

# STUDENTS WITH DISABILITIES WHO MAY BE IDENTIFIED AS ENGLISH LEARNERS

## Section 1: Identification of English learners, Multi-Tiered System of Supports, & Pre-Referral Interventions

### Identifying & Classifying English Learners



#### IDENTIFY

Home Language Survey - 4 questions

If a language other than English; (1st three questions) Initial ELPAC administered



#### CLASSIFY

Initial ELPAC results: Initial Fluent English Proficient (IFEP) or English Learner (EL)

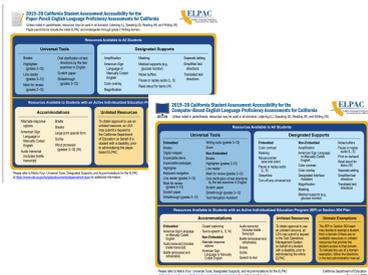
Appropriate language acquisition program



#### ASSESS

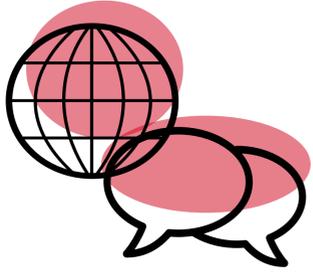
Comprehensive ELD - Designated & Integrated ELD

Summative ELPAC/Alternate ELPAC - progress monitoring



#### ACCESSIBILITY RESOURCES

- Universal tools, designated supports, & accommodations (UDA's)
- Universal tools & designated supports for all students
- Accommodations, domain exemptions, alternate assessment - IEP specific; student by student basis



#### LANGUAGE ACQUISITION PROGRAM

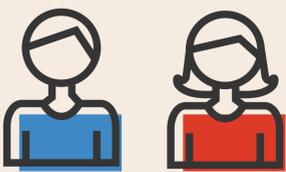
- Various program models available
- Based on linguistic & linguistic strengths
- Comprehensive ELD must be provided for English learners



#### MISCLASSIFICATION

- Detection &/or correction of classification must be requested by parent/guardian &/or certificated employee

### IMPLICATIONS & STRATEGIES FOR ADMINISTRATORS & TEACHERS



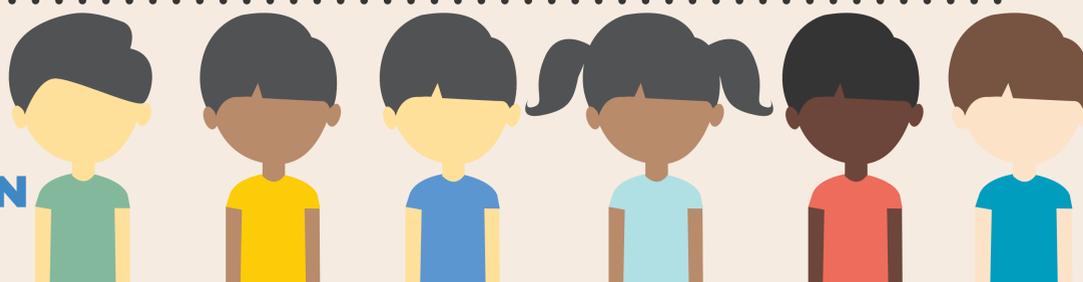
Researchers have described a process for detecting and addressing the ways in which students might be misclassified.



Strategies and Training on:

- Detecting students who may be misclassified
- Initial classification process
- Classification instruments, procedures, and practices

#### STUDENT SCENARIO ILLUSTRATING THE APPLICATION OF INFORMATION PROVIDED IN THIS CHAPTER



### FREQUENTLY ASKED QUESTIONS

Improving Outcomes for English Learners with Disabilities

