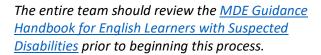
#### **Problem Solving for English Learners: Best Practices**

#### Concern is brought to the entire team, including:

- Representative of the Student's Family
- Interpreter (see guidance document)
- General Education Teacher
- School Principal or Counselor
- English Learner/Migrant Staff
- School Psychologist
- Teacher Consultant
- Speech Therapist



# Team selects appropriate intervention(s) and progress monitoring tool(s) to match area(s) of concern

- The use of a <u>dynamic assessment process</u> is best practice
- AIMSweb or a similar tool can be used to identify academic instructional levels/set goals & monitor progress
- WIDA standards can be used to show progress in EL program

### After the intervention period, entire team reconvenes:

- Review data
- Adjust/change intervention if needed
- Repeat the intervention process

#### Team gathers information

- Background/history
- WIDA Scores
- Most recent <u>Language</u>
   Development Plan
- Applicable WIDA <u>Can-Do</u> <u>Descriptors</u> (if no LDP)
- Information from previous school(s)
- Information on <u>bilingual</u> <u>language development</u>
- Resiliency checklist
- Acculturation quickscreen
- Specific cultural differences
- Sociocultural Checklist

### Team reviews this document and prioritizes up to 3 concerns

- Academics
- Behavior
- Attention/organization/work completion
- Communication
- Fine/gross motor
- Language
- Other, as needed

## When repeated intervention period is complete, entire team reconvenes:

- Review data
- Adjust/change intervention
- Repeat the intervention process

### Consider a referral for <u>a special education evaluation</u> if progress is not evident after several cycles of intervention *and* team has considered the following:

- Individual language development and acquisition of CALP
- Resiliency
- Acculturation Status
- Cultural differences
- Length of exposure to instruction

#### Sources:

Collier, C. (2011) Seven steps to separating difference from disability
Oakland Schools. (2018) Guidance: Separating Difference from Disability in English Learners who Struggle
Michigan Department of Education (2017). Guidance Handbook for Educators of English Learners with Suspected
Disabilities