Early Childhood Technical Assistance Center (NECTAC)](#)

Closure: Revisit the Outcomes

1. Become familiar with the California Early Learning and Development System and regulations related to special education.

2. Develop a better understanding of the characteristics of language disorder and language difference.

3. Explore cultural considerations and research-based instructional strategies for English learners with disabilities or other special needs.

4. Become familiar with statewide and local resources.

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