



Focus: Virtual Learning for English Learners Receiving Special Education Services

RESEARCH AND RESOURCES

During distance learning, [many districts have reported increased difficulties](#) in meeting the needs of students with disabilities and complying with requirements of federal Individuals with Disabilities Education Act (IDEA). To this end, CEEL has curated several resources to empower educators and school communities to be responsive to the unique opportunities as stated in the [CA Practitioners' Guide for Educating English Learners with Disabilities](#), "to promote equity and access for English learner students with suspected disabilities and for those already identified." These resources include research based [guidance tools](#) for administrators and educators that will build capacity and develop systems to build Family-School partnerships to collaborate during distance learning, centering around the success of English Learners with unique abilities.

Title: Assistive Technology for Remote Teaching and Learning: Ctrl Alt Achieve

Link: https://drive.google.com/file/d/1WCJ6Ohv-vhZ_8r2G6qSu2NpA9B-DoHFop/view

Summary: This resource from Imperial County SELPA, offers a wide range of tools and resources to support students with disabilities. Educators can view the webinar to learn how to leverage these resources to support English Learners through distance learning.

Title: California Practitioners' Guide for Educating English Learners with Disabilities

Link: <https://www.cde.ca.gov/sp/se/ac/documents/ab-2785guide.pdf>

Summary: This publication from the California Department of Education offers guidance for educators and school communities to identify, refer, support, assess, and reclassify English learners with disabilities (CDE).

Title: Can Special Needs Children Be Bilingual?

Link: <https://youtu.be/vOhWgOYeIMs>

Summary: In this video, John Consalvi, CEO/Founder of LinguaHealth and Dr. Brenda Gorman discuss the importance of maintaining a child's native language, and the evidence that bilingualism benefits the communicative potential of children with special needs.

Title: COVID-19 School Closures Supporting Students with Disabilities

Link: <https://sharemylesson.com/sites/default/files/SML-StudentsDisabilities-Interactive.pdf>

Summary: This publication from the American Federation of Teachers provides educators with an overview of key points to keep in mind as they provide services to diverse students with special needs. This publication also provides a list of resources, apps and websites as well as digital accommodations and recommendations.

Title: English Learners and Special Education

Link: https://www.understood.org/pages/en/school-learning/special-services/english-language-learners/?ul=1*1e1ffy1*domain_userid*YW1wLTVmVkJmWmX1hiWm-5waVU1RnZoVEdVR1E

Summary: The Understood website presents a series of articles related to English Learners around the topic of Special Education, testing, cultural perspectives, and bilingualism. This website is available in multiple languages through Google Translate.



Title: English Learners with Disabilities: Shining a Light on Dual-Identified Students

Link: <https://www.newamerica.org/education-policy/reports/english-learners-disabilities-shining-light-dual-identified-students/>

Summary: This brief from New America provides an overview of the federal policies that determine services available for English Learners and students with disabilities. Key opportunities for equity are presented to identify English Learners with disabilities.

Title: Exploring Equity Issues: Language Difference or Language Disorder? ELs and Special Education

Link: <https://maec.org/wp-content/uploads/2018/10/Exploring-Equity-ELs-and-Special-Ed-1.pdf>

Summary: This brief from the Center for Education Equity MAEC provides educators with an overview of the Individuals with Disabilities Education Act (IDEA) criteria to determine if a child is learning disabled. Considerations for referral processes and English Learner placement in Special Education are presented.

Title: Forward Together: Helping Educators Unlock the Power of Students who Learn Differently

Link: <https://nclld.org/research/forward-together>

Summary: This report from the National Center for Learning Disabilities, presents mindsets and practices that help educators reach students with learning and attention issues. Eight key practices are discussed, including culturally and linguistically responsive pedagogy that can inform best practices for English Learners.

Title: Identifying English Learners with Disabilities

Link: https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_NEI_Identifying_English_Learners_with_Disabilities.pdf

Summary: This infographic from the Regional Educational Laboratory Northeast & Islands provides three evidence-based recommendations to help identify when an English Learner may have a disability. Several other resource guides and research publications are also provided.



Title: Imperial County SELPA

Link: <https://www.icoe.org/selpa/resources/resources-families-community>

Summary: The Imperial County SELPA offers a plethora of resources to support English Learners with disabilities. Educators and school leaders can access resources, webinars, websites, tutorials and more. The resource section includes topics ranging from Assistive Technology to Family and Communities.

Title: Learning and Thinking Differences in English Language Learners

Link: <https://www.understood.org/en/school-learning/special-services/english-language-learners/understanding-learning-and-thinking-differences-in-ells>

Summary: This article from Understood provides educators and parents an overview about key areas to consider for English Learners with learning and processing differences. This article is available in Spanish through Google Translate, and can be used to support parents as they explore their child's learning journey.

Title: Meeting the Needs of English Learners (ELs) with Disabilities Resource Book

Link: https://www.mcoe.org/deptprog/SPED/Documents/Resources/EL-SPED%20Resource%20Book%20Revised%202017%20Final_.pdf

Summary: This resource book from the SELPA Administrators is an informative tool for regular and special educators to assist them in meeting the needs of English Learners who have been identified or are in the process of being identified for special education services.

Title: Online Strategies for Special Education Teachers IDEA & eLuma Webinar

Link: https://www.youtube.com/watch?v=X3Pw_O9J-diA&feature=youtu.be

Summary: Presented by the Illinois Digital Educators Alliance and eLuma Online Therapy, this webinar provides recommendations to implement effective live online instruction for all students. Practical suggestions and strategies are offered to strengthen instruction to support English Learners with disabilities. Strategies to increase asynchronous engagement for students and parents are also discussed. Important self-care and mental wellness strategies while working from home are also highlighted.

Title: Preparing to Reopen: Six Principles That Put Equity at the Core

Link: <https://www.gettingsmart.com/2020/05/preparing-to-reopen-six-principles-that-put-equity-at-the-core/>

Summary: This article from Getting Smart discusses six principles for inclusive preparation for the new year, that positions equity, empathy and the needs of students with disabilities at the center.

Title: Preschool English Learners, 2nd Edition- Principles and Practices to Promote Language, Literacy and Learning

Link: <https://www.cde.ca.gov/Sp/cd/re/documents/pseng-learnersed2.pdf>

Summary: This publication from the California Department of Education provides research highlights in order to differentiate language differences versus language disorders. In particular, Chapter 7 focuses on English Learners with disabilities or other special needs.

Title: 6 ways to support students with disabilities during COVID-19 school closures

Link: <https://www.nwea.org/blog/2020/6-ways-to-support-students-with-disabilities/>

Summary: This article from NWEA discusses the importance of accessibility and accommodations in distance learning that educators can leverage to enhance instruction for dually identified students.

Title: Teacher's View of Assistive Technology

Link: <https://www.ctdinstitute.org/library/2018-06-07/teachers-view-assistive-technology>

Summary: This video from the Center for Technology and Disability provides educators with considerations for assistive technology that can help students with a range of learning needs. A Spanish translation of the video is available.

Title: Strategies to Identify and Support English Learners with Learning Disabilities: Review of Research and State Practices

Link: https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_NEI_Identifying_English_Learners_with_Disabilities.pdf

Summary: This review of research and state practices from the Regional Educational Laboratory at WestEd offers guidance to aid educators and administrators in identifying and supporting EL students with learning disabilities.

Title: Supporting Children with Autism during COVID-19 (A Guide for Families and Educators)

Link: <https://www.readingrockets.org/article/supporting-children-autism-during-covid-19>

Summary: Reading Rockets provides a guide for parents and educators of children with autism. It includes a multitude of resources for supporting literacy and social emotional issues at home as well as links to instructional modules and toolkits to help families cope as professional support services might be reduced or unavailable during the Covid-19 closure of schools and centers.

Title: Using Conscious Discipline Strategies/Resources During School Closure

Link: <https://youtu.be/6KqJmMTFuf0>

Summary: Presented by the Imperial County SELPA, this bilingual presentation features Dr. Becky A. Bailey and presents strategies that can be used to enhance social and emotional learning, culture and climate, and self-regulation. These strategies help establish positive and caring environments in the classroom and at home, during school closure times, to support English Learners and students with disabilities.

Title: Wide Open Schools

Link: <https://wideopenschool.org/search/?swp=english+learners&audience=families-and-teachers>

Summary: Powered by Common Sense, Wide Open Schools is a curated, free and open collection of the best online learning resources for students. They offer a wide variety of topics and grade levels for educators, families, and resources in Spanish. This section offers articles focused on English Learners and resources for teachers and families.