



Navigating the Rough Seas: Unraveling the Complexities of Dually Served English Learners with Disabilities

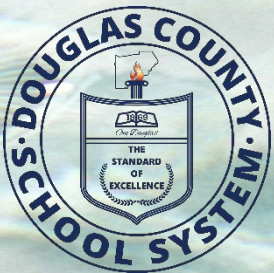
Presenters:

Cher Algarin, District ESOL Specialist

and

Erin Ortiz, District Bilingual Diagnostician

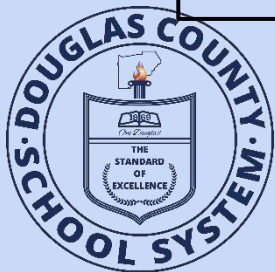
FY24 KSU ESOL Conference



Introduction of Presenters

- 28 years in education
- 5 years as the DCSS ESOL Specialist
- Mother of 3 fabulous daughters
- Hobbies: dancing, yoga, and traveling

- 23 years in education
- 2 years as the DCSS Bilingual Diagnostician
- Mother of 2 fabulous daughters
- Hobbies: traveling, foreign films, and studying new cultures and languages



Mrs. Cher Algarin



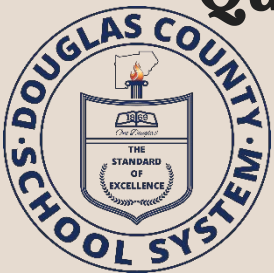
Ms. Erin Ortiz



Today's Agenda



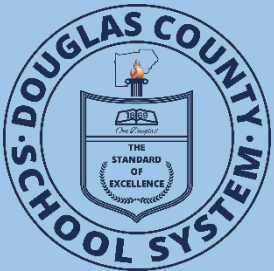
- **What is an SWD/EL?**
 - **KWL Activity**
- **Georgia SWD Eligibility Categories**
- **Screening Potential English Learners with Disabilities (or Suspected Disabilities)**
- **Procedures for Screening ELs with Suspected Disabilities**
- **Bilingual/Multilingual Services Team**
- **Evidence-based Strategies for ELs with Disabilities**
- **Ticket out the Door / KWL**
- **Questions**

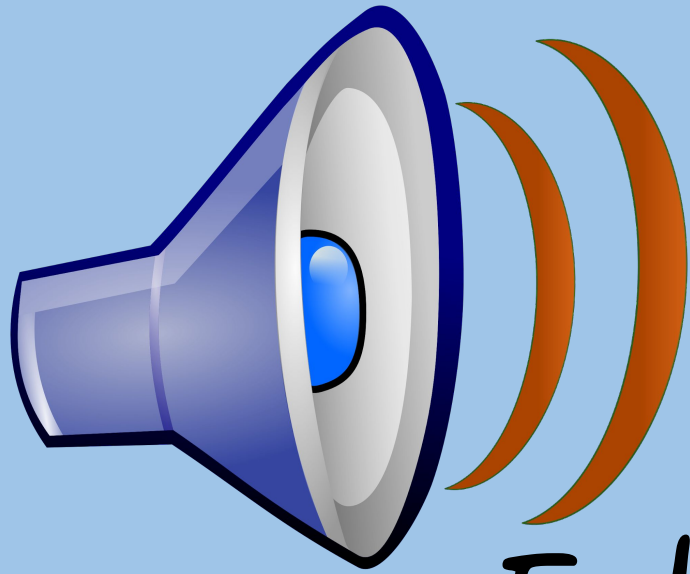




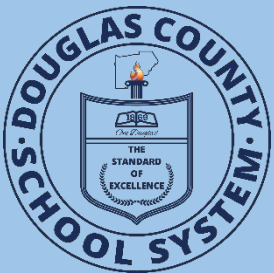
KWL

What do you know about ELs with Disabilities?





“Does Special
Education services
trumps ESOL
services?”

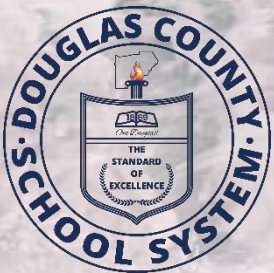


What is a Dually Served Student?

A student that is classified as both an English Learner and also a student with a disability.

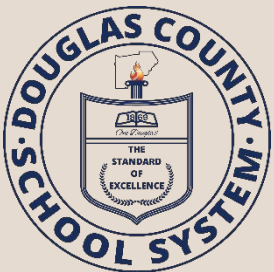
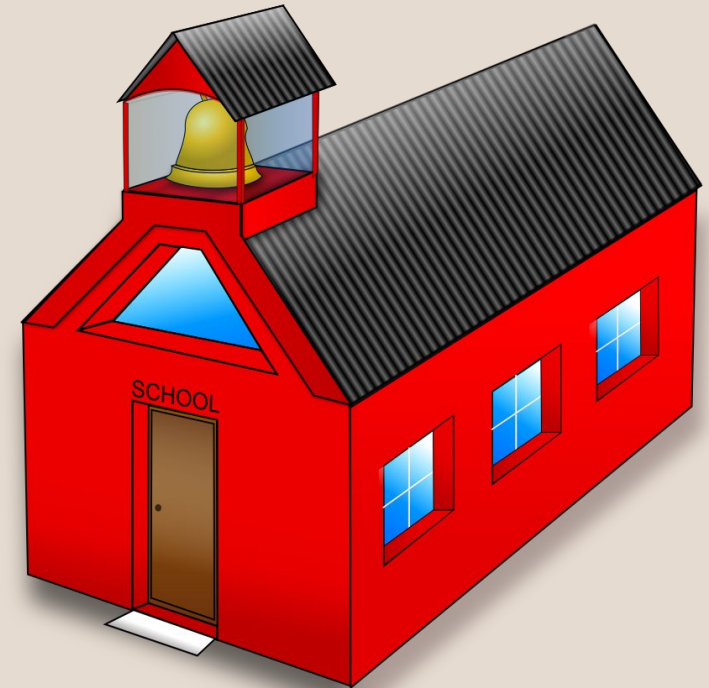
The number of US students who are dually served grew by nearly 30% from 2012 - 2020.

OSEP



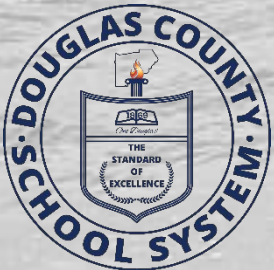
Douglas County English Learner Demographics

- **ESOL Enrollment 3/07/24**
 - ES - 1,211; MS - 367; HS - 351
 - Total - 1,929
- **SWD/EL**
 - ES - 158; MS - 91; HS - 87
 - Total - 336



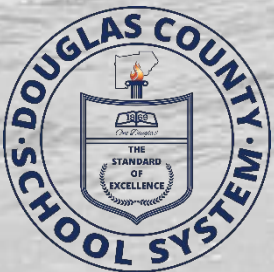
Georgia's SWD Eligibility Categories

- Autism Spectrum Disorder
- Blind/Visually Impaired
- Deaf/Hard of Hearing
- Emotional Behavior Disorder (EBD)
- Intellectual Disabilities (MID, MOID, SID, PID)
- Other Health Impairment (OHI)



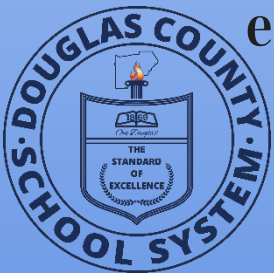
Georgia's SWD Eligibility Categories

- Orthopedic Impairment (OI)
- Significant Developmental Delay (SDD)
- Specific Learning Disability (SLD)
- Traumatic Brain Injury (TBI)
- Visual Impairment/Blindness



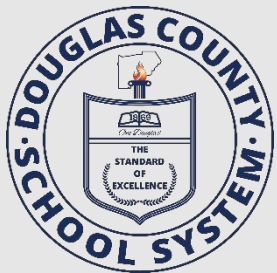
Screening ELs with Suspected Disabilities

- **Prioritize Special Education Evaluation:** If a new student who might be an English Learner (EL) also has a suspected disability, getting a special education evaluation **may be necessary before** giving the WIDA ELP screener with accommodations.
- **Disability Impact on Screener Results:** This is especially important if the suspected disability could affect the student's performance on the screener, making the results inaccurate.
- **Accurate EL Eligibility Determination:** Deciding EL status without addressing a possible disability could lead to an inaccurate determination of the student's English language needs.
- **Contact Special Education Department:** Always consult with the Special Education department **before giving** the WIDA ELP screener to a student with a suspected disability.
- **WIDA ELP Screener:** The WIDA ELP screener can be administered **after** the special education evaluation is complete.



Procedures for Screening ELs with Suspected Disabilities

- If the IEP team determines that the administration of the WIDA ELP Screener with accommodations is not appropriate to identify this student as an EL, the IEP meeting minutes suffice as documentation of this decision.
- The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision.
- A flag or note could be placed with the Home Language Survey in the permanent record to alert any reviewer to see the IEP minutes dated XXXX for decision regarding screening.
- Student's EL status would be reported to the state in SIS as EL=Yes or EL=No. If this status were to change, an explanation must be included in the Data Collection submissions.





Case Study Activity

Partner Activity

10 minutes

**Discuss this scenario
and decide what the
next steps should be.**

Roles - Note taker

Presenter

**Everyone please
participate!**

Follow Up



**Bilingual/Multilingual Services
Team**

**Dr. Karen Stoutmire -
Director of Federal
Programs**

**Cher Algarin - ESOL
Specialist**

**Erin Ortiz - Bilingual
Diagnostician**

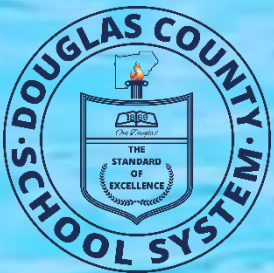
**Patti Sullivan - Family
Engagement Specialist**

**Lizzy Kilgore - District
Bilingual Liaison**

**Mary Dorsett - Title I
Specialist**

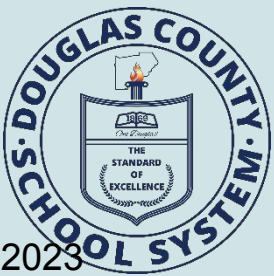
Evidence-based Strategies for ELs with Disabilities

Effective instruction can be the difference between educational success and educational failure.



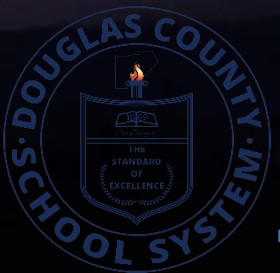
Use evidence-based reading strategies

- **Address the academic language demands of the lesson.**
- **Build/activate background knowledge.**
- **Integrate listening, speaking, reading, and writing domains.**
- **Provide ample opportunities for student participation through extended oral discourse.**
- **Involve structured peer collaboration.**
- **Use the gradual release of responsibility approach (I do, we do, you do).**



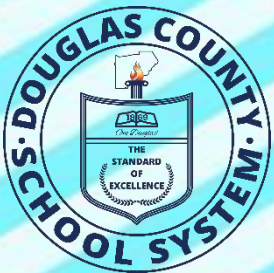
Implement an explicit evidence-based reading intervention

- Use results of screening and benchmark assessments.
- Target strengths and needs



Focus on oral language development

- Differentiate for varying language proficiency levels.
- Use a variety of scaffolds (visual, language, and concrete).
- Provide multiple opportunities for students to engage in discussion with peers around content.
- Plan structured academic discussions for multiple group settings



Preplan supports for vocabulary

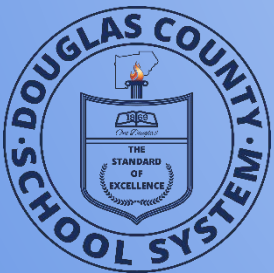
- Pre-teach vocabulary**
- Teach vocabulary strategies targeting morphemic awareness, multiple-meaning words, cognates for cross linguistic transfer, and contextual analysis**
- Use semantic mapping**

Monitor language and literacy skill development

- Schedule regular formative and summative assessments.**
- Use frequent informal diagnostic checks to determine the effects of the intervention.**
- Make instruction adjustments when needed.**

Ticket out the Door

KWL - What did you learn?



Thank you so
much!



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