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SPEECH- LANGUAGE
COORDINATOR
LEARN

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
<p>TT BORN IN USA</p> <p>PARENTS BORN IN PAKISTAN AND MOVED HERE 10 YEARS AGO</p> <p>URDU SPOKEN AT HOME, SOME ENGLISH SPOKEN WITH FATHER</p>	<p>NO PREVIOUS PREK OR DAYCARE EXPERIENCE</p> <p>CARED FOR AT HOME BY FAMILY MEMBERS</p>	<p>NOT SPEAKING IN ENGLISH OR URDU AT SCHOOL</p> <p>MINIMAL GESTURE USED</p> <p>2 WORDS SPOKEN AT HOME (DAD, BUS)</p> <p>DIFFICULTY FOLLOWING DIRECTIONS AND ROUTINES</p>	<p>NOT TOILET TRAINED</p> <p>TOE- WALKER</p> <p>LICKING WALLS</p> <p>MINIMAL TO NO RESPONSE TO SOCIAL INTERACTION ATTEMPTS BY PEERS/ADULTS</p> <p>VOCALIZATIONS</p> <p>“WANDERING”</p>	<p>REFERRED FOR SPECIAL EDUCATION EVALUATION</p> <p>COMMUNICATION</p> <ul style="list-style-type: none">- STANDARDIZED TESTS (PLS- 5)- LANGUAGE SAMPLES- OBSERVATIONS <p>BEHAVIORAL</p> <ul style="list-style-type: none">- RATING SCALES (BASC)

P1 ————— SOMETHING IS DEFINITELY GOING ON, SO PICK HIM UP FOR SERVICES NO MATTER WHAT – SOME INTERVENTION IS BETTER THAN NO ACTION WHILE HE IS SO LITTLE, RIGHT?

P2 ————— I DON'T THINK WE EVEN DISCUSS SPECIAL EDUCATION RIGHT NOW SINCE ENGLISH LEARNING IS A FACTOR.

P3 ————— THIS LOOKS LIKE AUTISM. WE SHOULD BE DOING EVEN MORE EVALUATION THAN THIS.

P4 ————— THIS IS HIS FIRST EDUCATIONAL EXPERIENCE SO WE SHOULD NOT EVEN BE DOING A SPECIAL EDUCATION EVALUATION YET. GIVE HIM SOME TIME.

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?



SURVEY OF LEARN SLPS

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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