

Mislabeled English Language Learners with Disabilities: An Analysis

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August 2022

A capstone project submitted to the Department of Education and Human Development of The College at Brockport, State University of New York in partial fulfillment of the requirements for the degree of Master of Science in Education

Table of Contents

Abstract	3
Chapter 1: Introduction	4
Significance of the Problem	4
Purpose.....	5
Summary.....	6
Chapter 2: Literature Review	8
Growth of ELLs with Disabilities	8
Defining Disability	11
Defining the Second Language Acquisition Process	13
Stages of Second Language Acquisition	15
Exceptions	17
Strategies and Processes to help Mitigate Mislabeling	18
Updates to Teacher Education Programs	22
Conclusion.....	23
Chapter 3: Description of Product and Tools	25
Session One	26
Session Two	27
Session Three	29
Conclusion.....	31
Chapter 4: Conclusion.....	32
Conclusion.....	32
Implications for Student Learning	33
Implications for Teaching	34
Recommendations	35
Final Thoughts	35
References.....	37
Appendix.....	42

Abstract

This capstone aims to bring awareness to the mislabeling of English Language Learners (ELL) with disabilities. Mislabeling ELLs with disabilities is emerging from the new and quick growth of the ELL population, outdated teacher education programs, and the similar characteristics between disabilities and the second language acquisition (SLA) process. The literature reports unawareness of differences between disabilities and the SLA process, thus contributing to the growth of mislabeling. Even though disabilities and the SLA process present similar characteristics, there are distinct features that can be distinguished once there is a deep understanding of these terms. To aid in the mitigation of this problem, a professional development (PD) will be given to educators to help grow their knowledge on the differences between disabilities, the SLA process, and the acquisition steps an individual goes through to acquire a second language. Additionally, the RTI and MTSS processes need to be applied to provide a tiered-based way of differentiating instruction. These processes need to be implemented before a special education referral is completed. The goal of this PD is to help educators build a better understanding of the SLA process to prevent the mislabeling of ELLs. Implementing these measures will help ELLs to reach their maximum academic potential. It is recommended that more research is completed on these types of learners.

Keywords: English Language Learner (ELL), disabilities, second language acquisition (SLA), mislabeling, Response to Intervention (RTI)

Chapter 1: Introduction

Labels are easily given, but they are hard to erase. When a student is labeled, it can negatively impact their self-esteem, reduce the opportunities available to them and hold them to lower expectations or standards (Nguyen, 2021; Shifrer, 2013). Therefore, it is critical that careful consideration is taken before a student is labeled. In this capstone, I will examine English Language Learners (ELL) who also were classified with a disability; as well as, how second language acquisition (SLA) and disabilities are different entities. The ELLs population is rapidly increasing. The nationwide percentage of ELLs enrolled in grades K-12 as of fall 2019 was 10.4% (National Center for Educational Statistics [NCES], 2022). The ELL label already impacts the students' self-esteem and expectations set by themselves and the people around them. Not only do ELLs have a label already attached to them, but they often present a significant achievement gap in academia compared to native English speakers (Shatz & Wilkinson, 2010). Sometimes this achievement gap is so large educators start to question what other factors could be contributing to the ELLs lack of academic progress. According to data from the fall of 2019, 15.5 % of ELLs were students with disabilities (NCES, 2022). This is a significant percentage of the ELL population which makes one ponder how can educators differentiate between second language acquisition and a disability.

Significance of the Problem

It is important to have a solid foundation of what second language acquisition and disabilities are separately before being able to differentiate them from one another. Second language acquisition is the study of how learners create a new language system (VanPatten & Benati, 2010). In addition, SLA includes developmental stages that follow a predictable sequence. While a disability is “limitations in physical or mental function, caused by one or more

medical conditions, in carrying out socially defined tasks or roles” (Pope & Tarlov, 1991, p. 35). The confusion between the second language acquisition process and disabilities is currently a problem that is affecting ELLs. A general misunderstanding occurs when educators assume an ELL has a disability when the role of language development is playing a larger role than they think. Students can be at a lower stage of language acquisition (pre-production or early production) which can mirror similar attributes of a disability. ELLs are impacted because there is an increasing number of these students who are classified with a disability when it is often the stages of language development influencing their academic progress. According to the National Center for Learning Disabilities (2020), there has been an overrepresentation of ELLs in special education since the 1960s. With the increasing number of ELLs being diagnosed with a disability, categorial funding becomes a district and state-level concern. Districts start to become anxious about monitoring agencies or potential litigation for high special education numbers (Hamayan et al., 2007). Therefore, it is vital for educators to differentiate if a student presents with a disability or is going through the stages of the second language acquisition process.

Purpose

A professional development (PD) for educators will be conducted to help form a better understanding between second language acquisition and disabilities. In turn, the outcome for this PD is to reduce the mislabeling of ELLs with a disability when the contributing factor is language development. The professional development will take place over three weeks during the educator's morning professional development time. This PD period is about 20 minutes long. Educators will meet one morning per week. All three sessions will take place during the first trimester of the school year before any misconceptions or determinations are made about the students.

The learning objective for session one is for educators to reflect on their current knowledge, understand why the mislabeling of ELLs with disabilities is a growing problem, and learn about the similar characteristics between the SLA process and disabilities by filling out a Venn diagram. Throughout session two, educators will bring the Venn diagram back to develop a better understanding of the differences between the SLA process and disabilities. They will also explore the different sequential stages of the second language acquisition process. Additionally, educators will learn mitigation strategies and processes that need to be incorporated to aid with the mitigation of mislabeling ELLs with disabilities. The final session of the PD will be decision-making focused. Here educators will assess scenario vignettes about students in small groups and decide if the second language acquisition process or a disability is impacting the student within the classroom. Also, during this session, educators can bring their concerns regarding their current ELLs. As a group, educators will brainstorm and provide advice on what the teacher could do and what some next steps can be. Overall, this professional development will build the educators' understanding and thinking behind second language acquisition and special education while providing advice and creating a dialogue on current students.

Summary

Since the English Language Learner population is rapidly growing, educators need to be aware of these students' learning differences. Knowledge is power. Due to different proficiency levels, ELLs could have academic achievement gaps. When this occurs, it is important to recognize ELLs go through predictable sequential stages for second language acquisition. Some of the lower stages of second language acquisition can mirror the characteristics of a disability. Knowing the differences between second language acquisition and disabilities will help educators explore more accurate avenues to support ELLs.

In chapter two, a literature review will be conducted to understand the second language acquisition process, disabilities, and the current available research on ELLs who have been classified with a disability. In chapter three, a description of the professional development will be explained. This PD aims to increase the educators' knowledge of how ELLs acquire language and in what way is it different from a disability. Educators will also have the opportunity to use vignettes to practice on the steps they should take when they encounter an ELL who is academically struggling. Lastly, in chapter four, all the information presented will be synthesized and a reflection will be provided on what educators can do and think about when they have an ELL who has a large academic gap before thinking about the influence of a disability.

Chapter 2: Literature Review

Before a label is given to any student, careful consideration and understanding are essential to ensure its accuracy. If there is a lack of understanding in a given area, such as the difference between disabilities and the second language acquisition (SLA) process, this could lead to the mislabeling of students. Therefore, the purpose of this capstone is to develop a clear understanding of disabilities and the SLA process to assist in the reduction of ELLs being mislabeled with a disability. This section will discuss research on the rapid growth of ELLs with disabilities and why it is occurring. Next, the definition of disability and SLA will be analyzed. Subsequently, a section is also dedicated to the students who are the exception and are accurately labeled as an ELL with a disability. Lastly, the section will conclude with strategies and processes that can be implemented to assist in the mitigation of mislabeling ELLs with disabilities.

Growth of ELLs with Disabilities

To fully understand why there is a difference between SLA and disabilities, an analysis of the increased number of special education referrals and labels for ELLs is first required. There is a snowball effect taking place that is resulting in the mislabeling of ELLs with disabilities. Consequently, many ELLs are placed in special education classrooms, which is an inappropriate classroom placement for them. The snowball effect first starts with the rising number of ELLs within the United States school system (NCES, 2022). Since ELLs are a newer population and one that is steadily increasing, educators feel their teacher education programs have not sufficiently trained them to educate these types of learners (Becker & Deris, 2019; Layton & Lock, 2022; Ortiz et al., 2011). Additionally, there are similar behaviors a student can present with that could be associated with a disability or the acquisition of a second language (Elizalde-

Utnick, 2008; McCalley, 2018; Sanatullova-Allison & Robison-Young, 2016). These behaviors have similar characteristics that present a challenge to educators to differentiate between the two. This section will further explore the factors that are contributing to the growth of ELLs with disabilities.

Population

The ELL population is a newer population that is rapidly increasing. Ever since the passing of the Bilingual Education Act in 1968, the ELL population has been recognized in schools across the United States. As a result of this act, schools are required to recognize that ELLs have special educational needs and are entitled to the same educational opportunities as their native English-speaking peers (Stewner-Manzanares, 1988). According to NCES (2022), the nationwide percentage of ELLs enrolled in grades K-12 as of fall 2019 was 10.4%. This large percentage of students have unique learning needs which warrant instruction and learning to be differentiated.

Teacher Education Programs

With the rise of the ELL population, educators start to wonder how to effectively teach this group of learners. Ortiz et al. (2011) researched how practicing educators felt inadequately prepared to teach ELLs because of the absence of effective teaching strategies for ELLs in their teacher preparation courses. The result of the study concluded the increased amount of special education referrals was the reflection of the educator's perception that the underlying influence of the student's learning struggles was the presence of a disability. From the study, most special education referrals were general academic problems, specifically in the area of English Language Arts. More so, when a speech concern was presented, it centered around the student's struggles with listening comprehension, expressive language, and/or speech ineligibility. The researchers

also emphasized there was little evidence found that the referring teacher implemented any interventions to solve the problem before completing a special education referral, as the implementation section of the referral form was often left blank. This further demonstrates that these educators felt like they had no teaching strategies to effectively reach their ELLs.

Similarly, Layton and Lock (2002) reported in their findings that without training, educators were unable to identify evaluation issues that would differentiate students who were ELLs or had a disability. The findings suggest that educators were unable to cope or understand the demands of the ELLs level and looked towards special education for a solution. Some of the variables that need to be considered for ELLs include sociocultural, physical, emotional, environmental and linguistic factors, native language proficiency, English proficiency, and academic history (Elizalde-Utnick, 2008; Gottschalk, 2019). Thus, the inadequate knowledge possessed by educators has led to inappropriate classroom placements for ELLs in more restrictive environments (Kim & Helphenstine, 2017). As a result of insufficient training, educators are not equipped with the sensitivity required to notice ELL characteristics and are mislabeling these students with disabilities.

Similar Characteristics

SLA and disabilities present with similar characteristics. As a result, it was difficult for educators to distinguish between the two. An educator without training on ELLs could mistakenly interpret a characteristic of SLA as a disability. These characteristics include a lower rate of learning, communicative competence, problem behaviors associated with behavioral performance (inattention, eye contact, daydreaming), reading skills difficulties, poor expressive language, and deficiency in using language abstractly (Layton & Lock, 2002; McCalley, 2018; Sanatullova-Allison & Robison-Young, 2016). Admittedly, these characteristics can appear to be

the same, but they can be occurring for two completely different reasons. On one hand, the student can be trying to digest comprehensible input which is an important step of the SLA process, or in contrast, there can be a neurological explanation for their behaviors and academic struggles. As a result, the misinterpretation of these characteristics could lead to inaccurate conclusions about ELLs and wrong classroom placements for them. Hence, in the next section, the term disability will be defined; in addition to, investigating some of the more common disabilities seen in ELLs.

Defining Disability

The first term that needs to be discussed is disability. Disability will be discussed first because this is a definition educators think they know about. Also, disabilities are what educators assume when a student is struggling academically. Therefore, disabilities will be discussed to develop a solid and accurate foundation of what a disability is. According to Pope and Tarlov (1991), a disability is a "limitation in physical or mental function, caused by one or more medical conditions, in carrying out socially defined tasks or roles" (p. 35). A disability is not the result of the environment, culture or economic disadvantages (Elizalde-Utnick, 2008). For school-aged children, there are thirteen disability classifications. In the fall of 2019, 15.5% of ELLs were labeled as students with disabilities. The data shows that the highest percentage of ELLs amongst the thirteen classifications were in the areas of learning disability and speech or language impairment (NCES, 2022). Samson and Lesaux (2009) reported that there is a disproportional representation in high incidence disabilities as opposed to low incidence medically diagnosed disabilities among ELLs and native English speakers. One of these high-incidence disabilities includes the classification of learning disability. This is because a learning disability is viewed as a "judgmental disability due to it not being identified by a medical diagnosis, but rather data

collected" (Ortiz et al., 2011, p. 318). Furthermore, people with certain disabilities have difficulty understanding non-verbal communication, such as hand gestures, body language, and inflection (McCalley, 2018). This is a difficulty associated with individuals with disabilities and not for individuals going through the SLA process. Therefore, the term disability focuses on physical or mental impairments that limit a person in life.

Selective mutism (SM) is another disability that is frequently referenced in literature with ELLs. According to Elizalde-Utnick (2007), SM presents with similar characteristics to the silent period, which is a normal process of SLA. The silent period will be further discussed in the defining second language acquisition process section of this literature review. SM is viewed as an anxiety disorder and is defined as a child's inability to speak or communicate effectively in select social settings (American Speech-Language-Hearing Association, n.d.). Elizalde-Utnick states that to differentiate SM from the silent period, the individual must not communicate in either of his/her known languages as a result of anxiety. To further elaborate, if an individual was placed in a setting where his/her native first language was spoken and they did not communicate, this would be viewed as SM. If the individual did communicate in a setting where their first language was spoken and does not speak in settings where the second language is spoken, this would be viewed as the impact of the silent period. The authors argue that the individual stops speaking to focus on comprehensible input and comprehension strategies. Therefore, SM is another disability that requires careful consideration in reference to SLA before a label is placed on the student.

When a student has a disability, it is important to differentiated instruction and analyze potential interventions that can be implemented to help the student reach their full success ability. McCalley (2018) explains the interventions and instruction used for students with

disabilities would be specific to the neurological nature of the disability. Adding that, students with disabilities often have struggles learning to read because of the difficulties with perception, association, memory, or conceptualization. An intervention that would be successful for these students would be a structured reading procedure that focuses on direct instruction in word recognition, decoding, and comprehension. This is an example of an intervention that could be effective for a student with a disability, but it is important to recognize not all interventions will be effective with each unique population of learners, such as ELLs. Interventions geared to help processing, which are frequently used for students with linguistic or cognitive disabilities, often do not help the student go through the language acquisition process. Kim and Helphensine (2017) believe that utilizing special education interventions on ELLs who are going through the SLA process actually limits their learning. This is because special education narrows content for mastery of discrete skills, which often can be out of context. However, according to the authors, ELLs require more meaningful context to help build connections and foster language development. Hence, each unique population of learners requires its own interventions to help them meet their learning needs. In the next section, the SLA process will be reviewed, which is a process that some educators do not feel as knowledgeable about.

Defining the Second Language Acquisition Process

SLA is the process ELLs go through to acquire a new language. It is important to give students enough time to acquire the language because this is not a process that occurs rapidly. A popular SLA process model was from the researcher Stephan Krashen. Krashen and Terrell (1983) believed in the monitor model theory which encompassed five hypotheses on how they believed language was acquired. Specifically, one hypothesis was called the natural order hypothesis, which explains that an individual learning a language goes through predictable

stages. An individual will not be able to go to the next language stage without previously going through the one prior because language is developed fixedly and universally (Haynes, 2013).

Krashen's stages of acquisition are: Stage I is pre-production, stage II is early production, stage III is speech emergence, stage IV is intermediate fluency and stage V is advanced fluency. These stages are further explained in-depth in the next section.

Another characteristic of SLA is language transfer. When there is a language transfer, it is important to note that this transfer does not indicate a disability (Gottschalk, 2019). It is normal for ELLs to code switch while going through the acquisition process. It demonstrates they are processing the language or they are trying to acquire a new sound that does not exist in their native language. Therefore, if an ELL is having trouble pronouncing words, it does not demonstrate an articulation disorder (McCalley, 2018). It shows the student is trying to articulate a new sound that they have not had experience with before. Thus, educators need to recognize the characteristics of SLA to have an understanding of what occurs during this process.

Additionally, when it comes to acquiring a second language, basic interpersonal communication skills (BICS) often are acquired quicker than cognitive academic language proficiency (CALP). Elizalde-Utnick (2008) defines BICS as the communication skills that are needed for day-to-day living or having a conversation with a friend. While CALP is the language needed to discuss academic content in the classroom. Since it takes ELLs several years to acquire proficiency in cognitive and academic language, an educator can view a student not being able to discuss content as not successful, which increases the risk of unsuitable special education referrals. The next session will explain the stages of the SLA per Krashen's theory.

Stages of Second Language Acquisition

Stage I: Preproduction

Preproduction is the first stage of the SLA process. Haynes (2013) explains that this is a stage most new ELLs will go through. It is called a silent period. In this period, ELLs will be unwilling to communicate orally in the second language. ELLs need time to listen to the language they are trying to acquire. This is because they are processing the comprehensible input around them and trying to understand it (Becker & Deris, 2019). Hence, Haynes points out that this stage could last for a few days or more than a year depending on varying factors. When a student is in the silent period, educators should not force them to speak as they are not ready to do so. How the educator presents instruction will further assist in building the student's confidence to start producing output. Hands-on activities and interaction with small peer groups will help build the ELL's confidence and prompt them to take risks in producing output. For Haynes, another important factor is when a student is in the silent period learning continues, even if the student is not orally communicating. Therefore, if an ELL is silent, it does not signify something is wrong. It means they are actively processing their surroundings. Once an ELL feels comfortable enough to produce output, they will move to the early production stage of the language acquisition process.

Stage II: Early Production

This is the second stage in the SLA process and where output starts to be developed. Haynes indicates that throughout this stage, the ELL will acquire both an active and receptive vocabulary of about 1,000 words. ELLs will begin speaking in one-to-two-word phrases. Educators can ask yes/no or either/or questions to the student at this stage to help build their communication. Furthermore, ELLs need to be allowed to participate in whole group activities to

practice communicating with others. The duration of the stage can last up to six months. Visuals and kinesthetic movement play a large role in assisting with the development of vocabulary. Through total physical response, ELLs can pair the vocabulary word with a physical movement to help better understand its meaning. Like total physical response, visuals will also help ELLs pair the vocabulary words with a picture and make the content more meaningful. Once more output is produced, students will enter the next stage of the language acquisition process of speech emergence.

Stage III: Speech Emergence

The progression from stage II to stage III is the development of more output. According to Haynes, ELLs start to communicate with short phrases or simple sentences, ask basic questions and possess a vocabulary bank of 3,000 words. Some strategies to help an ELL at this stage are to use charts for them to understand and answer questions, complete graphic organizers with word banks, and have a place for them to express themselves, such as a dialogue journal. All of these strategies are important to implement to foster the development of the student's second language and help them obtain proficiency.

Stage IV: Intermediate Fluency

At this stage of the acquisition process, ELLs have now doubled their ability from the previous stage. Haynes indicates that with their 6,000-word vocabulary bank, ELLs are now beginning to use more complex sentences in oral and written form. ELLs at this stage are also more willing to share their thoughts, ideas, and opinions. In addition, ELL's CALP is increasing to help them demonstrate their knowledge in content areas. Haynes specifies that to support an ELL at this stage, some strategies that can be applied are modifying texts in content areas,

organizing information by utilizing a graphic organizer, and providing definitions for vocabulary words. These strategies further support the goal of becoming proficient in the second language.

Stage V: Advanced Fluency

ELLs who reach advanced fluency are close to being as proficient in content-area classes as their native English-speaking peers. Haynes identifies this stage as the longest because it can take 5-10 years to fully achieve proficiency in cognitive and academic language. Adding that, during this stage, the ELL's language acquisition still needs to be supported. This support includes educators providing ELLs with opportunities for oral communication with complex vocabulary and sentence structure, continuing to support the development of learning and studying strategies, and allowing ELLs to use their native language to learn new concepts or vocabulary. Educators' understanding of these stages, will help them provide support and opportunities geared towards the ELL's acquisition of a second language.

Exceptions

With a clearer look into the definitions of disabilities and the SLA process, some ELLs are accurately labeled with disabilities. They are known as exceptions. Not all ELLs are mislabeled with a disability. If an ELL is eligible for special education, they do not lose their right to bilingual education (Ortiz & Yates, 2001). They will receive both special education and bilingual services. With this being said, there has been limited research conducted that directly focuses on learning disabilities with ELLs (McCardle et al., 2005). What has been researched, is that ELLs with disabilities are still held to the same academic standards. Ortiz and Artiles (2010) acknowledged that mastery of these standards will come at a different rate or pace. The authors indicate that ELLs with disabilities will also have a unique Individualized Education Plan (IEP) that is tailored to their specific needs and based on data, language dominance, and language

proficiency. In addition to an IEP that any student with a disability would receive, ELLs with a disability's IEP should include specifics in regards to language. These include: what language instruction will be in, language interventions, a language plan for the development of skills, and instructional recommendations. Furthermore, Miller (2016) stresses that ELLs with disabilities require additional attention to their needs. This is because they need to experience academic success while also building their English proficiency. Miller examined that establishing vocabulary, building background knowledge, and providing opportunities to be engaged are the most critical teaching strategies for these students. This is because not only do educators need to provide ELL access to content standards, but also to the English proficiency standards. Likewise, Ortiz and Artiles note that a large component of the ELL's success is the effective collaboration between the classroom teacher and ENL teacher. They must share responsibilities and knowledge about the student to help the ELL reach their maximum academic potential. All in all, there are ELLs with disabilities, but educators need to determine the difference between an ELL with a disability and an ELL going through the SLA process. With this knowledge, also comes strategies and processes that can be implemented to help mitigate the mislabeling of ELLs with disabilities.

Strategies and Processes to Help Mitigate Mislabeling

To assist with the mitigation of mislabeling ELLs for special education, some strategies can be implemented. A mixture of interventions based on the problem-solving process and standard- protocol approach is an effective way to combat the misidentification of disabilities within the ELL population (Ortiz et al., 2011). Interventions utilizing the problem-solving process are directly based on student data. After the data is evaluated, goals and standard- protocol approaches can be implemented to help the student reach their maximum academic

capabilities. Within this section, strategies and processes will be discussed to reduce the mislabeling of ELLs with disabilities and determine the difference between SLA and disabilities.

Response to Intervention

The development of Response to Intervention (RTI) was in light of the dissatisfaction with the traditional discrepancy model and is a part of the multi-tiered systems of support (MTSS) framework. The traditional discrepancy model attributed a student's learning potential to their intelligence quotient (IQ) score (Elizalde-Utnick, 2008). Berkeley et al. (2009) argue that this model provided false positive scores which overidentified students for specific learning disabilities, limited information regarding the students' academics, and did not support educators in how to assist learners with low IQ scores. Berkeley et al. write that since 1977, services for specific learning disabilities increased by 200%. As a result of these concerns, RTI was developed as an alternative way to identify students with specific learning disabilities.

RTI is a tiered-based way of differentiating instruction for children based on student performance levels and needs (Ortiz et al., 2011). RTI was part of the reauthorization legislation of the Individuals with Disabilities Improvement Act of 2004. Berkeley et al. emphasize that the legislation acknowledged that RTI was an acceptable alternative way of identifying if a student had a specific learning disability. Even though this legislation did not mandate states to implement the use of RTI, many states quickly implemented a version of this intervention. RTI's approach requires educators to complete frequent student assessments to collect data on the interventions. It is composed of three tiers. Tier one is core instructional interventions that all students receive. These interventions are in place as preventive measures. In fact, for about 80% of students, these interventions will be successful and there is no need to move to the next tier. The authors also indicate that approximately 15% of students will need a tier two intervention.

These are targeted group interventions with close progress monitoring that is conducted by the teacher. If tier two interventions are not successful, tier three would be implemented. About 5% of students will need tier three interventions. In this tier, interventions are highly individualized and frequent progress monitoring is completed. The authors note tier three is also the longest in duration because of the high intensity and individual nature of the interventions. While students are progressing through the RTI tiers, it enables educators to collect data and information about the student's learning which will then be reviewed. This will create a determination if the intervention was successful or to move to the next tier.

RTI enables educators to move through the tiers and provide individualized interventions. This is especially important for learners with unique learning needs, such as ELLs. Ortiz et al. (2011) investigated how RTI eliminates the need to classify children as disabled by providing an alternative system of approach that could help them achieve their maximum potential. If successful academic interventions are found while going through the RTI process, the need for a special education referral would be eliminated. Thus, reducing the number of referrals for special education and students classified with a disability. Additionally, García and Ortiz (2008) concluded the RTI process would provide ELLs with cultural and linguistic interventions to help address their academic difficulties, which would hopefully resolve the disproportionate representation of ELLs in special education. Implementing the RTI process will give the students the support they need without the constraints of labels.

Multi-Tiered Systems of Supports (MTSS)

The scope of MTSS focuses on providing a more complete solution for problems and not just simply academic or behavioral interventions. Therefore, RTI falls under the MTSS umbrella, but MTSS has more components other than academic or behavioral interventions like RTI.

MTSS interventions include collaborations to support academics, behavior, social and emotional needs (McKenna, 2021). The implementation of MTSS would aid with the mitigation of mislabeling ELLs for special education because of the premature steps the process takes to find a solution other than filling out a referral for special education.

MTSS is defined as an evidence-based framework that uses data-based problem solving which is integrated into instruction, assessment, and interventions. It is designed to meet the needs of all learners and to empower each student to achieve high standards (Burns et al., 2016; McKenna, 2021). Thus, MTSS would provide knowledge and strategies to educators to help ELLs be successful within the classroom and prevent the need for special education referrals. Wackerle-Hollman et al. (2021) maintain that MTSS is a framework that provides educators with strategies, support, and data collection methods before making the assumption a special education referral is needed. It evaluates how the intervention suggested directly relates to instruction. MTSS bases its framework on finding instructional practices that would help the students' academic and social-emotional needs, while also reducing the number of special education referrals. Indicating that, similar to RTI, MTSS is a three-tiered system: Tier one embodies the general education curriculum that is offered to all the children; tier two encompasses small group instruction; tier three is the most individualized and intensive approach. Instruction at tier two gets strategic and targeted to address the areas where the student is struggling. Tier three instruction is heavily focused on the areas of need and can be formatted as a small group or individualized. If the interventions at a given tier are successful, there is no need to progress through the rest of the tiers. If the interventions are not successful, the student will increase through the tiers and receive more targeted instruction or interventions. If the student has trialed numerous interventions, data has been collected on the intervention's

successfulness, and moved through all three tiers, then a special education referral would be submitted. Therefore, the tiered system is an integral component of the MTSS process to ensure interventions are tried and data is collected.

For the successful implementation of the MTSS process, MTSS teams are created to guide the discussion. All key areas must be represented on the MTSS team, such as administrators, general education teachers, special education teachers, social workers, psychologists, and English as a New Language (ENL) teachers. It is vital to have an ENL teacher on the MTSS team to provide more insight into the SLA process (Becker & Deris, 2019; Gottschalk, 2019). If an ENL teacher is not on the MTSS team, information regarding the ELL could be misinterpreted as a disability rather than the SLA process. All in all, it is of the utmost importance there is equal representation in all key areas of the school on the team.

Updates to Teacher Education Programs

Even though the implementation of these processes can help mitigate the confusion between disabilities and SLA, there are preventive measures that can also be applied. Populations are changing and our nation's teacher education programs must be current to the population of learners within schools. Teacher education programs need to be updated to include effective teaching strategies for ELLs, what the SLA process is, and the similar characteristics between disabilities and the SLA process (Becker & Deris, 2019). Providing training and hands-on experiences in teacher education programs will help reduce any bias and further support the educator in the decision-making process when an ELL is struggling academically.

Many strategies have shown effective with ELLs at different proficiency levels. Fairbairn and Jones-Vo (2019) maintain that some ways to differentiate instruction for ELLs is to scaffold, or support, the student during instruction. When a student is at a lower proficiency level, they

will require more scaffolds. As the ELL moves through the proficiency levels, the scaffolds are reduced. Scaffolding is important even when the student reaches a level 5 proficiency. Another strategy that should be mentioned and practiced in teacher education programs is how to create assignments and assessments to allow students to demonstrate content learning without language mastery. Therefore, ELLs students need to demonstrate their learning in authentic ways that match their capabilities. This allows the students to truly exhibit what they know without the language barrier in their way. These are just two of countless strategies that can be taught in teacher education programs that specifically target ELLs to reach their maximum potential while getting the support they need.

Conclusion

All in all, educators' knowledge and sensitivity to ELLs are critical when it comes to determining the differences between a disability and the SLA process. As mentioned, ELLs with disabilities are a rapidly growing population as a result of the following reasons: the ELL population growing, the lack of sufficient teacher preparation programs addressing how the ELL population is unique and effective strategies to teach them, and the similarity in characteristics between disabilities and the SLA process. The terms disability and the SLA process were defined to present a clear understanding of what each is. It was also acknowledged there are ELLs who are accurately labeled with a disability. Lastly, the proposal of strategies and processes, such as RTI, MTSS, and updating teacher education programs, to help mitigate the mislabeling of ELLs with disabilities was reviewed. In summary, students are relying on the educator's knowledge and abilities to provide them with the best education. Students need to be given opportunities to grow and reach their maximum academic potential. As a result of the lack of knowledge regarding the ELL population, these students are more frequently mislabeled as having a

disability. Therefore, mitigation of this problem begins with educators becoming more informed and knowing the differences between disabilities and the SLA process and continuing to implement evidence-based interventions to assist this population of learners. In chapter three, a professional development (PD) will be explained in detail. This PD will provide knowledge to the educators on why there is an increase in the mislabeling of ELLs with disabilities, inform educators on the difference between disabilities and the SLA process, discuss real-life vignettes to practice their decision-making, and provide them with strategies and processes of how to mitigate the problem and why they are effective.

Chapter 3: Description of Product and Tools

Knowledge is an educator's best friend. Knowledge helps educators understand their students on a personal and academic level. It also enables educators to make the most informed decisions regarding their student's education, such as differentiating instruction or submitting a referral. It is the result of the lack of understanding educators have between disabilities and the SLA process that mislabeling is occurring heavily within the ELL population. ELLs are more frequently mislabeled with a disability when often the second language acquisition (SLA) process is influencing their academic success (Kim & Helphenstine, 2017; Layton & Lock, 2002; NCES, 2022). Ortiz et al. (2011) researched and found that educators feel less informed about ELLs since it is a new and rising population and because their teacher education programs did not successfully prepare them to teach ELLs. Thus, educators quickly turn to special education as an explanation of the student's academic struggles, but it is often not an accurate explanation.

Therefore, this chapter presents a professional development (PD) and materials to build educators' knowledge to mitigate the mislabeling of ELLs with disabilities. This PD will be composed of three sessions to supply educators with information to improve their understanding of ELLs and why an ELL's academic struggles are not always attributed to a disability, but rather to the SLA process. The handouts and tools for this PD are labeled as Figures and handout copies can be found in the Appendix. Educators will receive instruction on the effects of mislabeling ELLs with disabilities. Additionally, they will be able to compare and contrast characteristics of a disability and the SLA process. Finally, they will apply their newly acquired knowledge to assess adapted vignettes (Haynes, 2013) and create a determination if it is the SLA process or a disability that is influencing the student's academic struggles. In short, the goal of this PD is to

provide educators with the knowledge to aid in the mitigation of mislabeling ELLs with disabilities.

Session One

The learning goal for this session is: Educators will examine the similarities between disabilities and the SLA process. An agenda will be provided upon the educators' arrival (see Figure 1). During session one, educators will begin by assessing where the gaps in their knowledge are regarding ELLs. Educators will be asked to fill out a worksheet (see Figure 2). This worksheet asks educators to think about an ELL they currently have or previously had and what they believe attributed to their academic struggle. This tool was created as a reflection because most educators assume a disability is the result of an ELL's struggles (McCalley, 2018). According to Ortiz et al. (2011) when mislabeling occurs it is because educators are not familiar with the SLA process.

Disabilities and the SLA process will set the foundation for this PD. During session one, first, there will be deliberation on why there is an increase in the mislabeling of ELLs with disabilities. This examination includes the rise of the ELL population, teacher education programs being outdated, and the similar characteristics that disabilities and the SLA process present (Layton & Lock, 2002; McCalley, 2018; Sanatullova-Allison & Robison-Young, 2016). Second, after the investigation of similar characteristics between disabilities and the SLA process, educators will complete the middle section of a Venn diagram (see Figure 3). A Venn diagram was created so educators can visually see how disabilities and the SLA process hold both similarities and differences between them. Similar characteristics will be first explored to bring awareness of the similarities between disabilities and the SLA process (Layton & Lock, 2002; McCalley, 2018; Sanatullova-Allison & Robison-Young, 2016). Therefore, demonstrating

that careful consideration is needed when an ELL is struggling academically. This is because disabilities and the SLA process present similarly, but are very different entities. It is also important to include students who may not be directly labeled as an ELL, but their primary language at home is not English. These students can still be going through the SLA process as well because they can be non-native English speakers. Moving into session two, educators will bring back the Venn diagram to confer over and record the differences between disabilities and the SLA process. In the next session, a focus on the differences between these disabilities and the SLA process will be analyzed.

Session Two

The learning goal for session two is: Educators will develop a clear understanding between disabilities and the SLA process and strategies to help mitigate the mislabeling of ELLs. Educators will be provided with a copy of the session's agenda (see Figure 4). Educators will return with their Venn diagram from the previous session to visually see how disabilities and the SLA process contrast with one another. First, this session will begin with a thought-provoking question: What do you think the difference is between a disability and the SLA process? The educators' answers will be recorded on chart paper. The answers will be recorded for educators to look back upon to see the difference between what they thought and their newly acquired knowledge. Second, the definitions of a disability and the SLA process will be shared. A disability is a physical or mental limitation as a direct result of one or more medical conditions (Pope & Tarlov, 1991). While the SLA process is the process an individual goes through to acquire a new language. Third, the five stages of the second language acquisition process will be discussed. These stages include preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. Fourth, following the definitions and stages, some other key

characteristics between the disabilities and the SLA process will be presented. An individual with a disability has difficulty understanding non-verbal communication, such as hand gestures and body language (McCalley, 2018). An individual going through the SLA process does not have difficulty with non-verbal communication. Additionally, if an educator has a concern in regards to the amount of output a student is producing, careful consideration must be given. This is because selective mutism (SM) and the silent period both hold similar characteristics, but are the result of different reasons. SM is considered to be a disability as a result of anxiety. Due to anxiety, individuals with SM are not able to speak or communicate effectively in select social settings (American Speech-Language Hearing Association, n.d.). On the other hand, students in the preproduction stage of the SLA process, go through a silent period. This is when individuals are unwilling to communicate orally in the school language because they are processing comprehensible input (Haynes, 2013). By bringing attention to the fact that a disability and the SLA characteristics are extremely similar, educators need to approach the student's struggles from numerous standpoints, such as the SLA process, before making a lasting decision.

Furthermore, this not only impacts the labels placed on the student, but also from an instructional standpoint. Not all educators may know that interventions and instruction used for students with disabilities would be specific to the neurological nature of the disability (McCalley, 2018). It is believed by Kim and Helphensine (2017) that using special education interventions limits learning for ELLs going through the SLA process. Not only is it important that educators not mislabel students, but also provide effective instruction to them. Therefore, to aid in the mitigation of mislabeling ELLs a hierarchy of preventative measures can be incorporated. First, and most important, educators can build their knowledge on ELLs. This is because teacher education programs educators previously attended are now outdated and need to be updated.

There is new and important information regarding ELLs that educators need to know, such as the SLA process and the stages for second language acquisition. Fifth, we will discuss processes in place to help teachers understand the classification process. Furthermore, on a building level, RTI and MTSS process needs to be incorporated. These tiered systems are already utilized in my school, so they will not be explained in-depth. But a change that needs to occur for these processes is, an ENL teacher needs to sit on the MTSS team to provide a voice for students who could be going through the SLA process. This is critical for the successful implementation of the MTSS process due to their knowledge of ELLs (Becker & Deris, 2019; Gottschalk, 2019). Lastly, this PD is important because educators need to have knowledge about ELLs and know the differences between disabilities and the SLA process to be able to accurately help the students. In session three, educators will take their newly acquired knowledge and utilize it during some adapted decision-making vignettes from Haynes (2013).

Session Three

Session three will be the conclusion of this PD. The learning goal for this session three is: Educators will evaluate adapted vignettes informed by the work of Haynes (2013) to determine if the student's struggles are based on the SLA process or a disability. Educators will be provided with a copy of this session's agenda (see Figure 5). First, before the adapted vignettes are given out, there will be an acknowledgment of exceptions. Along with disabilities and SLA, there is a gray area. Some ELLs can also have a disability. But these labels came after careful consideration and following through with the RTI and MTSS process. These students are entitled to receive both special education and bilingual services (Ortiz & Yates, 2001). Therefore, it is possible to have a student accurately labeled as an ELL with a disability.

Second, after the educators have a deep understanding of disabilities, the SLA process, and exceptions, they will evaluate adapted vignettes of students. These vignettes were adapted and created for educators to practice their decision-making with ELLs, while also providing them an opportunity to confer with their colleagues about their thoughts (see Figure 6). Educators will be in groups of four. They will be asked to make a decision about the student based on the information provided to them in the adapted vignette. Educators will also have to provide evidence to support their decision. Educators will get eight minutes to read all of their adapted vignettes and make a decision on each student. Once the time is up, each group will share out a different adapted vignette. While a group is presenting, the other groups will be asked to provide agreement by signaling me too or giving their own evidence after the group is done. If a group thought the opposite of what the presenting group believed, they will be encouraged to share their thoughts to foster collaboration and promote conversation about SLA and disabilities.

Third, the PD will take a reflective open floor approach. Each educator will be asked to reflect on the student they thought about in session one. The question that will be asked is: Do you still agree with your original thoughts from session one or have they changed? Educators will obtain a paper to organize their thoughts about the student before sharing (see Figure 7). They will have four minutes of thinking time. The purpose of this reflection is to see how their choices changed and grew with the new knowledge they have acquired through this PD. After the time is up, educators will be able to speak freely about their thoughts on the PD, the student they originally thought about, or any ELL or non-English speaking student they have concerns about. The goal of this open floor conversation is for educators to reflect on the PD and share their concerns about an ELL to get the opinions of their fellow educators. This will further enable educators to practice decision-making when it comes to ELLs. Once educators have more

practice, they will get more comfortable noticing the differences between disabilities and the SLA process resulting in the mitigation of mislabeling ELLs with disabilities. The PD will officially conclude by passing out a recap sheet of information regarding ELLs and the SLA process and disabilities (see Figure 8). This recap sheet was developed as a takeaway tool that educators can continuously reference if they find themselves pondering what is influencing an ELL's academic struggle and not immediately jump to a special education referral. Therefore, session three synthesized the educator's knowledge of what they learned in the PD and applied it to real-world examples.

Conclusion

All in all, growing educators' knowledge about ELLs is essential to the mitigation of mislabeling ELLs with disabilities. This is the core reason why this PD was created. Without knowledge about ELLs, the mislabeling of ELLs with disabilities will continue to occur. It is unfair to an ELL, who is trying to acquire a second language, to be labeled with a disability when they may not have one. Creating awareness and a clear understanding of the differences and similarities between disabilities and the SLA process will help educators make informed decisions when it comes to ELLs. Therefore, the outcome of this PD is to grow the educators' knowledge to take alternative steps, due to the SLA process, rather than complete a special education referral. In addition, the information presented in this PD will help educators identify and seek support services that meet the needs of ELLs. The next chapter will discuss conclusions, implications for student learning and teaching, recommendations for the future, and final thoughts.

Chapter 4: Conclusion

All in all, labels are very powerful, and careful consideration must be had before they are given. English Language Learners (ELL) is a new and growing population. As of the fall of 2019, the nationwide percentage of ELLs was 10.4% (NCES, 2022). This rise in the ELL population is one of the contributing reasons for the mislabeling of ELLs with disabilities along with outdated teacher education programs and the similar characteristics between disabilities and the second language acquisition process (SLA). According to data from the fall of 2019, 15.5 % of English Language Learners were students with disabilities (NCES, 2022). Not only do ELLs already present with a label and a potential achievement gap, but when a disability label is placed upon them, it negatively impacts their self-esteem, reduces the opportunities available to them, and holds them to lower expectations or standards (Nguyen, 2021; Shifrer, 2013). Therefore, educators must be able to differentiate between disabilities and the second language acquisition process to help mitigate the mislabeling of ELLs. This section will discuss key takeaways from this analysis, the implication for both student learning and teaching, recommendations for future research, and final thoughts.

Conclusions

From the analysis of the mitigation of mislabeling ELLs with disabilities research, some important takeaways need to be discussed. The first key takeaway is regarding why there is an increase in the number of ELLs being labeled with a disability. This is because of the increase in the ELL population, outdated teacher education programs, and the similar characteristics that a disability and the SLA process present. This leads to the second takeaway that there are distinct differences between disabilities and the SLA process. Disabilities are physical or mental limitations as a direct result of one or more medical conditions (Pope & Tarlov, 1991). While the

SLA process is the progression an individual goes through to acquire a second language. This process is composed of five different stages. The third conclusion from this analysis is the importance of knowledge for educators. Educators need professional development to build capacity to effectively teach ELLs and recognize their unique learning differences. This is because the ELL population is a newer population and their teacher education programs did not sufficiently prepare them to teach ELLs or the distinctive language acquisition process they go through. The fourth conclusion is what needs to be done to mitigate the mislabeling of ELLs with disabilities. Besides providing educators with professional development directly on ELLs, the RTI and MTSS processes can be utilized as well as updating teacher education programs. RTI and MTSS are tiered-based interventions that could help aid with an ELL's academic struggle before a special education referral is made. Not only can general conclusions be made regarding the research, but can also be viewed on how this research has an impact on student learning.

Implications for Student Learning

From the research conducted and the preventative strategies incorporated in the education field, there will be implications for student learning. ELLs will benefit by preventing the wrongful mislabeling of them with disabilities. If the disability label is not placed upon ELLs, they will have higher self-esteem, hold themselves to higher expectations and increase the number of opportunities available to them (Nguyen, 2021; Shifrer, 2013). They will not see the label of disability as a crutch or blockage to their ability to learn. They will believe in themselves that they can do it and anything is possible. Also, ELLs will feel that educators are on their team because educators will be more understanding and sensitive to the language acquisition process

ELLs are going through. Therefore, it has an impact on the student's belief that they are capable of learning.

Another implication for student learning is they will be instructed in the least restrictive environments where they can reach their maximum academic potential. In these learning environments, instruction will be differentiated and interventions will be specific to the ELL's needs (Kim & Helphensine, 2017). Interventions will be utilized in meaningful contexts to help build connections and foster language development. When an ELL is in the least restrictive learning environment, they will have the opportunity, ability, and strategies to display their accurate learning ability. ELLs are not the only group that would benefit from this research. It can also be assessed with the scope of teaching and the impact on educators.

Implications for Teaching

Teaching and educators will also have implications from this analysis. Educators will benefit from this research by gaining knowledge to provide better instruction and interventions to ELLs (Ortiz et al., 2011). Since educators will better recognize the second language acquisition process ELLs go through, they will build more of an understanding and sensitivity towards ELLs and their learning needs. They will be more considerate when going through the RTI or MTSS process to try interventions and collect data rather than immediately filling out a special education referral at the first signs of academic struggle for an ELL (García & Ortiz, 2008). Furthermore, the MTSS team will be even more cognizant, by including an ENL teacher. This will give students who are non-native English speakers an advocate within the MTSS meeting. The ENL teacher will provide information about the stages of the SLA process and the specific learning needs of ELLs to the team when determining interventions or how to differentiate instruction. Therefore, the research on the mitigation of the mislabeling of ELLs with disabilities

has a significant influence on educators and teaching. Additionally, research never stops. There is always something else that can be future investigated. In the next section, future recommendations will be suggested.

Recommendations

Since ELLs are a newer population there is limited longitudinal research that has been completed, especially when it comes to ELLs who are accurately labeled with a disability. Therefore, my recommendation for future research is for longitudinal studies to be conducted following ELLs and ELLs with disabilities throughout their schooling to see the impacts, trends, stages of the acquisition process, and if they become unlabeled throughout the course of their schooling. If an ELLs disability label is removed, it can show how SLA was a factor and that more time should have been provided before a label was placed on them. By completing these studies, it will gather more data that SLA is a long process and has significant impacts on ELLs learning trajectory. The lasting thoughts on the mitigation of mislabeling ELLs with disabilities research will be reviewed next.

Final Thoughts

In short, the education field has the potential of mitigating the mislabeling of ELLs with disabilities before it becomes a larger problem. More and more ELLs are being mislabeled with disabilities because of the growing population of ELLs and the similar characteristics that disabilities and the second language acquisition process present. Action needs to be taken now and preventive measures need to be implemented. Educators need to partake in professional development to clearly understand the differences between a disability and the second language acquisition process. The processes of RTI and MTSS need to be applied for tiered-based interventions and data collection. Teacher education programs also need to be updated to explain

ELLs unique learning needs and effective interventions and instructional strategies to teach these learners. ELLs are already a vulnerable population because of their English proficiency levels and potential academic achievement gaps. It is our job as educators to do what is right for all of our students. If there is an aspect of our students we do not know about, such as a population, we need to seek out information to best support them in the classroom. The students are looking up to us as their guide, we need to do them the due diligence by thinking twice before placing a label on them.

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Appendix

Figure 1

Day 1 Agenda

Agenda for Session One

- Reflecting on current knowledge
- Why there is there an increase?
- Similar Characteristics
- Looking Forward

Figure 2

Day 1 Reflection Sheet

Name: _____



Think of an English Language Learner you previously had or currently have in your class who struggled or is struggling academically.

While thinking about this student, what do you feel attributed to their academic struggle?

Figure 3

Venn Diagram

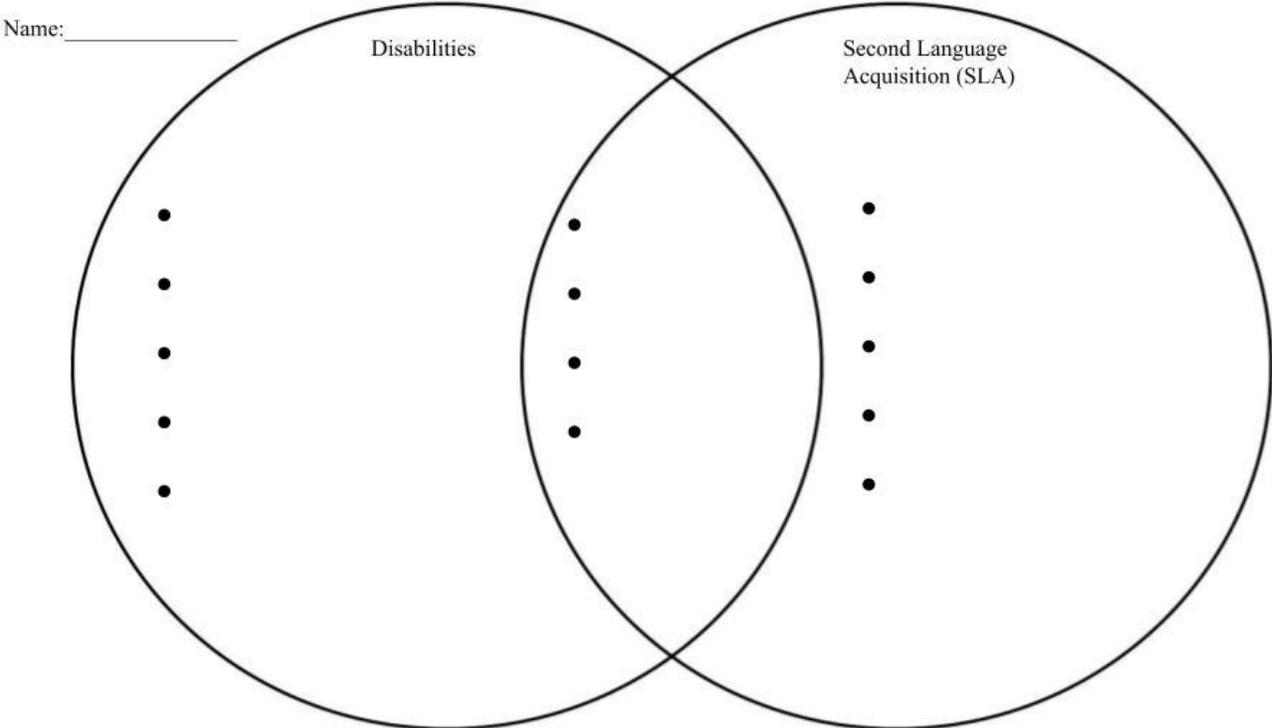


Figure 4

Agenda for Session Two

Agenda for Session Two

- What is a disability?
- What is the second language acquisition process?
- Stages of the SLA process
- Key differences
- Strategies and processes for mitigation
- Looking Forward

Figure 5

Agenda for Session Three

Agenda for Session Three

- Exceptions
- Adapted vignettes by Haynes (2013)
- Reflection/Debrief
- Open floor conversation
- Recap Sheet

Figure 6

Adapted Vignettes from Haynes (2013)

1. Arpit is a 1st grade emerging ELL whose family is from Bangladesh. Arpit is extremely quiet in the classroom. His expressive language is choppy and not in complete sentences. Parents say Arpit is shy, but he communicates with his family at home. Arpit excels at math, but he is reading more than a year below grade level. Should the teacher explore a special education referral or differentiate instruction based on the second language acquisition process? What clues make you think this way?

2. Natalie is a 2nd-grade ELL at the transitioning level. She has moved around to three different schools in her short schooling time. Her family is from Haiti and lives with her mom and brother. Natalie reports that her mom is very busy, always working, and cannot bother her. Natalie is very social with her peers and can carry out great conversations, but she struggles in all subject areas and is more than a year behind grade level. Are her struggles contributed to a disability or the second language acquisition process? Why?

3. Yasmin is a kindergartener who is not an ELL. His family is from Turkey and Turkish is spoken at home. Yasmin is social with her peers and is low average in all subject areas. Yasmin's speech is very challenging to understand. She gets frustrated when someone doesn't understand her and then becomes unwilling to speak. Yasmin does not produce the /g/ and /th/ sound. Should the teacher put in for a speech evaluation or is her difficulty in speech a result of the second language acquisition process? What clues helped you make this determination?

4. Alice is a 2nd-grade student. The primary language spoken at home is English, but she knows some Spanish. Alice was in a car accident when she was 5 years old and had an injury to her brain. Alice's academic progress has been slow. She presents with difficulty concentrating. Are Alice's struggles contributed to a disability or the second language acquisition process? Why?

5. Brayden is an energetic kindergartener. He is an ELL who has difficulty sitting in his seat and following directions. His primary language is Korean and is average academically, Brayden often screams, does not provide eye contact while speaking or being spoken to, and has not grasped the concept of sharing. Are Brayden's behaviors being contributed by the second language acquisition process or disability? Why?

Figure 7

Day 3 Reflection Sheet

Name: _____



Second Look

Think about the same English Language Learner that you thought about during session one. Do you still believe your original thoughts were at the core of their academic struggles or something different?

Figure 8

Recap Overview Handout

Recap from ELL Professional Development: Mitigating the Mislabeling of ELLs with Disabilities

Goal: To mitigate the mislabeling of English Language Learners with disabilities

Why is this occurring?

- An increasing ELL population
- Outdated Teacher Education Programs
- Similar Characteristics between disability and second language acquisition
 - Lower rate of learning
 - Communicative competence
 - Inattention, poor eye contact, daydreaming
 - Poor expressive language
 - Reading skills difficulty



Exceptions: There are ELL students with disabilities! These students are entitled to both special education and bilingual services (Ortiz & Yates, 2001). IEPs should be tailored to their specific needs based on data, language dominance, and language proficiency. These students will require additional attention for their needs (Miller, 2016).

Disabilities

- Physical or mental limitations caused by one or more medical conditions (Pope and Tarlov, 1991)
- Learning disability is a high incidence disability because it requires judgment instead of medical diagnosis
- Struggle to understand non-verbal communication
- Selective Mutism- an anxiety disorder resulting in the child's inability to speak or communicate in select social settings (American Speech-Language-Hearing Association, n.d)
- Interventions and instruction are specific to the neurological nature of the disability



Second Language Acquisition

- The process of acquiring a new language
- Stages: Stage I pre-production, Stage II early production, Stage III speech emergence, Stage IV intermediate fluency, Stage V advanced fluency
- Language transfer or coding switching will occur
- Silent Period-A period during Stage I when a student is unwilling to communicate in the second language because they are processing comprehensible input
- BICS communication skills are needed for day-to-day living. They are acquired quicker than CALP, which is the language needed to discuss academic content in the classroom
- Interventions and instruction need to be specific to the SLA, such as scaffolds and adapted assessments to demonstrate content learning without language mastery



Mitigation Strategies and Processes

- KNOWLEDGE! Attend professional developments on ELLs
- Response to Intervention (RTI)
 - Multi-Tiered System of Supports (MTSS)