

**Preparing Special Educators for Developing Culturally and
Linguistically Responsive IEPs**

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Required IEP Components and Culturally and Linguistically Responsive Considerations

Required IEP Components	Culturally and Linguistically Responsive Considerations
Present Levels of Academic Achievement and Functional Performance (PLAAFP)	Multiple factors that include ... <ul style="list-style-type: none"> • Personal interests • English proficiency level and measure • Home cultural influences and teachings • Supports in and out of the classroom
Measureable Annual Goals	Mostly focused in the conditions section of the goal, considerations include... <ul style="list-style-type: none"> • Cultural funds of knowledge • Accessibility to content and resources • English proficiency level
Supplementary Aids/Services	Factors to consider... <ul style="list-style-type: none"> • Translation of documents and use of interpreters in meetings • English and/or home language proficiency level and measure • Home cultural influences and teachings
Accommodations and/or modifications	Focused mostly on how students access the content consider... <ul style="list-style-type: none"> • Cultural values and teachings • English and native proficiency level • Most proficient language for instruction • Resources that promote accessibility
Transition	Future planning is based on... <ul style="list-style-type: none"> • Cultural and family values • Family and/or community participation • Personal preferences, interests, and strengths
Behavioral Intervention Plans	Considerations are sensitive to... <ul style="list-style-type: none"> • Cultural values & dynamic structures • Family situation • Perceptions of behavior
Assistive Technology & Services	Promotes accessibility to content in the classroom <ul style="list-style-type: none"> • Accessibility/resources • Exposure and experiences to devices • Training

Source: Tran, L. Patton, J. & Brohammer, M. (2018). Preparing Educators for Developing Culturally and Linguistically Responsive IEPs. *Teacher Education and Special Education*, 4(3), 203-214.

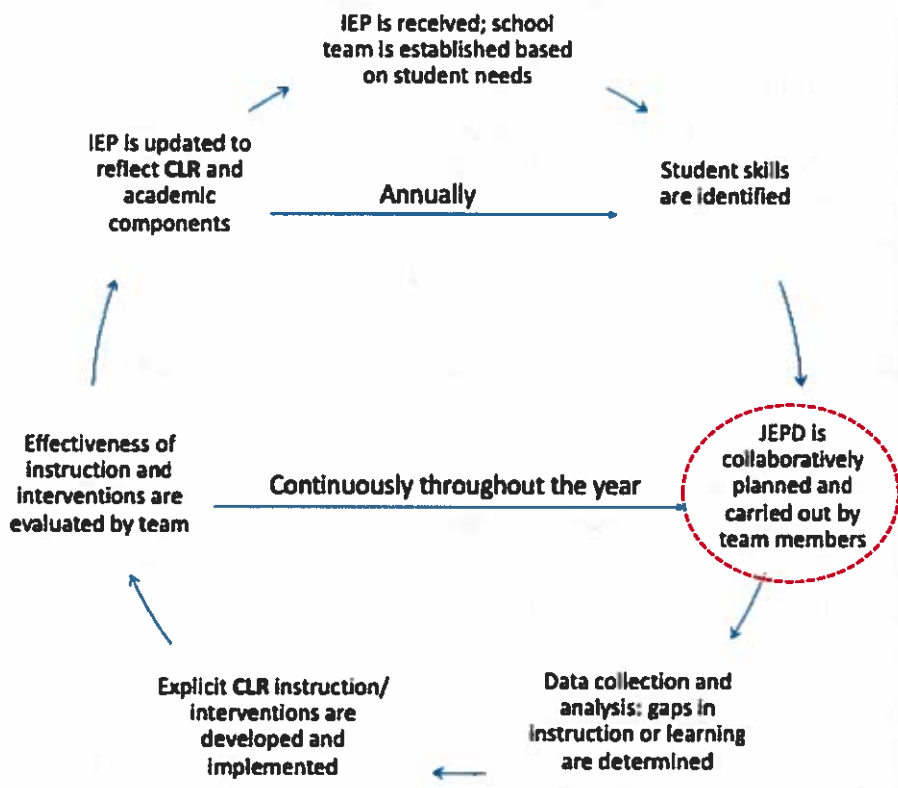
IEP Assessment and Instructional Accommodations

<u>Description of Area</u>	<u>Accommodations</u>	<u>CLR Considerations</u>
<i>Setting</i>		
Changing the location for learning in the classroom or school provides the learner with increased motivation and confidence in abilities to attend to and complete the assessment and instructional tasks	<ul style="list-style-type: none"> ✓ Separate and/or quiet setting ✓ Small group ✓ Preferential seating 	Classroom arrangement varies across cultures such as where students prefer to be situated (e.g., rows, desks, small clusters, by gender, etc.). Ways in which learning occurs within a culture (e.g., all facing the teacher, through interpersonal interactions with extended dialogue, etc.) should be valued, often leading to the need to change from large to small group or to pairs when acquiring new skills to best motivate and elicit meaningful interactions and confidence.
<i>Presentation</i>		
Changes to presentation of assessment or instructional material provides the learner with increased opportunities to acquire and/or demonstrate knowledge and skills	<ul style="list-style-type: none"> ✓ Graphic organizer ✓ Outline ✓ Notes provided ✓ Visuals ✓ Audio ✓ Read aloud ✓ Simplified Language ✓ Lower level reading texts ✓ Accessing prior knowledge 	If not already included in daily instruction, use of effective ESL best practices may be considered accommodations in some classroom situations (e.g., extended time for building background knowledge, incorporation of WIDA Can-Do Descriptors, visual labeling, realia, manipulatives, simplified language, extended wait time, etc.) to directly accommodate equal access through presentation for students acquiring English as a second language. Also, providing notes or PPTs ahead of time allows learners to focus on the content and meaningful dialogue rather than on taking notes during the lectures or small group discussions.

Response		
Allowing the learner to respond in an alternate or different manner (e.g., oral vs. written, using computer vs. paper-pencil, portfolio, etc.) results in increased attention in learning and accuracy in demonstrating knowledge and skills	<ul style="list-style-type: none"> ✓ Oral, written, portfolio ✓ Dictation ✓ Speech to text ✓ Word processor ✓ Alternative projects 	Cultural preference and second language acquisition stage of develop guide most appropriate or preferred response methods (e.g., some cultures adhere to oral tradition while others highly visual); emergent English speakers may be more successful providing oral responses over written, or prefer to demonstrate knowledge through a performance-based project over multiple choice test
Scheduling/Assignments		
Adjusting the format facilitates task completion (e.g., breaking task into three segments) and providing resources (e.g., dictionary, spell checker) allows the learner a fairer opportunity to demonstrate true abilities and skills	<ul style="list-style-type: none"> ✓ Chunk ✓ Scaffold ✓ Dictionary: bilingual or English ✓ Spell checker ✓ Reduced multiple choice ✓ No true/false ✓ Word bank provided ✓ Adjusted schedule ✓ Alternative knowledge assessment 	Use of bilingual dictionaries, English dictionaries, or spell checkers may benefit diverse learners who receive instruction in native language and/or need additional support in English. Also, ways in which assignments and assessments are scheduled can be reformatted to allow diverse learners' increased access to content knowledge and skills, reducing issues often associated with navigating ambiguity of instructions, questions, answers, etc. frequently experienced in teaching and learning
Time		
Providing additional time facilitates increased task completion or greater accuracy in demonstrating knowledge and skills.	<ul style="list-style-type: none"> ✓ Extended time ✓ Frequent breaks ✓ Adjusted or no due dates 	Students in the process of acquiring English as a second language often require extended 'wait time' to successfully think through a question or issue prior to responding, and some cultures teach that taking more time to think about an issue is preferred over quick, immediate, or timed responses.

Hoover, J. J., & Patton, J. R. (2017). IEPs for ELs and other diverse learners. Thousand Oaks, CA: Corwin.

The Integrated Cycle of Culturally and Linguistically Responsive IEPs and Job-Embedded Professional Development



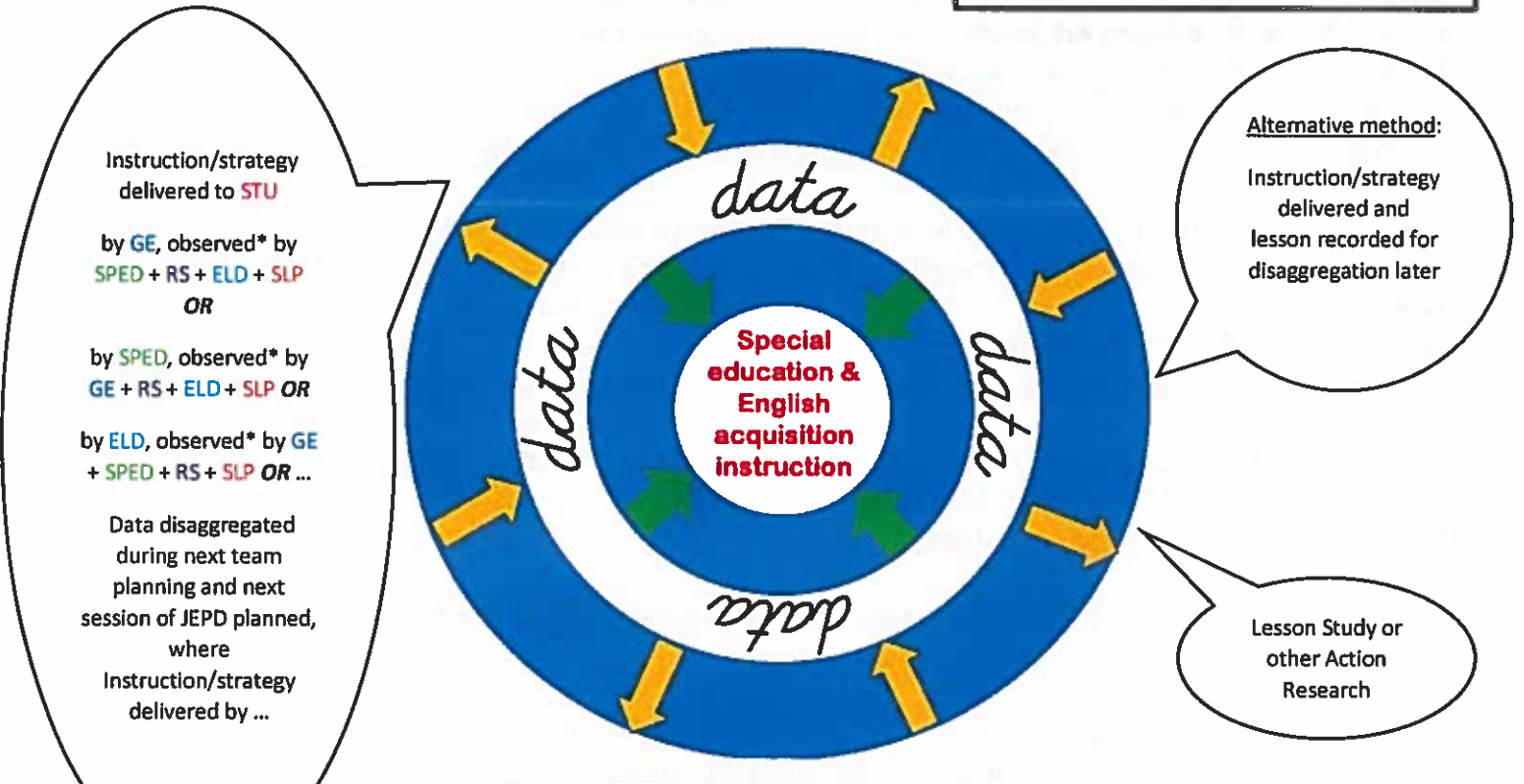
Job-Embedded Professional Development (JEPD)

Teams of educators collaboratively explore, question, debate integration of new ideas; teachers are researchers

Focuses on specific needs of the team and the students

Occurs within teacher contract hours in classrooms, within usual contexts (existing routines and processes)

Involved in JEPD include: Special Education teacher (**SPED**), English Language Development teacher (**ELD**), General Education content teacher (**GE**), reading specialist (**RS**), Speech Language Pathologist (**SLP**), other relevant parties, and the Student (**STU**)



*Observable behaviors or qualities ("look fors") must be determined in advance of observation or interpretation. Observations must be evaluative of program, instruction, or strategy, not evaluative of personnel.

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Culturally and Linguistically Responsive IEP Case Study Example

Name: Roxy J.	Grade: 9	Age: 15
Language of Parent/ Guardian: Mandarin and English		
Background: Roxy was born and lived in U.S. until age 3, then moved to China with her parents until 4 th grade. While she was in China, she did not take English classes and none of her subject courses were taught in English. In Jan. of her 4 th grade year, she returned to the U.S. with her parents and older sibling.		
Primary Exceptionality: Specific Learning Disability		
Does the student have limited English proficiency? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
PLAAFP for reading:		
<p>Roxy, is a second language learner, at the Developing, level 3 of the English acquisition based on the WIDA ACCESS Language Proficiency.</p> <p>October 2018, based on the Scholastic Reading Inventory, administered by the Reading Specialist, Roxy received a raw score of 752, 6th grade equivalence. The Reading Specialist also reports that according to an informal measure, Roxy's listening comprehension is at a 4th grade level when read aloud a high-interest informational text when she is given the comprehension questions prior to the reading and time to process the text after reading.</p> <p>During Spring 2018 semester, a series of informal literacy assessments were given to Roxy. Pre-primer measure (sight words and comprehension) -frustration level at 2nd grade Chinese Mandarin Reading 5th grade level passage: comprehension 5 out of 5, 100% accuracy Chinese Mandarin Reading 4th grade level Passage: inferences 1 out of 5, 20% accuracy Chinese Mandarin Independent reading level: 3rd grade</p>		
By Dec. 2019, Roxy will increase SRI raw score to 800 or above with reading comprehension at or above 80% when given ample time to look through the comprehension questions before and after reading the text.		
Accommodations: [NOTE: Some of the accommodations noted below are beneficial to many students who are struggling; they have linguistic relevance for this student.]		
Extended time Chunk assignments into smaller sections Read aloud (except when reading is the focus of assessment) English student-friendly glossary with visuals for reading, math, Science, and social studies Use of Mandarin dictionary or translator	Frequent breaks Visual aids Response approximations when reading content is new to the learner to reduce anxiety Notes provided for lectures	
Special Factors/Delivery:		
Roxy is placed in a co-taught Biology (content general education teacher and ELD teacher) science classroom.		
Special Education and Related Services:		
Roxy will receive 30 mins, 5 days per week of direct special education instruction in the resource classroom for reading and 30 mins, 5 days per week of special education support within the general education classroom for reading. Roxy will also be enrolled in a co-taught (content and ELD teacher) Science class. Roxy will also receive English language development instruction daily with the ELD teacher. The special education teacher and ESL will collaborate bi-monthly to monitor Roxy's progress and plan how best to provide support to her.		