

Improving Academic Outcomes For English Language Learners with Disabilities

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Who Are ELLs With Disabilities?

- 357,325 students K-12 in 01-'02 (9% of ELLs)
- 80% identified with a learning disability or a speech language impairment
- Largest number are Spanish speakers but also Hmong, Vietnamese, Korean, Arabic, Haitian Creole, etc.
- Instructional programs less aligned with state standards



From *National Descriptive Study of Service to LEP Students* (conducted 2002-03)

Assessment Participation – State Policies for Students With Disabilities

Number of states with policies for students with IEPs **50**

Number of states with policies for ELLs with IEPs **25**

Number of states prohibiting exclusion based on cultural, social, linguistic or environmental factors **24**

From NCEO Survey of States – *State Special Education Outcomes* (2005)

2002-2003 States That Reported Participation and Performance Data for ELLs with Disabilities on General State Reading Assessment

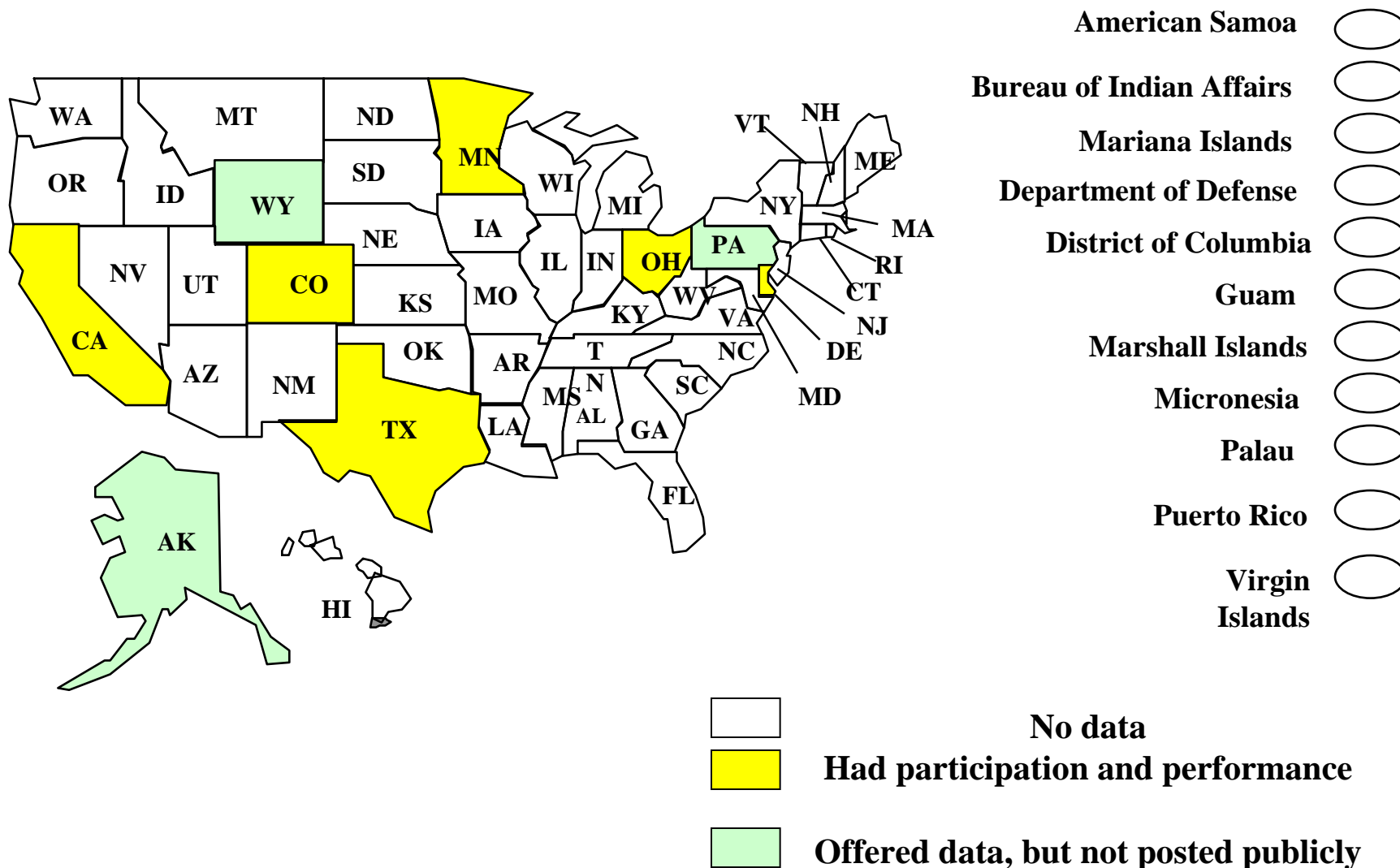
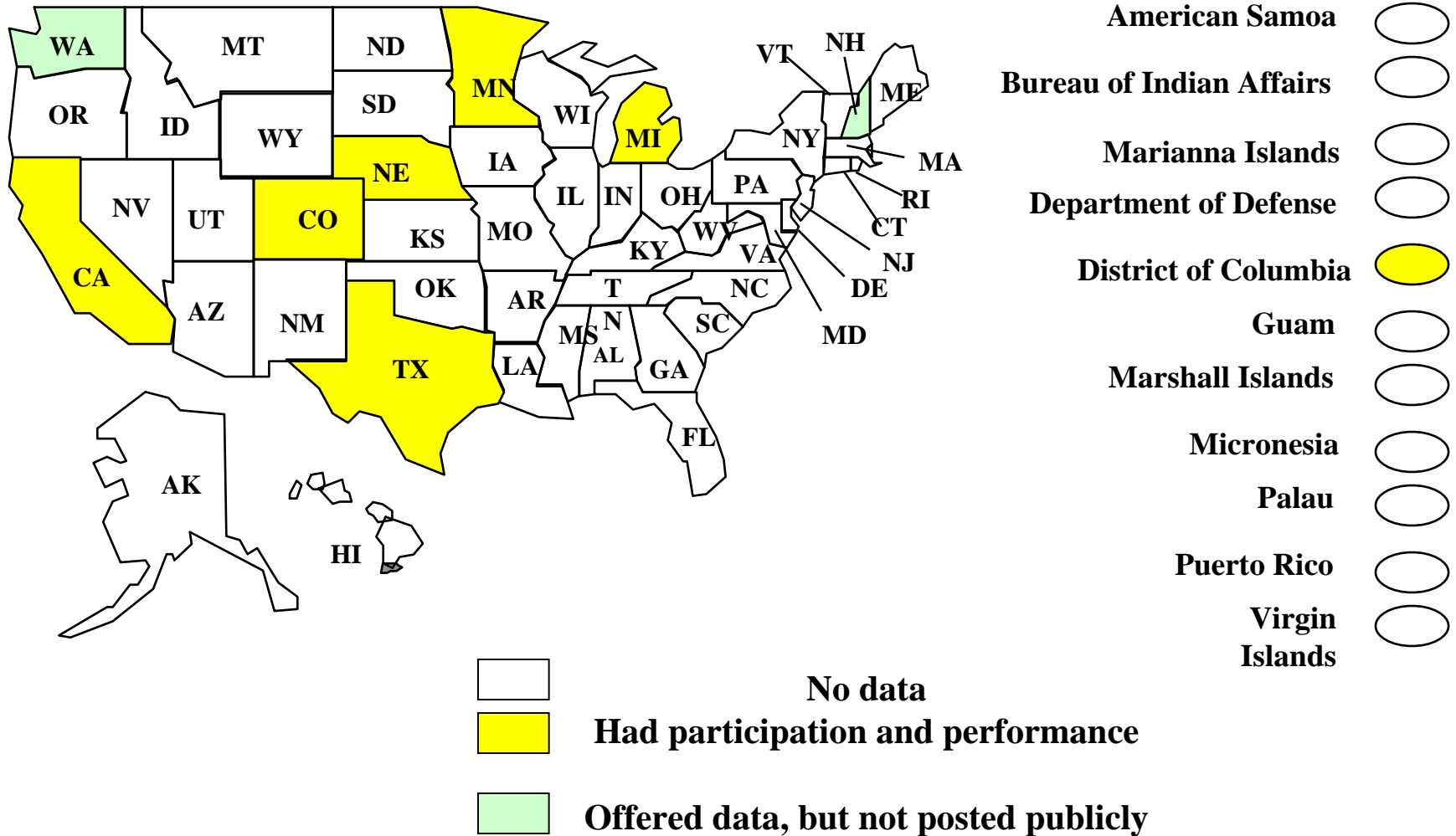


Figure 2. 2004-2005 States That Reported Participation and Performance Data for ELLs With Disabilities on General State Reading Assessment



Assessment Accommodations

Type of Accommodation	Number of States that Allow
Extended Time	Allowed = 22 Allowed in certain circumstances = 1
Read Aloud Directions	Allowed = 23
Re-read/Clarify Directions	Allowed = 23
Read Aloud Questions	Allowed = 12 (no restrictions) Allowed in certain circumstances = 18 Allowed with implications for scoring = 8
Spell Checker/Assistance	Allowed = 9 Allowed in certain circumstances = 12 Allowed with implications for scoring = 9
Dictionary/Thesaurus	Allowed = 12

ELP Accommodations Policies

- Many states identify accommodations for ELLs and ELLs with disabilities.
- Individual student needs are recognized in many states' policies.
- Flexibility and maintaining constructs are both important design considerations.



ELP Accommodations Policies

- Some states specify accommodations allowed or not by domain of the ELP assessment (e.g., reading, writing, speaking, listening).
- States not currently offering Braille versions may do so in the future.
- Some states are experimenting with novel definitions of accommodations (e.g., student selecting or creating a tool to use).

Instructional Strategies Research Findings: Challenges

- No common understanding for defining and, therefore, implementing strategies
 - Results in overuse of “canned” programs without differentiation for students “in front of them”
 - Replication is difficult because named strategies (e.g., “using manipulatives”) appear very different across practitioners
- Overlooking methods across instructional disciplines
 - E.g., native language use to build English-language skill
 - Differentiation of instruction within general education settings
- Lack of refinement in choosing approaches/strategies
 - Teachers tend to be neutral or positive about using any and all strategies

From: Thurlow, Albus, Shyyan, Liu, & Barrera, 2004; Barrera, Shyyan, Liu, & Thurlow, in progress

Research Findings: Instructional Strategies for ELLs with High Incidence Disabilities

Strategies Identified By Teacher Consensus

- Reading
 - Chunking and questioning aloud
 - Relating reading to student experiences
 - Using visuals
- Mathematics
 - Daily re-looping of previously learned material
 - Teacher think-alouds
 - Using manipulatives
- Science
 - Using pictures to demonstrate steps
 - Using pre-reading strategies in science
 - Modeling/teacher demonstration



From: Thurlow, Albus, Shyyan, Liu, & Barrera, 2004; Barrera, et al. In progress; Barrera, Liu, Thurlow, & Chamberlain, 2006; Barrera), Liu, Thurlow, Shyyan, Yan, and Chamberlain, 2006)

Research Findings: Instructional Strategies for ELLs with High Incidence Disabilities



Recent Validation Through Single-Case Research

- Reading
 - Chunking and Questioning Aloud
- Mathematics
 - Teacher Think alouds
 - Both for instruction and teaching the student to learn

(Thurlow, Albus, Shyyan, Liu, & Barrera, 2004; Barrera, et al. In progress; Barrera, Liu, Thurlow, & Chamberlain, 2006; Barrera), Liu, Thurlow, Shyyan, Yan, and Chamberlain, 2006)

NCEO Resources

Visit: www.nceo.info



[See relevant references on handout]