Meeting the Needs of English Learners with Special Needs

WS# 165193 Remote Check-In Code: ELSPED

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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 (1 fib)
5. Be ready to share!

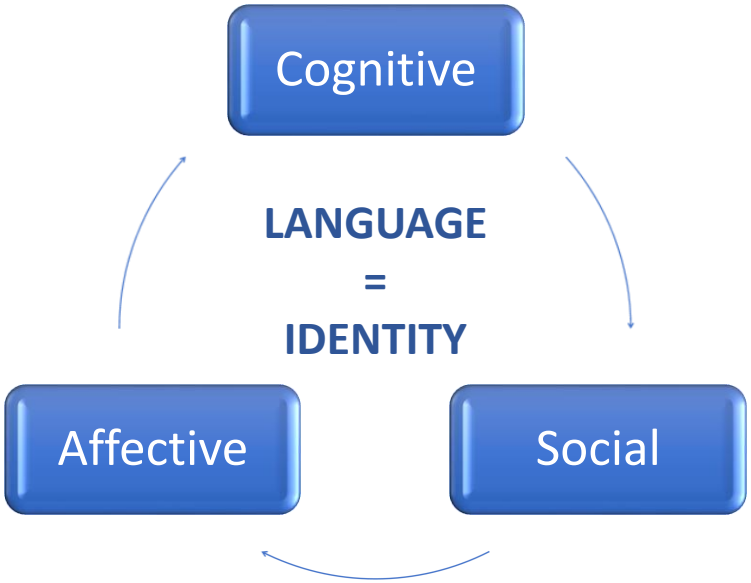
Cavazos, Areli
Castillo, JoSel
Arreguin, America
Aranda, Joanna
Alanis, Gloria
Zapata-Moya, Jess...
Tijerina, Claudia
Tenorio, Ludivina
Silva, Jacklyn
Salinas, Jennifer
Rosas, Amber
Rodriguez, Noelia
Rivas, Melisa
Ramos, Alva
Perez, Ana
PENA, JOSUE
Nesbit, Laura
Mercado, Andres
Medina, Lydia
Martinez, Mirssa
Marmolejo, Judy
Lozano-Gaspar, La...
Lopez, Moises
Hernandez, Benita
Gutierrez, Marco
Guajardo, Liliana
Gonzalez, Ilsa
Garza, Samantha
Fortuno, Divina
Delgado, Laura
De Leon, Alicia
De Hoyos, Elizabe...
De Anda, Maricruz
Cruz, Jessica
Coronado, Lydia
Cervantes, Pamela

BILINGUALISM IS A GIFT

WE CAN GIVE TO ALL OUR KIDS

John B. King, Jr.

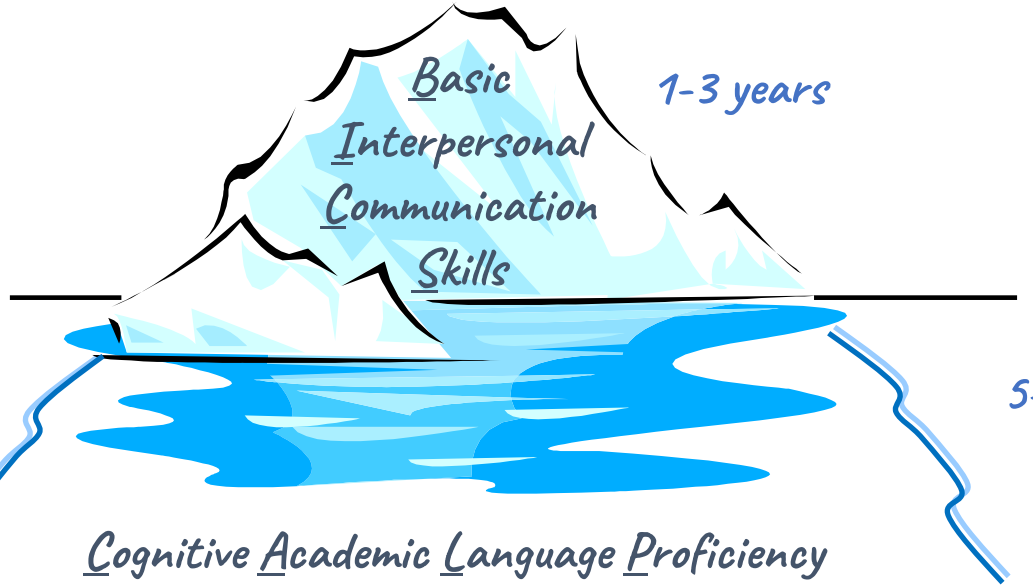
The Power of Language



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

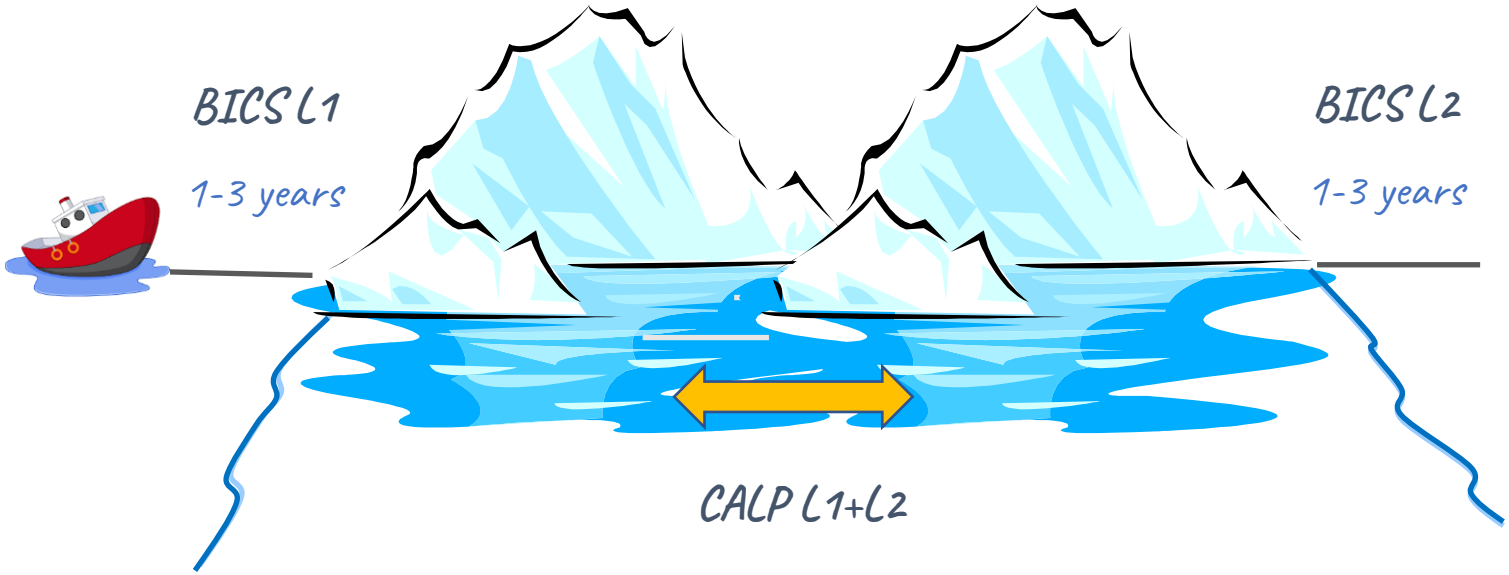
David Corson, 1999

BICS vs CALP



J. Cummins (1981)

Transfer of Concepts



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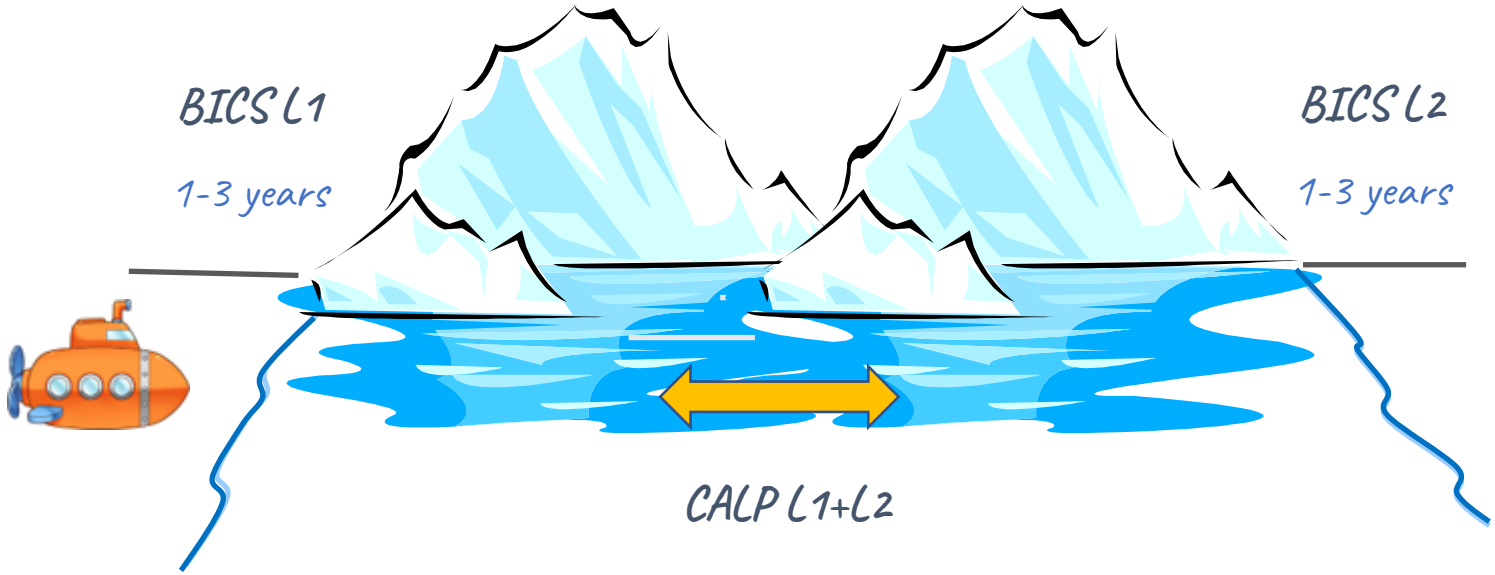
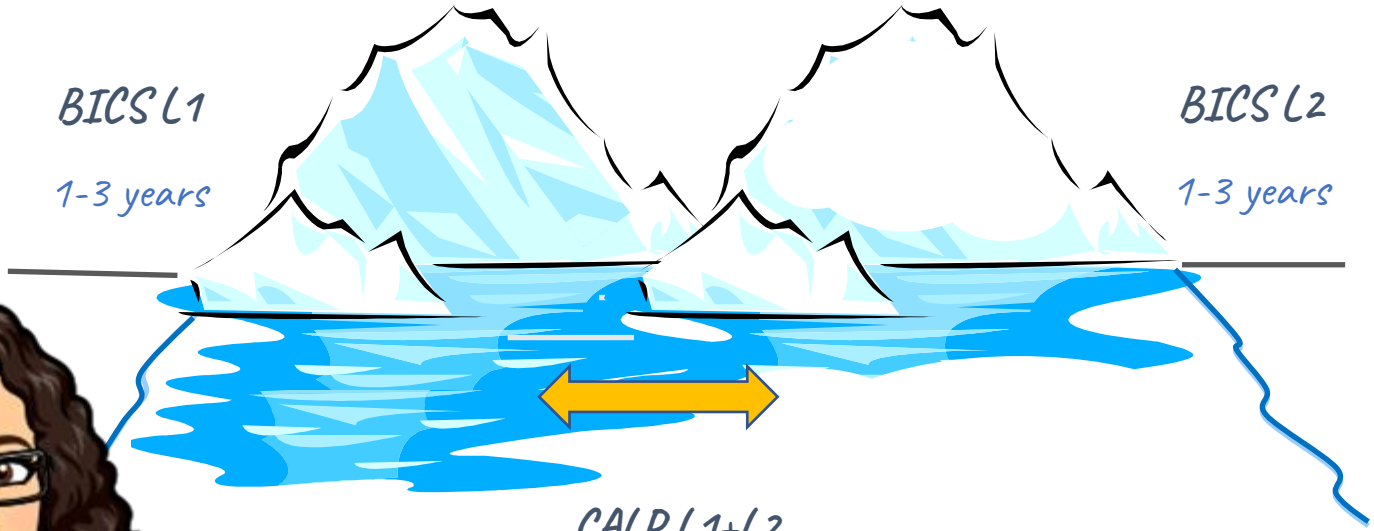


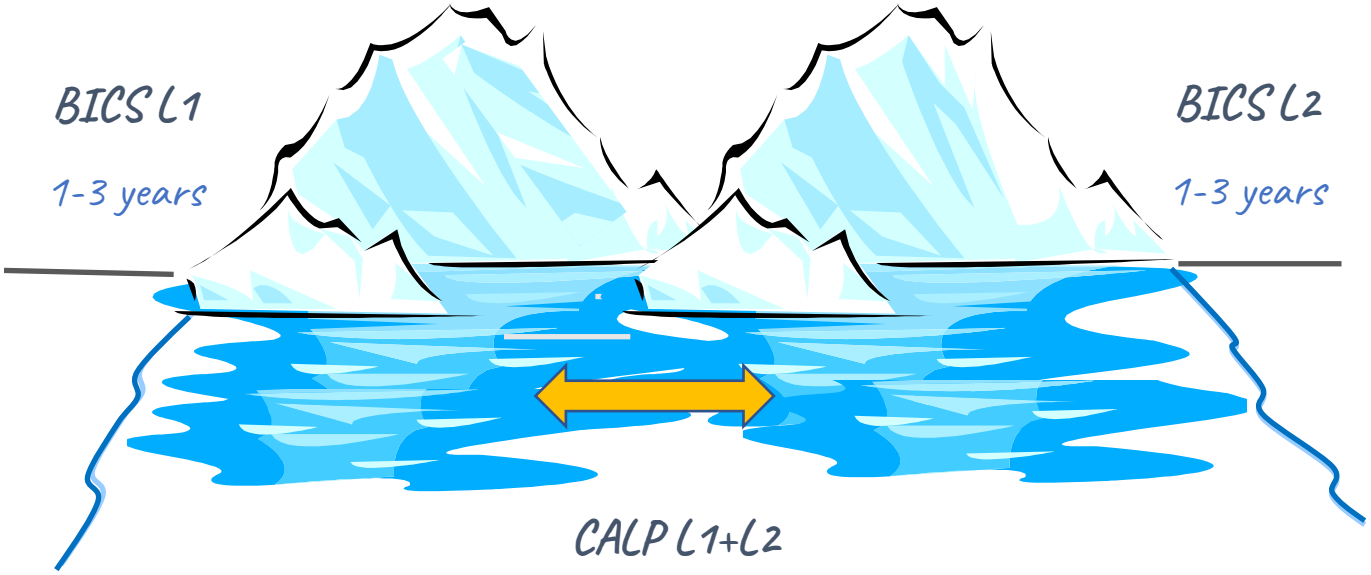
J. Cummins (1981)

My Language Profile in 1999



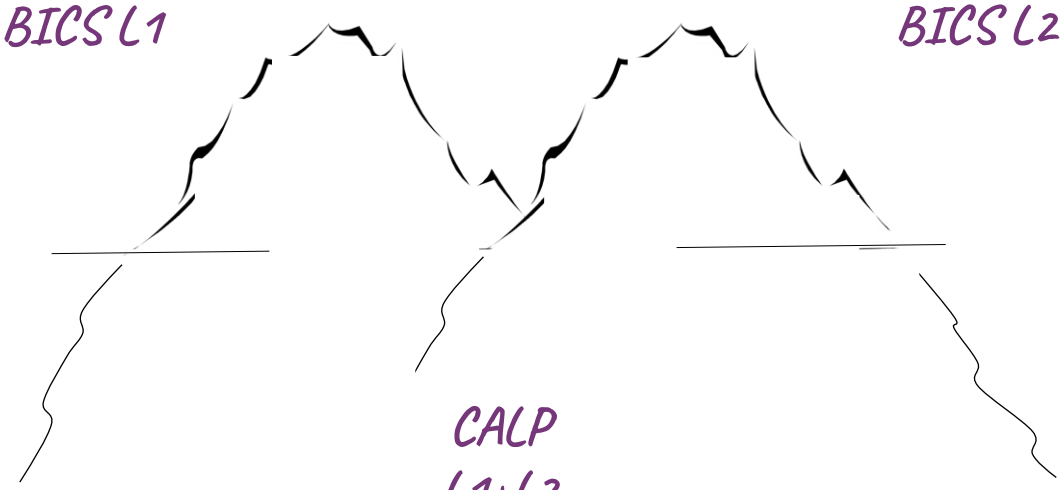
J. Cummins (1981)

My Language Profile in 2020



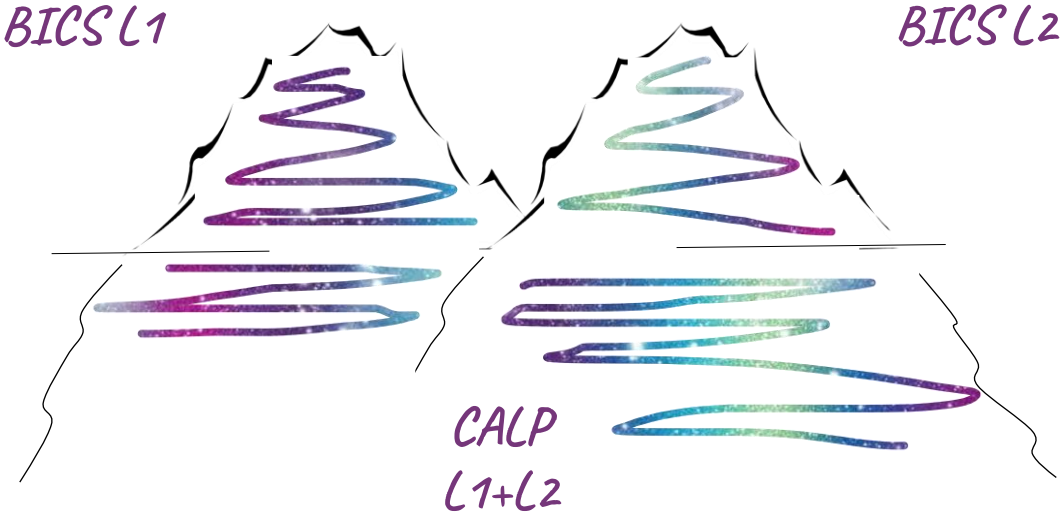
J. Cummins (1981)

Your Language Profile



https://whiteboard.fi/

Your Language Profile



https://whiteboard.fi

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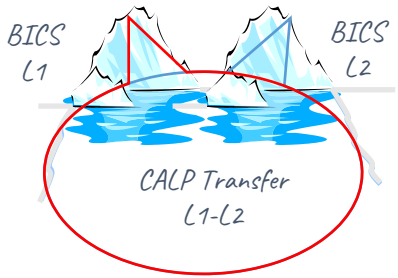
Transfer of Concepts

J. Cummins, 1981

Transfer of Concepts

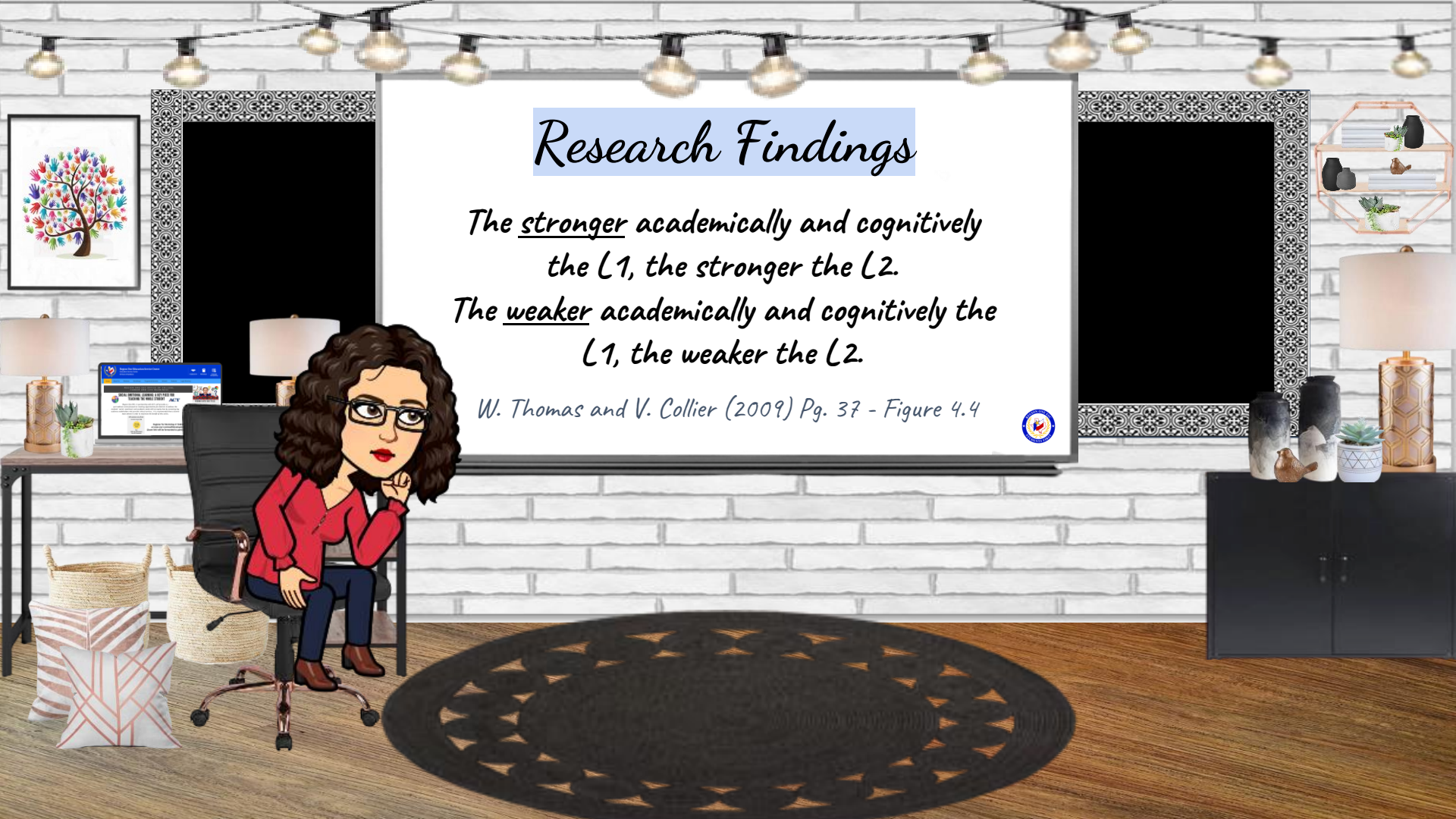


J. Cummins, 1981

Research Findings

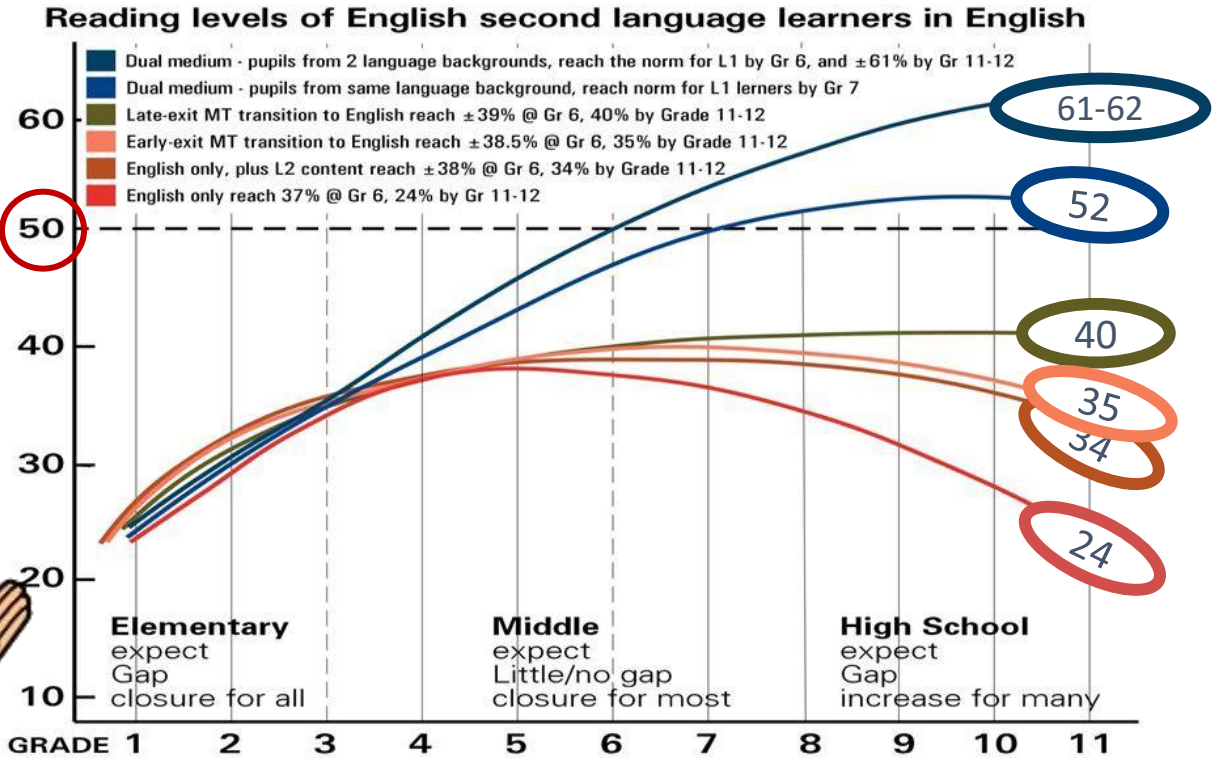
The stronger academically and cognitively the L1, the stronger the L2.
The weaker academically and cognitively the L1, the weaker the L2.

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



The Effectiveness of Bilingual Program Models

Average performance of native-English speakers



Bilingual Program Models

10% BEA for EL
$616

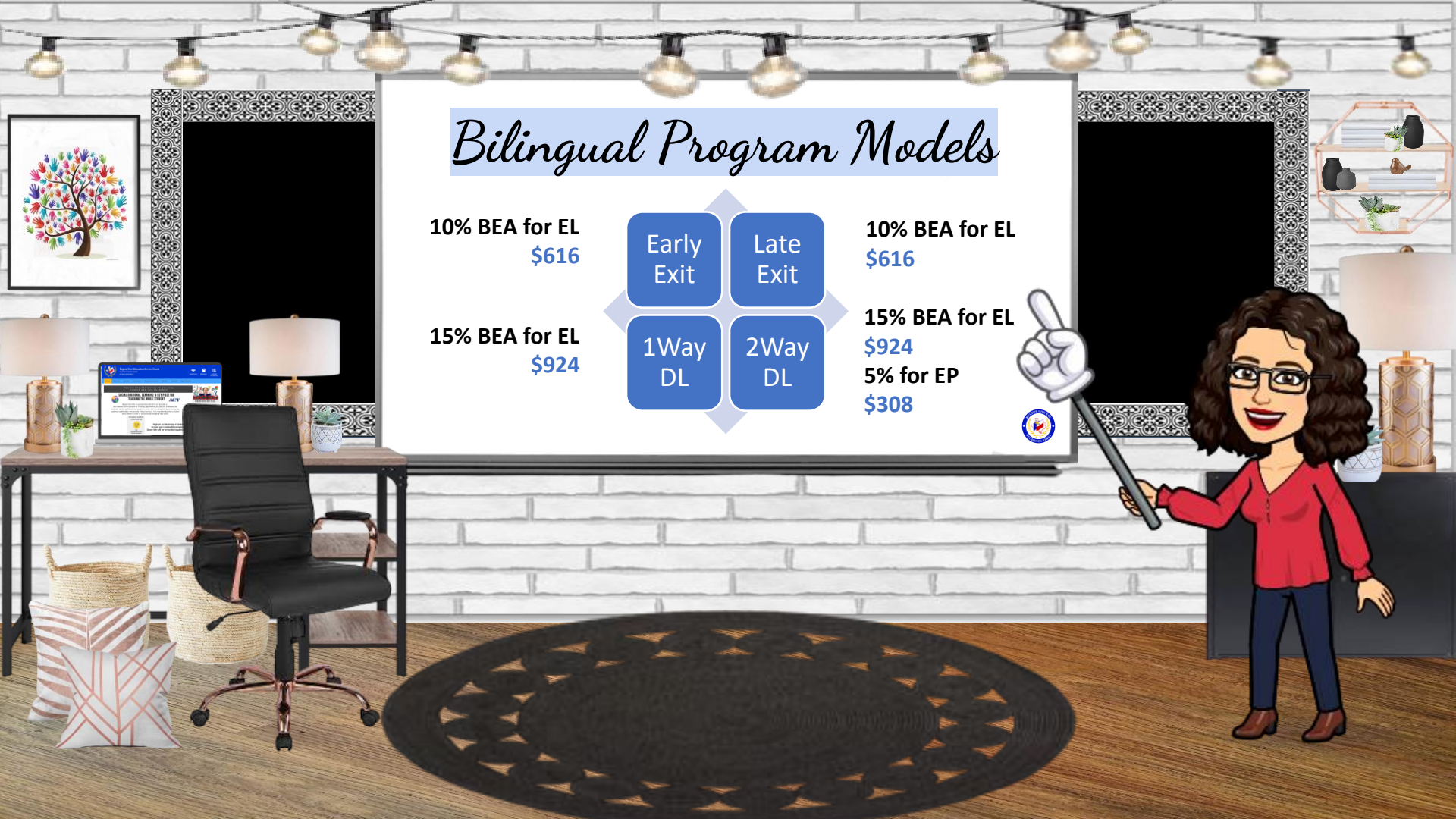
15% BEA for EL
$924

- Early Exit
- Late Exit
- 1Way DL
- 2Way DL

10% BEA for EL
$616

15% BEA for EL
$924

5% for EP
$308



English vs Spanish

English vs Spanish Phonology

Spanish

Based on syllables	Based on phonemes
mamá = ma-má	cat = /k/ /a/ /t/
manzana = man-za-na	bat = /b/ /a/ /t/
sol = sol	sat = /s/ /a/ /t/
	rat = /r/ /a/ /t/

English

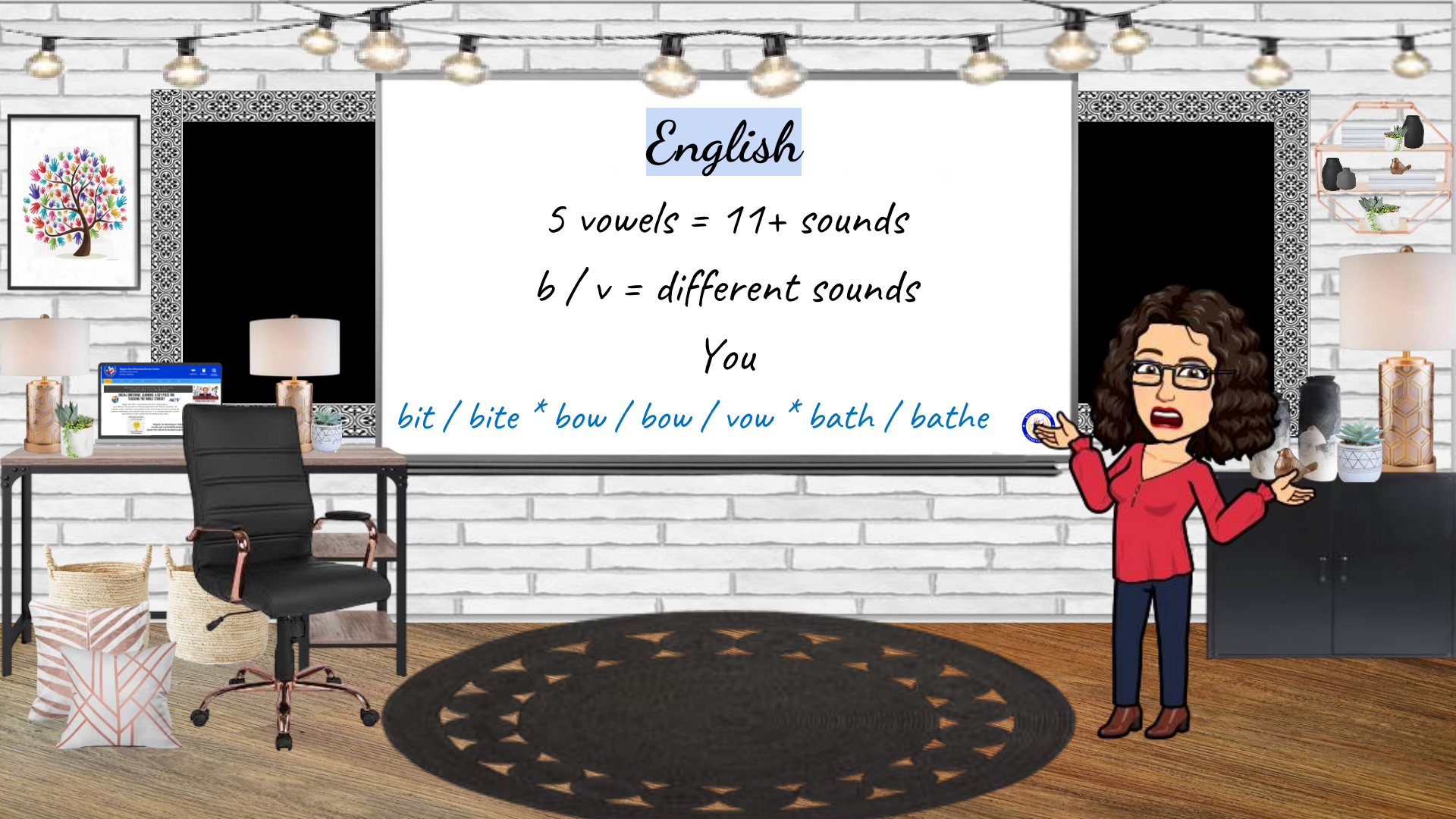
Spanish

5 vowels = 5 sounds

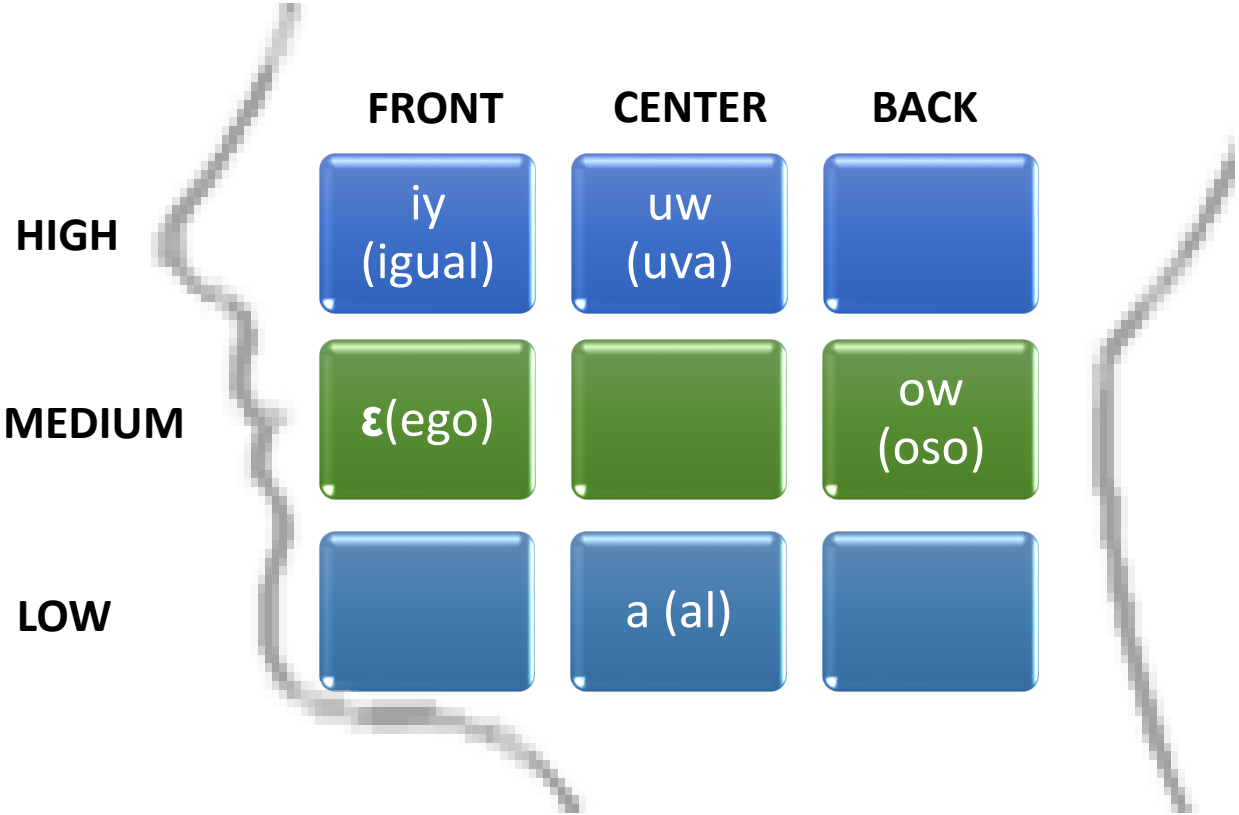
b / v = same sounds

Tú vs usted

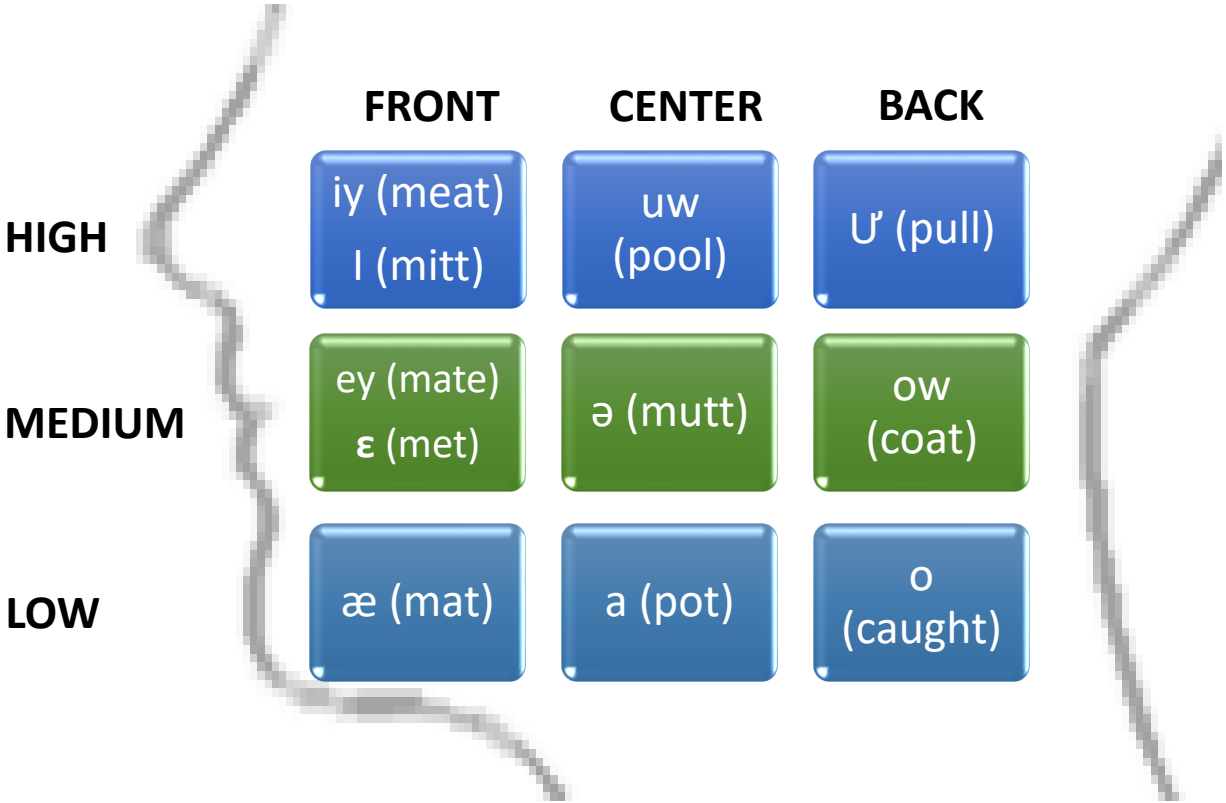
Está lloviendo = It is raining


English
5 vowels = 11+ sounds
b / v = different sounds
You
bit / bite * bow / bow / vow * bath / bathe

Spanish Phonology



English Phonology



Common Mistakes

Adding an "e" before an "s"

school escuela specific específico

/skUl/ /es kue la/ /spəsi fic/ /es pe si fi co/

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.

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

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 comlete 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 indpendently view the video.	Ed Puzzle ESLVideo Discovery Education Brain Pop Brain Pop ELL Adobe Spark

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Domain	Scaffold	Synchronous	Asynchronous	Online Tools	Tutorial Videos
Speaking B, I, A, AH	In a whole group	Incorporate structured dialogue (QSSSA).	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 beakout 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							
Print Disability	Text-to-Speech		Accessibility Features in device student is using				Accessible online Library	
	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; Video Demonstration	Google Docs	Microsoft
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		Provide Advanced Notes: Google Drive	Microsoft	iPhone	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: www.desmos.com		Build into student devices: PC/Laptop	iPhone	Android				
Dictionaries & Thesaurus (Elem)	Word Supports: Google/chrome	Microsoft	Online Dictionaries: A Maths Dictionary for Kids	Little Explorers from Enchanted Learning	Merriam Webster-Word Central				
Dictionaries & Thesaurus (Secondary)	Word Supports: Google/chrome	Microsoft	Visual Dictionary Online: 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 https://www.classroomscreen.com/	Flippity	Newsela	Pear Deck Pear Deck Remotely	Text Compactor

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

Room 1
Room 2
Room 3
Room 4
Room 5
Room 6
Room 7
Room 8
Room 9
Room 10
Room 11
Room 12
Room 13
Room 14
Room 15
Room 16
Room 17
Room 18
Room 19
Room 20

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

Accessibility

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;

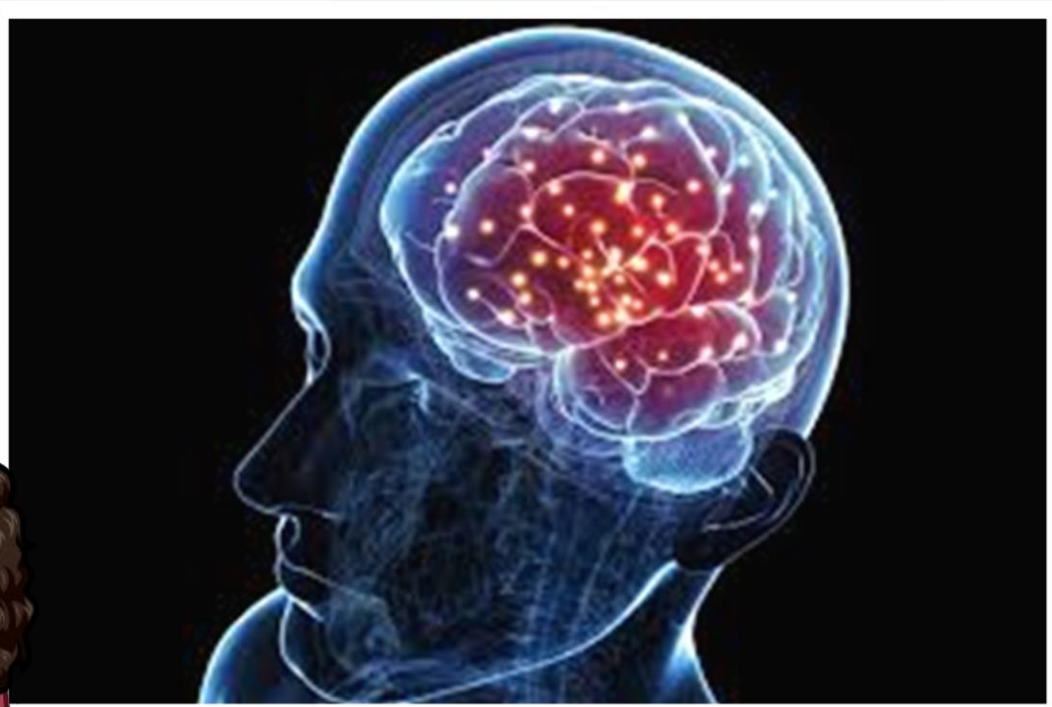
An activity limitation is a difficulty encountered by an individual in executing a task or action;

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

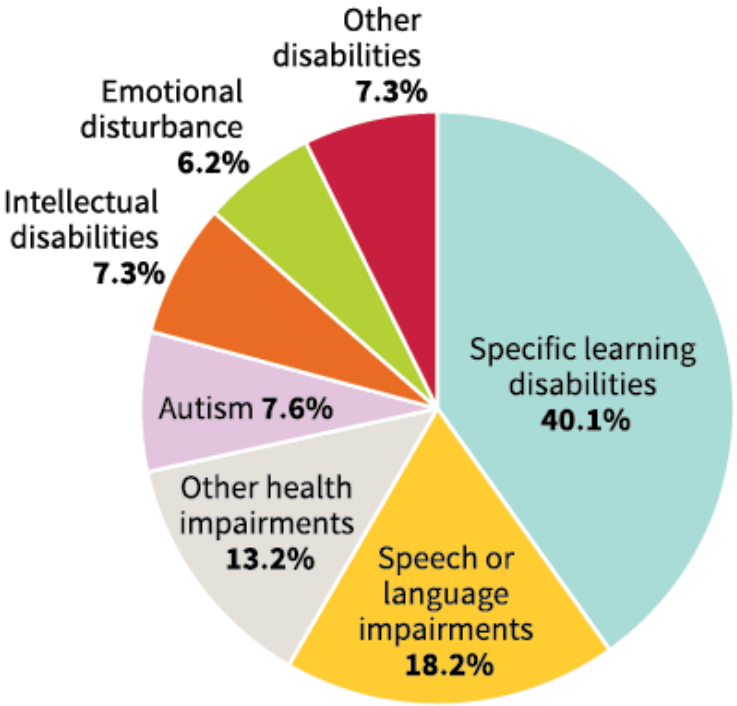
Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

- 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 disability categories** 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://prntexas.org/categories-of-disability-under-idea/

13 Disability Categories under IDEA

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Room 16
Room 17
Room 18
Room 19
Room 20

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 HANK Y OU
¡Mil gracias!

Meeting the Needs of English Learners with Special Needs

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