SUPPORTING EMERGENT BILINGUAL STUDENTS WITH DISABILITIES THROUGH EVIDENCE-BASED PRACTICES

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Today's Agenda

- *Expectations & Outcomes*

- *Designing Culturally Responsive IEPs*

- *Accommodations and Modifications for Emergent Bilinguals with Disabilities*

- *Universal Design for Learning*

- *Resources*

Expectations and Outcomes

Objective: to equip educators with knowledge and skills for developing, implementing, and assessing evidence-based practices for emergent bilinguals with disabilities.

Culturally Responsive IEPs
(Barrio et al, 2017; Barrio, 2022)

- Frame of Reference: Take into consideration the student's and family's frame of reference & prior experiences

- Strength-based: Capitalize on the student's performance and maximize their intellectual, social, physical, and other capabilities and strengths

- Listen & Facilitate: Ensure the student and family have a voice in the process and facilitate successful collaboration with the family

- Reflect & Evaluate: Once the IEPs are being implemented, reflect on the student's progress and evaluate whether they are working or not. It is OK to revise and try again.

- The Culturally Responsive and Relevant IEP Builder (Barrio et al., 2017) is a free tool to guide student and family voice in the process, implementation of culturally responsive practices, and collaboration with various stakeholders.

The Culturally Responsive and Relevant IEP Builder
Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)
Sections 1 & 2

Cultural Considerations	Section I: Foundation			Section II: Participation & Support	
How Does the IEP Element:	Present Levels of Performance	Measurable Annual Goals	Measurement of Progress	Level of Participation in General Education	Related and/or Supplementary Services
Maintain the student's and family's cultural competence and insure they have a voice in the process?					
Use the student's prior experiences?					
Take into consideration student's and family's frame of reference?					
Capitalize on the student's performance style and maximize the student's intellectual, social, physical capabilities and strengths?					
Facilitate success by defining success in collaboration with the family?					

The Culturally Responsive and Relevant IEP Builder
Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)
Sections 3 & 4

Cultural Considerations	Section III: Accommodations			Section IV: Transition	
How Does the IEP Element:	Accommodations to Measure Academic Achievement, Functional Performance	Alternate Assessments	Program Modifications or Supports	Transition Services, Instruction, Community Activities,	Employment, Post-School Objectives
Maintain the student's and family's cultural competence and insure they have a voice in the process?					
Use the student's prior experiences?					
Take into consideration student's and family's frame of reference?					
Capitalize on the student's performance style and maximize the student's intellectual, social, physical capabilities and strengths?					
Facilitate success by defining success in collaboration with the family?					

Table 3. Example of Literacy Goals.

Cultural Consideration	Annual IEP Goal	
How Does the Goal . . .	Goal 1: Eduardo Will Increase His Reading Vocabulary Achievement Scores by 100% as Measured by the School Curriculum-Based Measurement Tools	Goal 2: Eduardo Will Increase His Writing Skills to a 1.2-Grade Proficiency in the Areas of Ideas and Content, Sentence Fluency, and Conventions as Measured by the State Scoring Guide
Maintain the student's and family's cultural competence and ensure they have a voice in the process?	Parents and teacher will post English and Spanish vocabulary words around the home and in the classroom. Eduardo will build a vocabulary book, highlighting his favorite words.	Parents and teachers will use prompts from Eduardo's cultural interests (cooking with his grandmother), travel experiences, and leisure experiences (playing baseball with his father).
Use the student's prior experiences?	Eduardo will include vocabulary words in his practice that showcase his travel experience, and knowledge about dinosaurs, animals, clinical practice, and baseball.	Eduardo will draw pictures of his stories before he writes them. The STORY mnemonic and SRSD processes will be used. Reading interests and experiences will be used as prompts.
Take into consideration the student's family's frame of reference?	Eduardo will practice and learn English and Spanish vocabulary as well as words from his interest.	Family understands the importance of writing well and wants to encourage Eduardo's progress.
Capitalize on the student's performance style and maximize the student's intellectual, social, and physical capabilities and gifts?	Eduardo will be able to socialize with his family and peers with his vocabulary posters at home and school. Eduardo could share his Spanish vocabulary with his peers.	Eduardo is motivated to draw; Eduardo's interests and experiences are incorporated into writing practice.
Facilitate student success by defining success in collaboration with his family?	The family will play a key role in Eduardo's vocabulary building and practice.	The family's stories will be part of Eduardo's writing practice.

STORY = Story is a mnemonic system that helps encode information by associating elements of a story by memorization and creation of a new story.
SRSD = SRSD consists of six components: developing and activating background knowledge, discussing a writing strategy, modeling the writing strategy, memorizing this strategy, and practice to support the use of the writing strategy.

Accommodations for Emergent Bilinguals with Disabilities

- Presentation:
  - Audio recording instead of reading text
  - Work with fewer items per page
  - Designated reader (read aloud questions)
  - Visual presentations of verbal instructions or materials
- Responses:
  - Respond using verbal, written, or other types of communication (technology)
  - Using a scribe or voice to text
  - Calculator
- Others:
  - Extra time or frequent breaks
  - Using a highlighter
  - Use of planner or calendar for organization

Universal Design for Learning

Resources

- IRIS Center Modules and Resources: https://iris.peabody.vanderbilt.edu

- What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/

- Understood: https://www.understood.org

- CUNY-NYS Initiative on Emergent Bilinguals: https://www.cuny-nysieb.org

- Reading Rockets: https://www.readingrockets.org

- CAST (UDL): https://udlguidelines.cast.org