

Serving the Needs of English Learners with Special Needs

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Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools:
2 devices if possible
5. Paper, pencil, markers...



Content Objective

Today I will analyze the *second language acquisition process* and how each one of the *13 disabilities categories* impact language development.

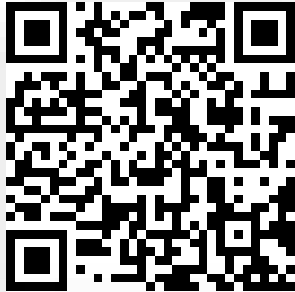


Language Objective

Today I will discuss with my peers the second language acquisition process and I will share ideas on how disabilities might impact language development.



My Name My Identity



5:00

1. Go to: <http://bit.do/MyNameMyID>
2. Select a room / slide
3. Write your name
4. Add 4 visuals
5. Be ready to share!





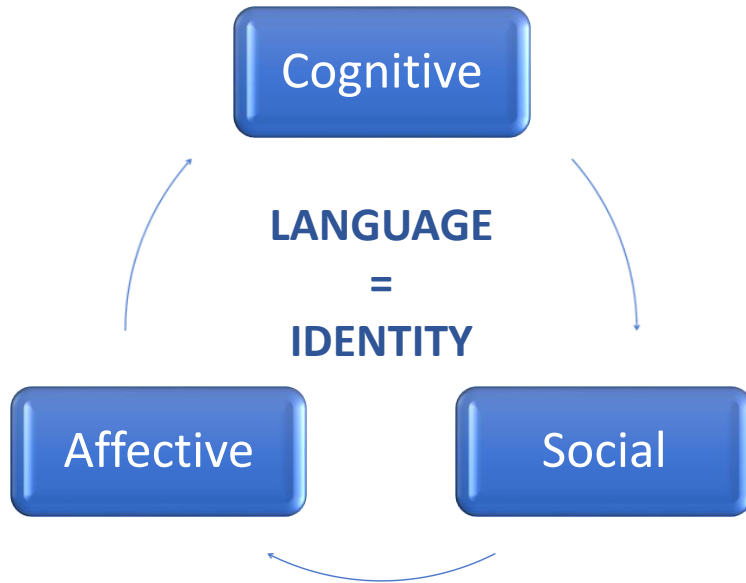
BILINGUALISM IS A GIFT

WE CAN GIVE TO
ALL OUR KIDS

John B. King, Jr.



The Power of Language



“Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning”.

David Corson, 1999



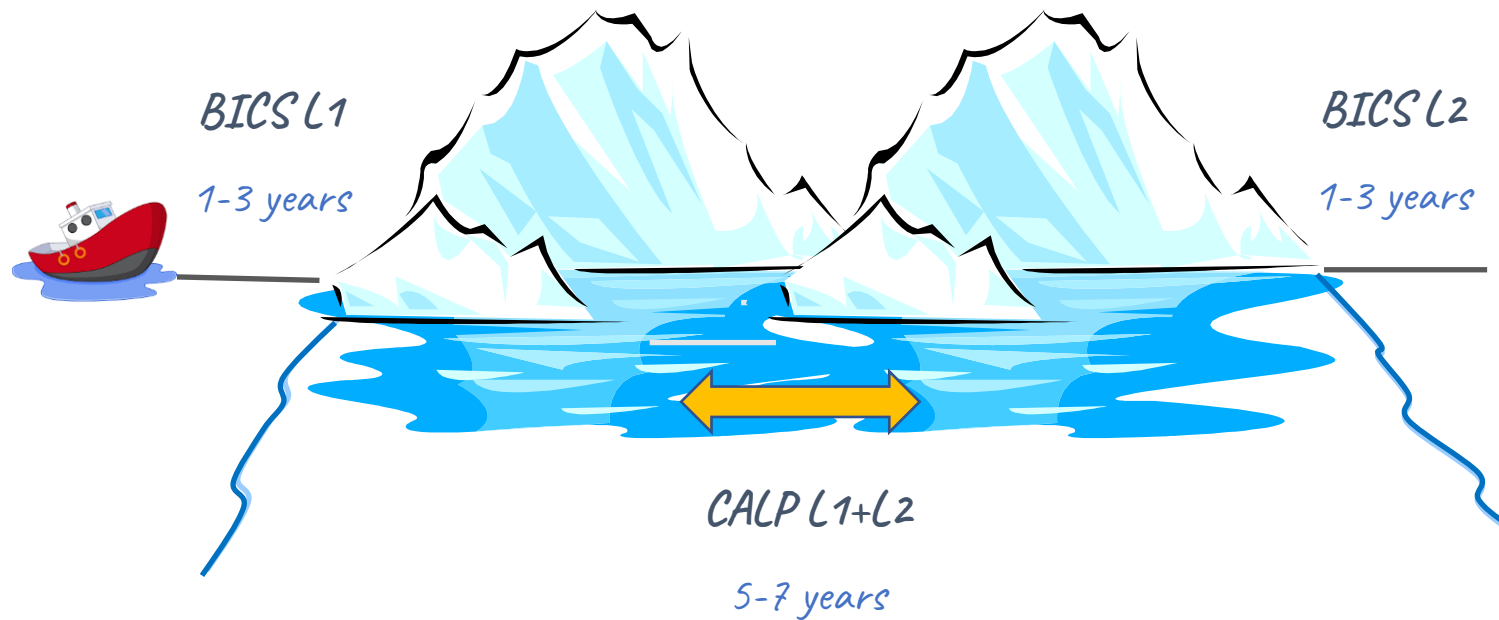
BICS vs CALP



J. Cummins (1981)



Transfer of Concepts



J. Cummins (1981)



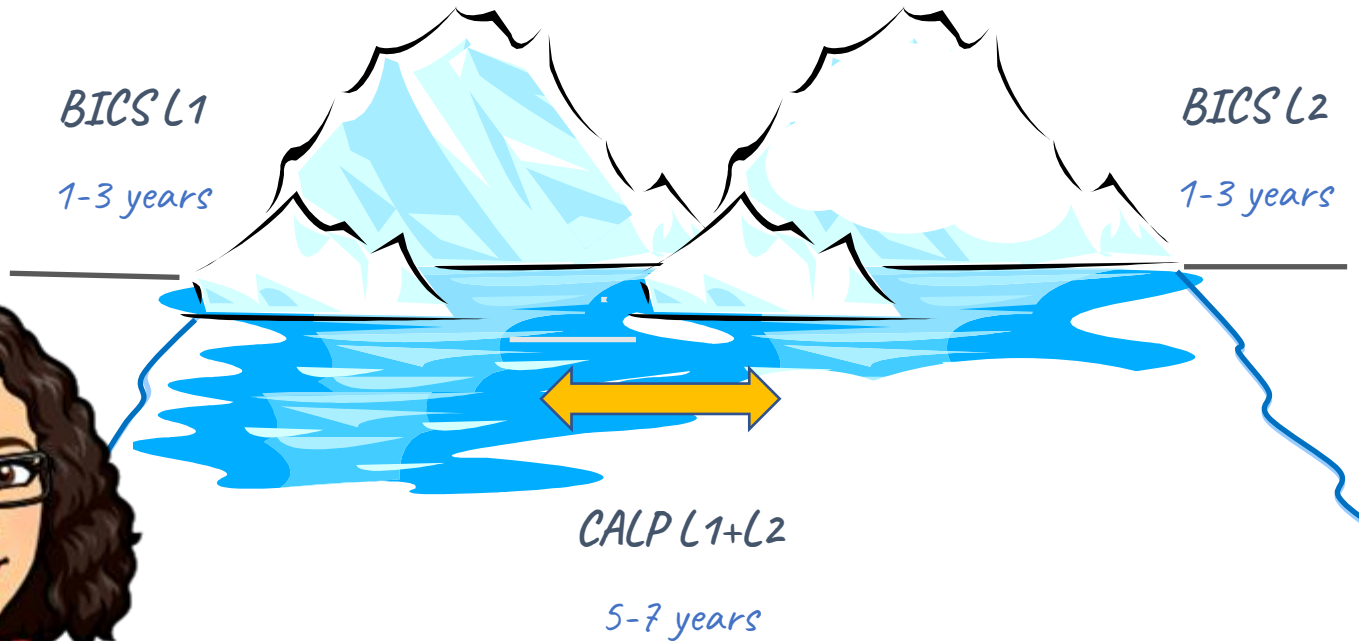
Transfer of Concepts



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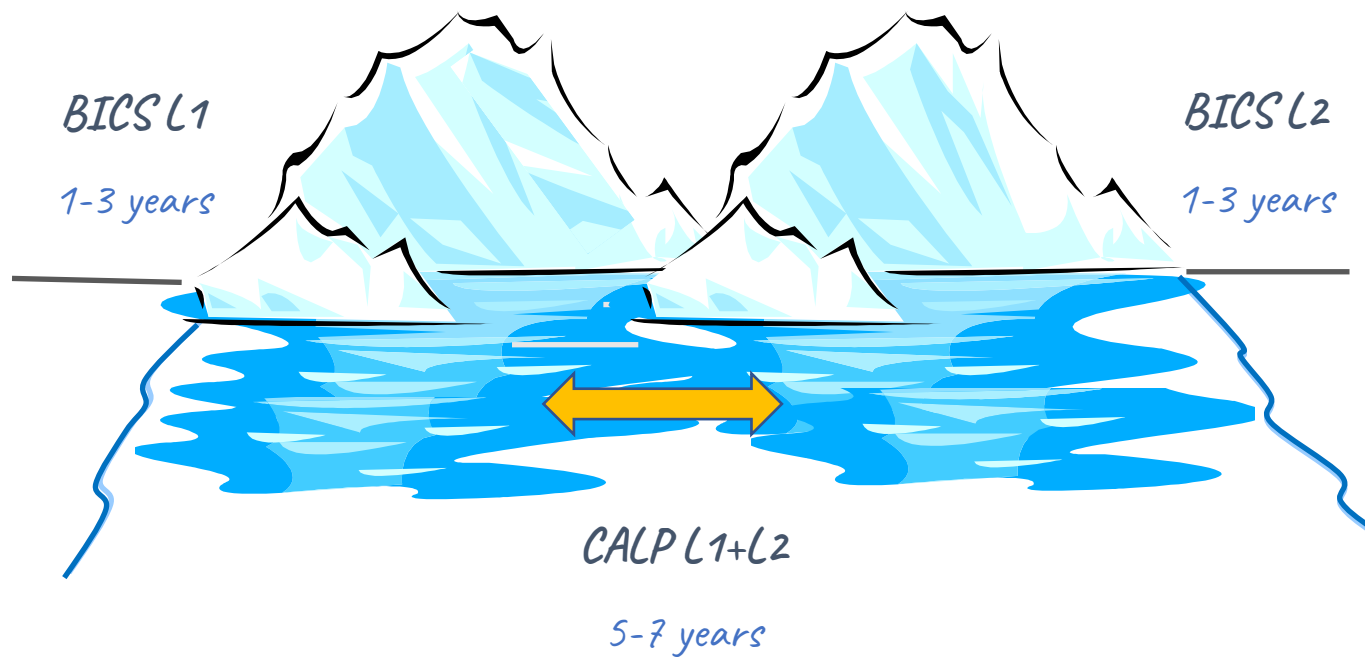
My Language Profile in 1999



J. Cummins (1981)



My Language Profile in 2020



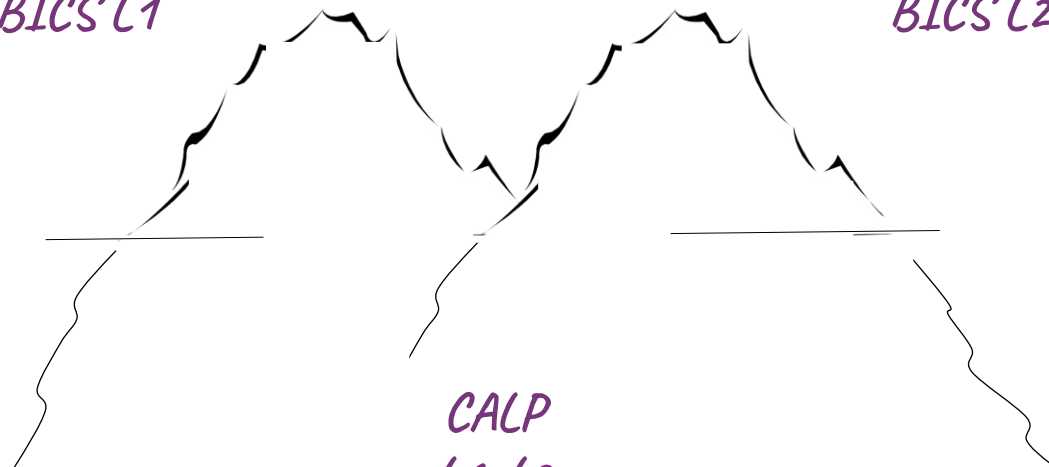
J. Cummins (1981)



Your Language Profile

BICS L1

BICS L2



CALP
L1+L2

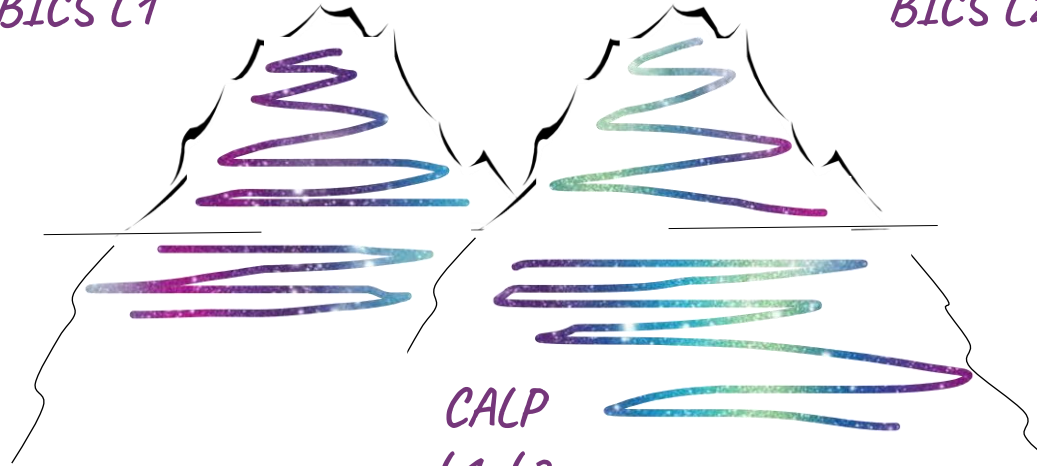
<https://whiteboard.fi/>



Your Language Profile

BICS L1

BICS L2



CALP
L1+L2

<https://whiteboard.fi>





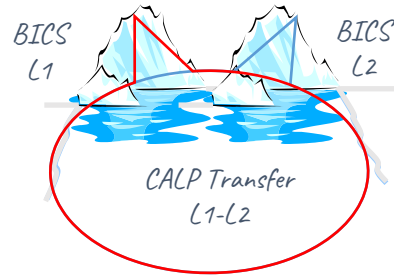
Transfer of Concepts



J. Cummins, 1981



Transfer of Concepts



J. Cummins, 1981

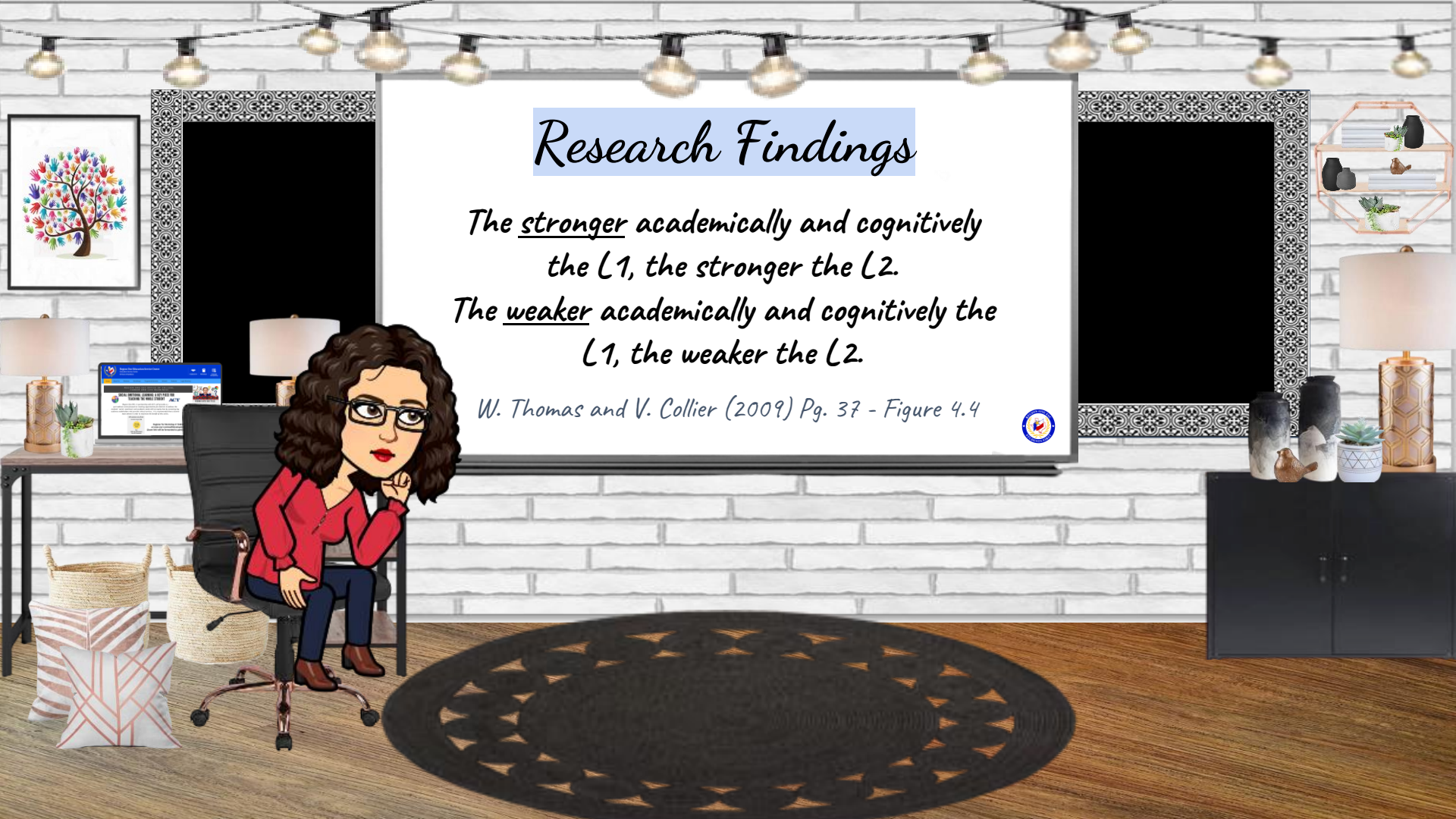


Research Findings

The stronger academically and cognitively
the L1, the stronger the L2.

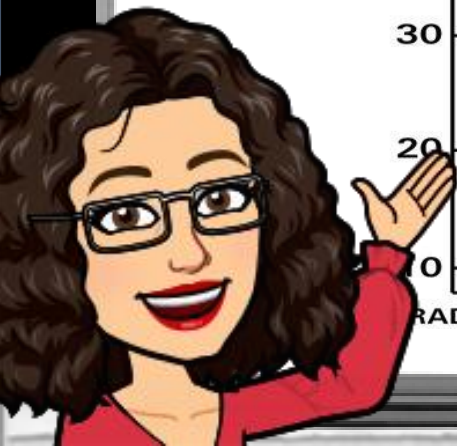
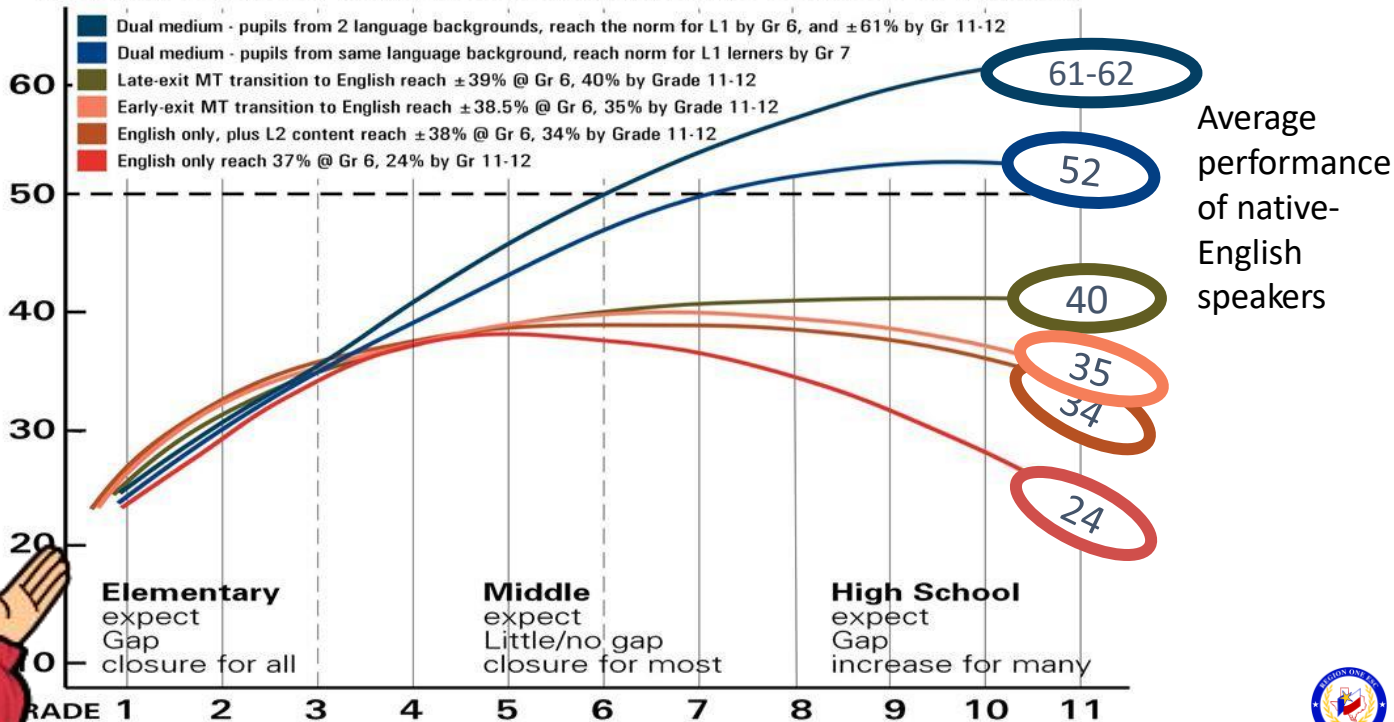
The weaker academically and cognitively the
L1, the weaker the L2.

W. Thomas and V. Collier (2009) Pg. 37 - Figure 4.4



The Effectiveness of Bilingual Program Models

Reading levels of English second language learners in English



Bilingual Program Models

10% BEA for EL
\$616

Early
Exit

Late
Exit

10% BEA for EL
\$616

15% BEA for EL
\$924

1Way
DL

2Way
DL

15% BEA for EL
\$924
5% for EP
\$308



English vs

Spanish



English vs Spanish Phonology

Spanish

Based on syllables

mamá = ma-má

manzana = man-za-na

sol = sol

Based on phonemes

cat = /k/ /a/ /t/

bat = /b/ /a/ /t/

sat = /s/ /a/ /t/

rat = /r/ /a/ /t/

English



Spanish

5 vowels = 5 sounds
b / v = same sounds

Tú vs usted

Está lloviendo = It is raining



English

5 vowels = 11+ sounds

b / v = different sounds

You

bit / bite * bow / bow / vow * bath / bathe



Spanish Phonology

	FRONT	CENTER	BACK
HIGH	iy (igual)	uw (uva)	
MEDIUM	ɛ(ego)		ow (oso)
LOW		a (al)	



English Phonology

	FRONT	CENTER	BACK
HIGH	iy (meat) I (mitt)	uw (pool)	U' (pull)
MEDIUM	ey (mate) ε (met)	ə (mutt)	ow (coat)
LOW	æ (mat)	a (pot)	o (caught)



Common Mistakes

Adding an “e” before an “s”

school

escuela

specific

específico

/skul/

/es kwe la/

/spesi fic/

/es pe si fi col/

th = d

False cognates

exit → éxito (salida)

embarrassed → embarazada (avergonzada)



WHY ENGLISH IS SO HARD

We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!

 /grammarly

-ANONYMOUS



ENGLISH IS HARD

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.



FB DavidAvocadoWolf



The Power of Cognates!



The Power of Cognates

La chimica è la scienza che studia la composizione della materia ed il suo comportamento in base a tale composizione.



The Power of Cognates



*La chimica è la scienza che studia la
composizione della materia ed il suo
comportamento in base a tale
composizione.*

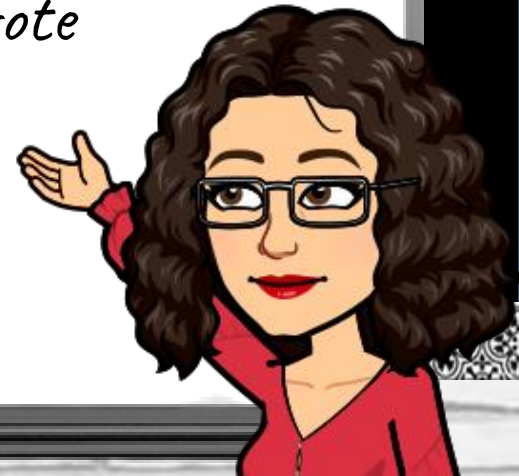


Your Turn!

1. Make a list of **5 academic terms** from any content area
2. Work with a partner to **combine your lists**
3. Write the **Spanish translation** to each word
4. Calculate the **percentage of cognates** you wrote














[http://www.realfastspanish.com/vocabulary/
spanish-cognates](http://www.realfastspanish.com/vocabulary/spanish-cognates)





Virtual Accommodations for EL

 Domain	 Scaffold	 Synchronous	 Asynchronous	 Online Tools
	Realia	Show realia during a virtual meeting or lecture. Virtual realia allows students to interact with 3D or virtual reality representation of realia.	Student scavenger hunt or show and tell activities are great ways to include realia and practice speaking and listening. Students can take a picture and record a video. Students listen and respond to one another's video.	Google Meet Zoom Discovery Education Virtual Field Trips Flipgrid Seesaw
	Images	Share a screen/presentation or hold up photos during a virtual meeting.	Students view a self-paced slideshow or picture dictionary. Students can use the slideshow or picture dictionary to complete activities or project on a topic.	Google slides Nearpod Book Creator Jamboard Google Earth Mentimeter
	Films	Share specific segments during a virtual meeting.	Assign students to independently view the video.	Ed Puzle ESL Video Discovery Education Brain Pop Brain Pop ELL Adobe Spark

 Domain	 Scaffold	 Synchronous	 Asynchronous	 Online Tools	 Tutorial Videos
Speaking B, I, A, AH	In a whole group	Incorporate structured dialogue (GSSSA).	Students respond after watching a teacher-created lesson and comment through different modalities.	Google Meet Zoom Pear Deck Flipgrid Padlet	Google Meet Zoom Pear Deck Flipgrid Padlet Google Docs Google Slides
	In pairs, partners, triads, or small groups	Structured dialogue in virtual breakout rooms	Students share videos on a topic and respond to one another's video using sentence frames.	Dice Talk Flipgrid Padlet	
	Cooperative Group Structures	Students work in assigned breakout rooms with specific roles to complete the speaking task in a jigsaw.	Students use different platforms to contribute a response to a task. Group members can use Google docs to organize their thoughts/ideas and add audio to present their section in Google slides.	Google Meet Zoom Google Docs Google Slides Pear Deck Flipgrid Padlet	

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Recommendations for Virtual Implementation of Accommodations



Whole New World... with Endless Possibilities

Recommendations for Virtual Implementation of Accommodations

Accommodation	Recommendations for Virtual Implementation							
	Text-to-Speech		Accessibility Features in device student is using				Accessible online Library	
Print Disability	Google/Chrome	Microsoft/Edge	PC/Laptop	Chromebook	Android	iPhone	Learning Ally	Book Share
Oral Presentation	Speech-to-Text		Screen Recording			Closed Captioning		
	Google/Chrome	Microsoft	Screencastify	Microsoft PowerPoint	Flipgrid	Google Slides	PowerPoint	Youtube
Visual Supports	Graphic Organizers		Checklists		Timelines		Visual Cues	
	Google/Chrome	Microsoft	Google Keeps	Lists	Google Charts	Microsoft Templates	Google Docs	Microsoft
					Video Demonstration			
Visual Tracking	Immersive Reader		Google Extensions				Liner	
	Line Focus		Super Simple Highlighter				Video on How to use Liner	
Magnification	Accessibility Features in device student is using			Google Extensions				
	PC/Laptop	Chromebook	Mobile Device	Zoom for Google Chrome	Magnifying Glass	Hover Zoom		
Clarifying Directions	Develop Videos with Quality Examples							
	Screencastify		Microsoft PowerPoint			Flipgrid		

Accommodation	Recommendation for Virtual Implementation							
Preview Vocabulary & Key Points	Quizlet	SMMY	Quizizz	Rewordify www.rewordify.com	Kahoot	Create Informational Video Screencastify Microsoft PowerPoint Flipgrid		
Peer Notetaker	Utilize same person, if possible		Google Drive	Microsoft	iPhone	Provide Advanced Notes		Microsoft Translator How to access
Additional (Extra) Time	Check for any timing settings			Review Scheduling Demands		Strive for Mastery		
Manipulatives	Digital Manipulatives							
	The Math Learning Center				National Learning Library of Virtual Manipulatives			
Calculator	Online Graphing Calculator				Build into student devices			
	www.desmos.com				PC/Laptop	iPhone	Android	
Dictionaries & Thesaurus (Elem)	Word Supports			Online Dictionaries				
	Google/chrome	Microsoft	A Maths Dictionary for Kids	Little Explorers from Enchanted Learning	Merriam-Webster-Word Central			
Dictionaries & Thesaurus (Secondary)	Word Supports			Visual Dictionary Online				
	Google/chrome	Microsoft	Visuwords	Merriam-Webster Visual Dictionary Online		Visual Thesaurus		
Verbal Encouragement	Provide Positive Feedback							
	Email		Text			Voice Note		Video
Behavior Supports	Clear Rules			Alternative Activities & Choice Design Your Own Digital Choice Board			Opportunity for Movement	
	Additional Teacher Resources							
Streamable Learning	Classroomscreen http://www.classroomscreen.com/	Flipity	Newsela	Pear Deck How Deck Remedy	Text Compactor			

Best Practices in the Virtual Learning Environment: Be consistent, set clear expectations, be purposeful and provide constant feedback







Clearing a Path for People with Diverse Needs Clears the Path for Everyone



Accessibility

PUBLIC SCHOOL STUDENT WITH DISABILITIES



Could you please shovel the ramp?

All these other kids are waiting to use the ramp. When I get through, I will have to wait with all these other kids who can't get up the ramp.

If you shovel the ramp, we can all get in.

© 2002 MICHAEL F. GIANGRECO. ILLUSTRATION BY KEVIN W. BRYANT. PENTRAL PUBLICATIONS, INC. #52-P48-8P87 WWW.PENTRAL.COM

Clearing a Path for People with Diverse Needs Clears the Path for Everyone



Disabilities

Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions.

An impairment is a problem in body function or structure;

An activity limitation is a difficulty encountered by an individual in executing a task or action;

While a participation restriction is a problem experienced by an individual in involvement in life situations.

Thus, **disability is a complex phenomenon**, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

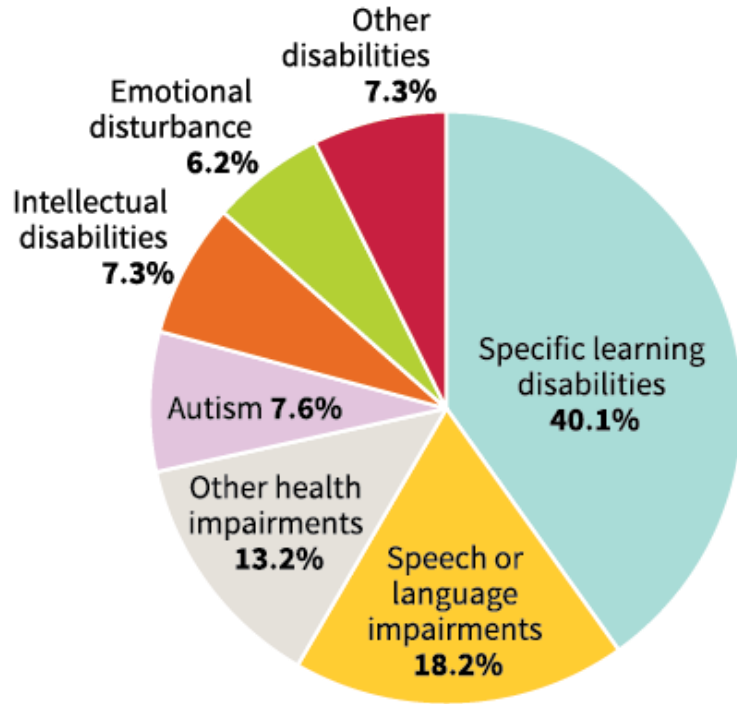
- World Health Organization, Disabilities



The Brain: Structures & Functions



Disability Categories



Disability categories of students with disabilities ages 6-21

Source: U.S. Department of Education (2014). *36th annual report to Congress on the implementation of the Individuals with Disabilities Education Act, 2014*. Washington DC: Office of Special Education and Rehabilitative Services.

Note: Data derived from all 50 states and U.S. territories in fall 2013.



13 Disability Categories under IDEA

1. Specific Learning Disability

2. Other Health Impairment

3. Autism Spectrum Disorder

4. Emotional Disturbance

5. Speech or Language Impairment

6. Visual Impairment

7. Deafness

8. Hearing Impairment

9. Deaf-blindness

10. Orthopedic Impairment

11. Intellectual Disability

12. Traumatic Brain Injury

13. Multiple Disabilities



Listening

Speaking

Reading

Writing

How does the disability impact second language acquisition?



Your Turn!



1. Go to your *breakout rooms*.
2. Read about one of the *13 disabilities* according to your room number.
3. Think how that *disability might impact listening, speaking, reading and/or writing*.
4. Explain your findings on the *Padlet*, adding 4 bullets and a visual: <https://padlet.com/kchapa/13Categories>



Resources



[http://www.projectidealonline.org/
v/disability-categories/](http://www.projectidealonline.org/v/disability-categories/)



[http://prntexas.org/categories-of-
disability-under-idea/](http://prntexas.org/categories-of-disability-under-idea/)



13 Disability Categories under IDEA

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Ann Sullivan, Hellen Keller's Teacher



“I never taught language for the purpose of teaching it; but invariably used language as a **medium for the communication of thought**; thus the learning of language was coincident with the **acquisition of knowledge**. In order to use language intelligently, one must have **something to talk about**, and having something to talk about is **the result of having had experiences...**”



English Learners



Cognitive



Affective



Linguistic

Texas Administrative Code, Chapter 89



Exit Tickets
I used to think...
But now I know...



T H A N K Y O U

¡Mil gracias!



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