

UCONN CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES CT ASPIRING LEADERS IN SPECIAL EDUCATION

ASSESSING STUDENTS WITH MULTILINGUAL BACKGROUNDS FOR SPECIAL EDUCATION

VISION

Every child referred for special education evaluation will be considered in light of all facets of their person, including multilingual or English learner status.

MISSION

To develop educational assessment plans for students who are from multilingual backgrounds using research-based, comprehensive assessment procedures

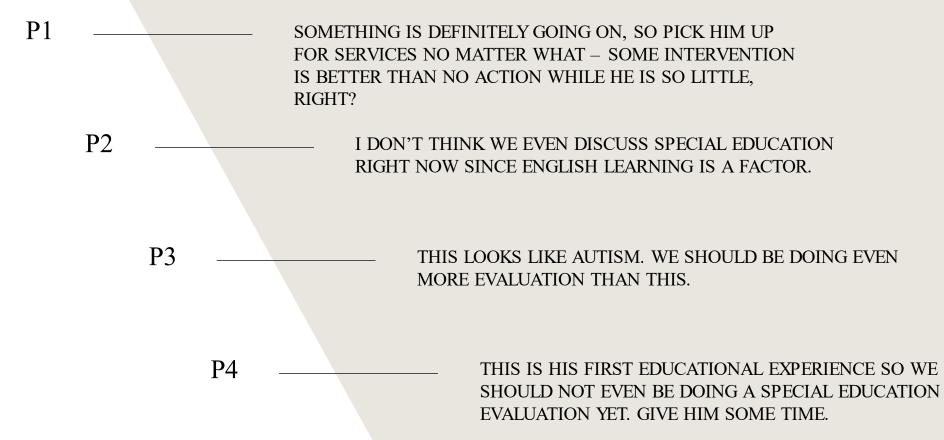
TIME FRAME

Spring 2023-

Spring 2024

CASE STUDY: TT, AGE 3;7

FAMILY BACKGROUND	EARLY CHILDHOOD EXPERIENCE	EDUCATIONAL CONCERNS	OTHER CONCERNS	EVALUATION PLAN
PARENTS BORN IN PAKISTAN AND MOVED HERE 10 YEARS AGO URDU SPOKEN AT HOME, SOME ENGLISH SPOKEN WITH FATHER	NO PREVIOUS PREK OR DAYCARE EXPERIENCE CARED FOR AT HOME BY FAMILY MEMBERS	NOT SPEAKING IN ENGLISH OR URDU AT SCHOOL MINIMAL GESTURE USED 2 WORDS SPOKEN AT HOME (DAD, BUS) DIFFICULTY FOLLOWING DIRECTIONS AND ROUTINES	NOT TOILET TRAINED TOE- WALKER LICKING WALLS MINIMAL TO NO RESPONSE TO SOCIAL INTERACTION ATTEMPTS BY PEERS/ADULTS VOCALIZATIONS "WANDERING"	REFERRED FOR SPECIAL EDUCATION EVALUATION COMMUNICATION - STANDARDIZED TESTS (PLS-5) - LANGUAGE SAMPLES - OBSERVATIONS BEHAVIORAL - RATING SCALES (BASC)



POINTS OF INTEREST

STUDENTS WITH MULTILINGUAL BACKGROUNDS

(SWMLB)

MULTILINGUAL BACKGROUNDS

MONOLINGUAL HOME (NOT ENGLISH) MULTIPLE LANGUAGES SPOKEN AT HOME (NOT ENGLISH MULTIPLE LANGUAGE SPOKEN AT HOME (INCLUDING ENGLISH) MULTIPLE
LANGUAGES SPOKEN
AT HOME
(STUDENT ONLY
SPEAKS ENGLISH)

MULTIPLE LANGUAGE SPOKEN AT HOME (STUDENT SHOWS DIFFICULTY IN ALL LANGUAGES THEY SPEAK)

CITIZEN/IMMIGRANT/ REFUGEE STATUS LEARNING/ BEHAVIORAL NEEDS ACCESS TO EDUCATION/ COMMUNITY EXPERIENCE

IDENTIFIED ENGLISH LEARNER CULTURAL/ RELIGIOUS DYNAMICS





ACTION PLAN

WHAT DATA EXISTS REGARDING SWMLB IN SPECIAL EDUCATION?

WHAT DATA CAN REALISTICALLY BE OBTAINED?

WHAT DRIVES REFERRAL OF SWMLB FOR SPECIAL EDUCATION?

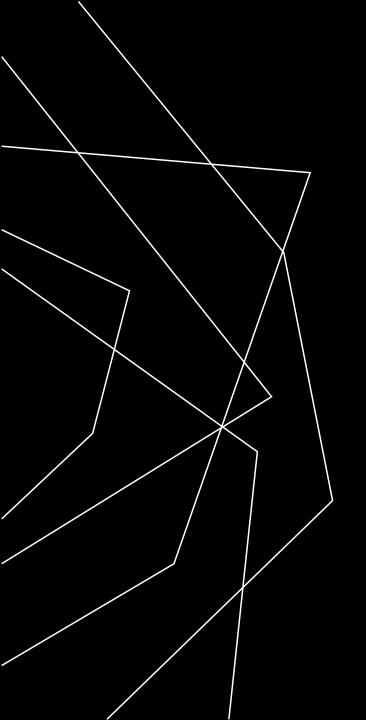
WHAT ASSESSMENT PRACTICES ARE IN PLACE AT LEARN FOR IDENTIFICATION OF SPECIAL EDUCATION ELIGIBILITY IN SWMLB?

ARE WE USING BEST PRACTICE?



WHAT ARE WE USING FOR COMMUNICATION ASSESSMENT OF SWMLB?

WHAT DO WE WANT TO BE USING FOR COMMUNICATION ASSESSMENT OF SWMLB?



THANK YOU

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