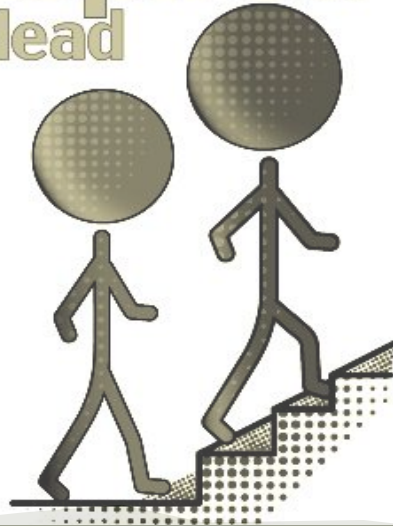


# California Association of School Psychologists

2023 Convention

Inspired  
to lead

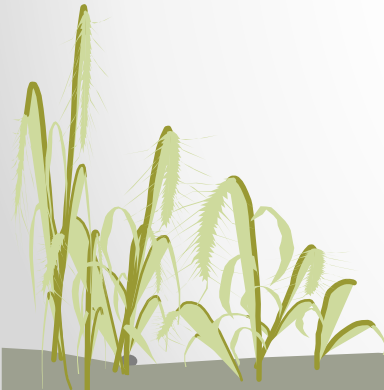


# Critical Consciousness & Bilingual Education for Students with Disabilities

Korah Guilar, NCSP & LEP #4148

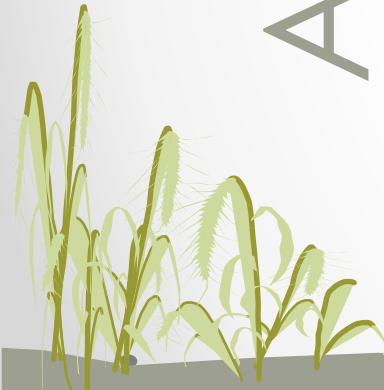
Jillian La Serna, Ed. D

October 13, 2023



# Agenda

- Terminology/Key Concepts & Types of Language Instruction
- Inequities in Bilingual Programs
- Diversity, Equity, Inclusion & Existing Biases
- Language Acquisition & Proficiency Expectations
- Misconceptions around Multilingual Learners w/Language-based Disabilities
- Multimodal Assessments
- Asset-Based IEP Processes
- Reflection



# Acronyms

BICS

Basic Interpersonal Communication Skills

CALP

Cognitive Academic Language Proficiency

DLL

Dual Language Learner

ML

Multilingual Learner

LEP

Limited English Proficient

FEP

Fully English Proficient

ELPAC

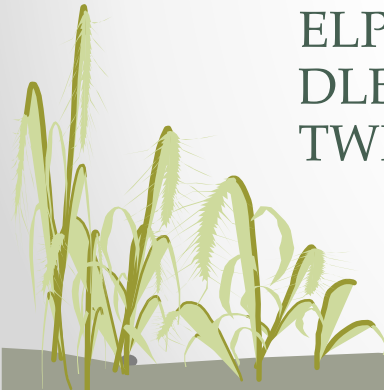
Eng Language Proficiency Assessment CA

DLBE

Dual Language/Bilingual Education

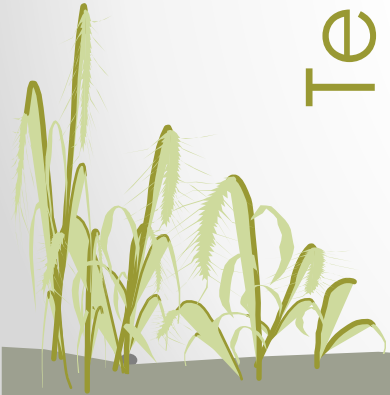
TWI

Two Way Immersion



# Terminology

- Translanguaging
- Acculturation
- Cultural Competence
- Cultural Humility
- Plurilingual competence
- Sociocultural theory
- ...



# ...Critical Consciousness

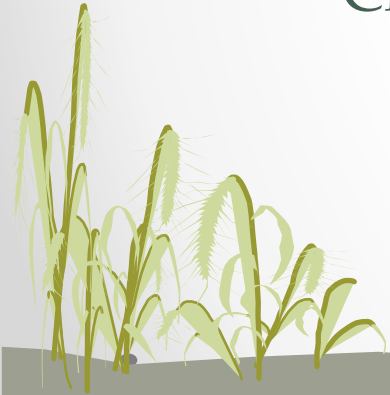
Freire (2016) and Freire (1970) describe **critical consciousness** to include the awareness of social, political, and economic realities and their role in maintaining systems of power and privilege, in addition to the pursuit of the transformation of those systems.



# School Psychologists

Why is this important to our practice?

- Considerations for general education practices
- Critical consciousness through the IEP process



# Considerations

6,163,001

K-12 public school students

CA

1,127,648

Identified ELLs

19%

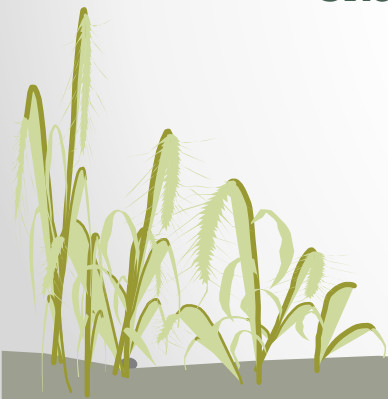
California Language Census: Fall 2021 [cde.ca.gov](https://cde.ca.gov)





# Types of Language Instruction

- Dual Language
  - Two-Way Immersion (TWI)
  - Immersion (90/10 models)
- Transitional/early exit
- Newcomer Program
- \*Sheltered English
- English for Speakers of Other Language (ESOL)/ESL
- Crosscultural, Language and Academic Development (CLAD)
- English Language Development (ELD)
- Specially Designed Academic Instruction Delivered in English (SDAIE)
- Submersive/subtractive (“English Only”)



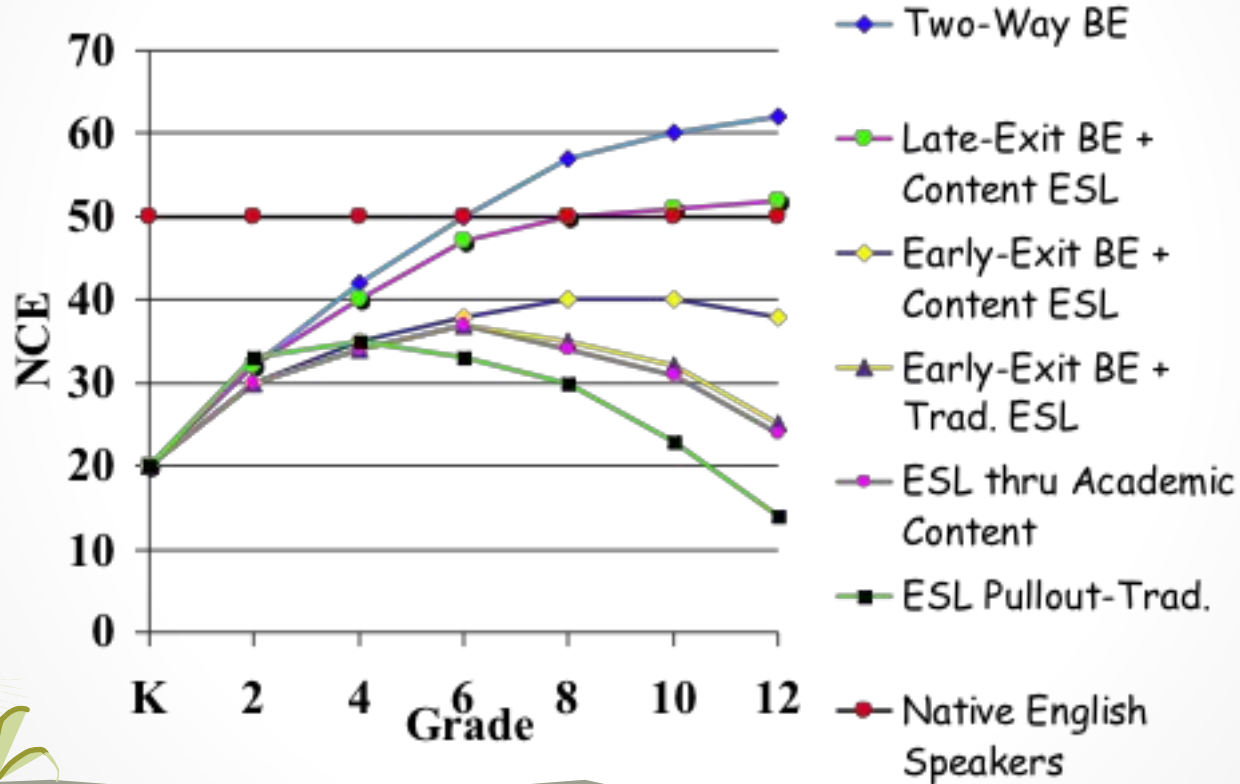
# Additive Bilingual Programs

Research examining the performance of over 42,000 ELL students across five school districts showed that those in two-way immersion programs made the greatest gains on standardized reading assessments.

[Iris.Peabody.Vanderbilt](#)



# K-12 ENGLISH LANGUAGE LEARNERS RESULTS ON ENGLISH READING STANDARDIZED TEST ACCORDING TO SEVEN DIFFERENT PROGRAM MODELS



# Many Names for Bilingual Programs

- Dual Language Bilingual Education (DLBE)
- Two-way dual language education
- Two-way bilingual education/TWBE
- Two-way dual language bilingual education

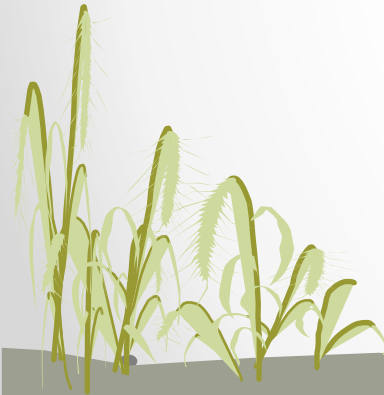
Two-way immersion (TWI) programs fall within the broader umbrella of DLBE



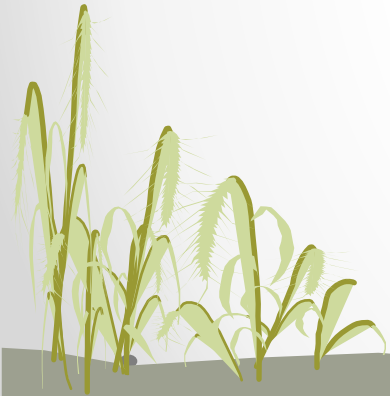
# 2-Way/Dual Language Programs

Intentionally integrate speakers of *both* target languages with 3 goals in mind:

- Academic achievement
- Bilingualism/biliteracy
- Sociocultural competence



# Obstacles to Learning



# Inequities In Dual Language

- ❖ Gentrification and exclusionary practices in DLBE

(Delavan, Garrett, Freire, & Menken, 2021; Freire, Gambrell, Kasun, Dormer, & Cervantes-Soon, 2021; Henderson, 2019; Palmer, 2010; Scanlan & Palmer, 2009)



# Inequities In Dual Language

- ❖ Attention to social, cultural, and political elements of DLBE is needed

(Cervantes-Soon, 2014; Cervantes-Soon, Dorner, Palmer, Heiman Schwerdtfeger, & Choi, 2017; Guerrero, Guerrero, Soltero-González, & Escamilla, 2017; Heiman, 2017; Heiman & Urrieta, 2019; Heiman & Yanes, 2018; Palmer, 2010; Palmer, Cervantes-Soon, Dorner, & Heiman, 2019; Ramirez & Faltis, 2020; Valdez, Freire, & Delavan, 2016)

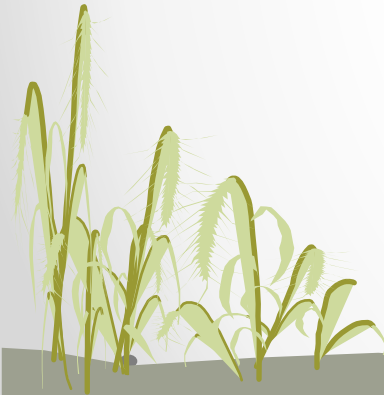




# Inequities In Dual Language

- ❖ Competing orientations - social justice, equity or instrumentalism, neoliberalism

(Bernstein et.al., 2020; Cervantes-Soon, 2014; Freeman, 1996)



# Inequities In Dual Language

- ❖ Teachers' own perceptions and biases, lack of time, lack of culturally relevant materials, and beliefs that social justice topics are not age appropriate for children can impede the implementation of culturally relevant pedagogy in DLBE settings

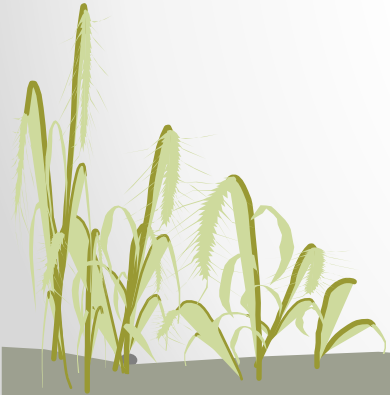
(Friere & Valdez, 2017)



# Inequities In Dual Language

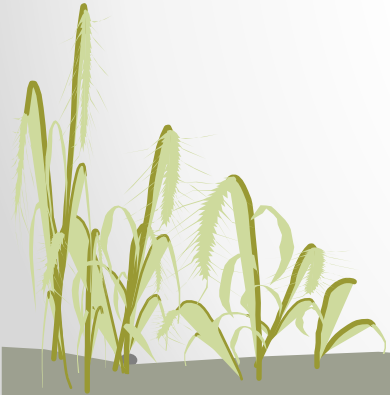
- ❖ Translanguaging as a transformative pedagogy

(Yilmaz, 2021; Hamman, 2018; Hamman-Ortiz, 2020)



According to Cervantes-Soon, unless we shift our focus to critical consciousness, the potential for disempowerment of Latine children is just as likely as in traditional programs.

-Cervantes-Soon, 2014, p. 78



# Moving Toward Critical Consciousness

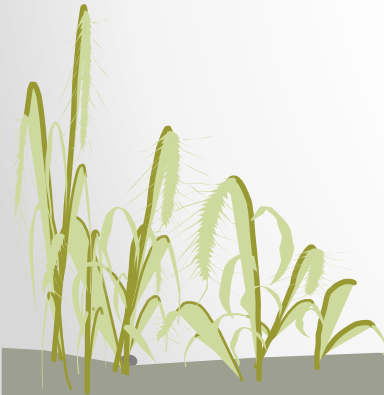
- Culturally responsive teaching is an approach that “empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 2014)



# Moving Toward Critical Consciousness

- protect marginalized students from subtractive schooling despite good intentions

(Hernández, 2017).



# Moving Toward Critical Consciousness

Shifting focus to critical consciousness and social justice in TWI:

- interrogate power
- historicize schools
- promote critical listening
- engage with discomfort

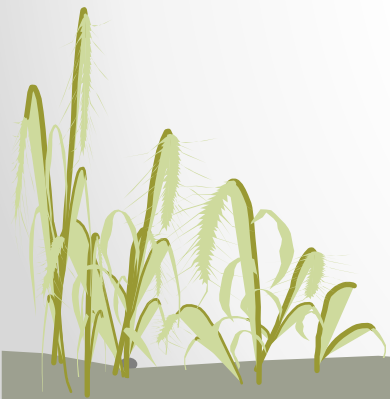
(Cervantes-Soon, 2014, p. 78)



# Critical Consciousness as 4th Goal

- Incorporating a **4th goal** of critical consciousness as a programmatic focus

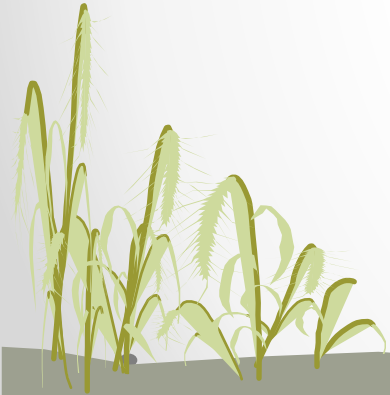
(Palmer, Cervantes-Soon, Dorner, & Heiman, 2019)





# Diversity, Equity, Inclusion, Belonging

In bilingual education!



# Spotting & Calling Out Biases

- People are inclined to require more evidence when they encounter something not consistent with their own beliefs
- Information acquired early in a search process carries more weight than information acquired later. (Nickerson, R. S. (1998))
- Teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences” (Farrell, 2008, p. 1)
- Being cognizant that we all have biases may help us make more informed decisions and value differences from various perspectives so we are not perpetuating inequality

[Harvard Implicit Bias Test](#)

# Bilingual $\neq$ Double Monolingual

- know your students
- involve family and community
- cultural course content
- meaningful methodology/universal design for learning
- *assess assessments!*

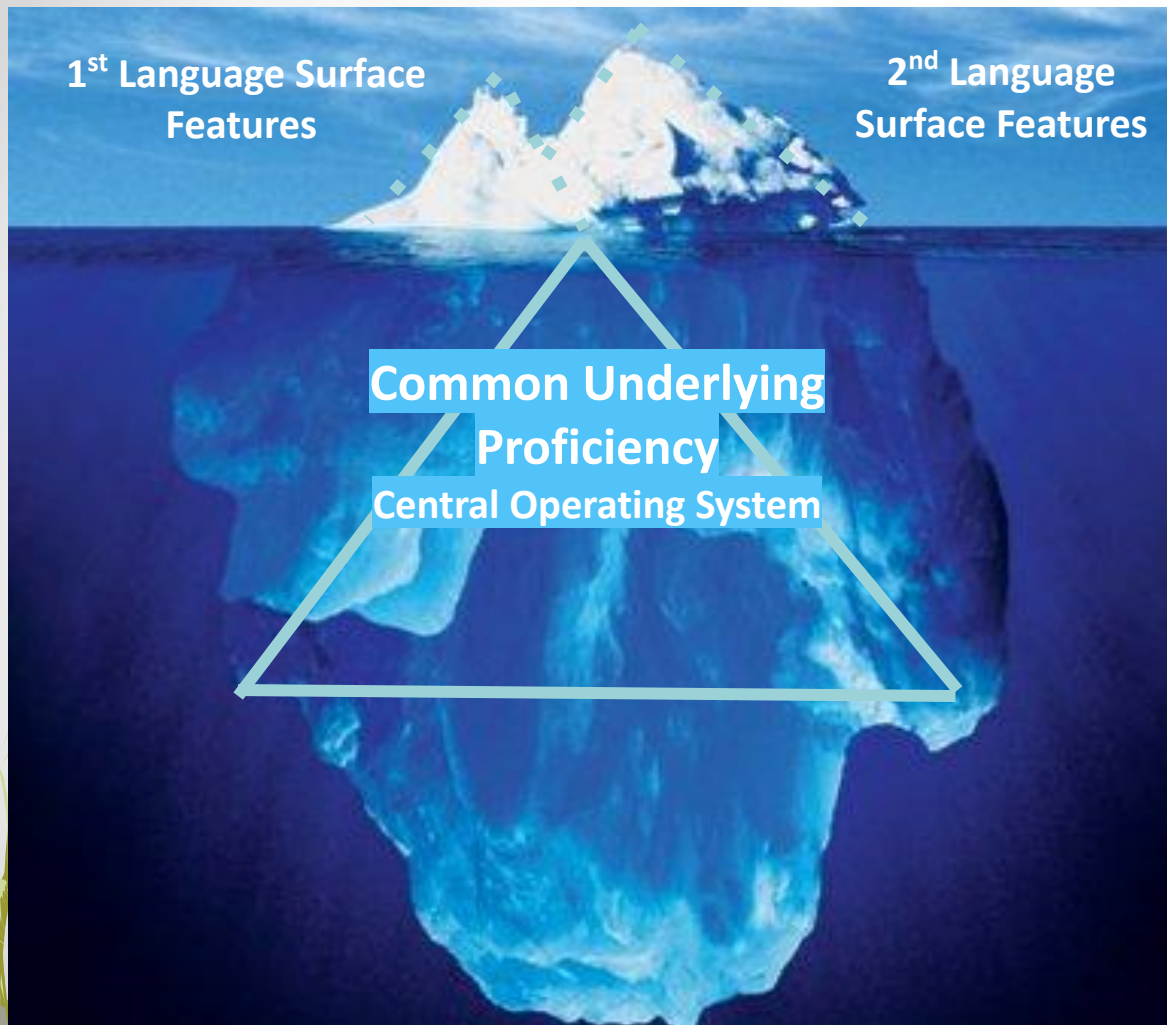
Bilingualism is not about  $1 + 1 = 2$ , but about a plural, mixing different aspects of language behaviour as they are needed, to be socially meaningful!

-Ofelia Garcia (2009, p.48)

# Language Proficiency Expectations

According to Thomas and Collier (1998), the average native English speaker gains about 10 months of academic growth in one 10-month academic year. Dual Language Learners must outgain the native speaker by making 1.5 years of progress in English for 6 successive school years.





# Linguistic Interdependence Hypothesis

Children's linguistic knowledge is an important scaffold for additional language learning



# BICS & CALP

## Basic Interpersonal Communication Skills

- Language skills for social situations
- Not as cognitively demanding
- Language required is not specialized
- Typically develops within 6 months to 2 years

## Cognitive Academic Language Proficiency

- Formal academic learning
- Listening, speaking, reading, and writing
- Essential for students to succeed in school
- Typically develops within 5-7 years of L2 exposure



# Importance of Heritage Language

DLLs with **2-3 years of L1 instruction** take ~5-7 years to reach typical native English speaker performance

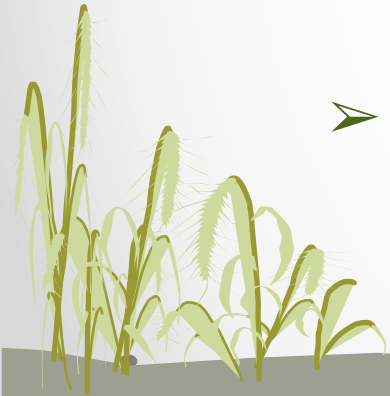
DLLs with **no L1 instruction** take ~7-10 years to reach native English speaker performance

Source: Collier, V. (1995). Acquiring a second language for school (electronic version.) *Direction in Language and Education*, 1(4)

# Language in Practice

1. *Combination* - stringing together of words and phrases in a grammatically correct order to produce a sentence
2. *Selection* - creative ability to substitute an alternative word for any one of the words in the sentence
  - How might this look different for monolinguals and multilinguals?

(Lodge, 2015)





# Combination and Selection

“Learning a new language is hard”

Monolingual modification

“Developing a new language  
is very difficult”

Bilingual modification

“Aprender an additional language  
es muy difcil”



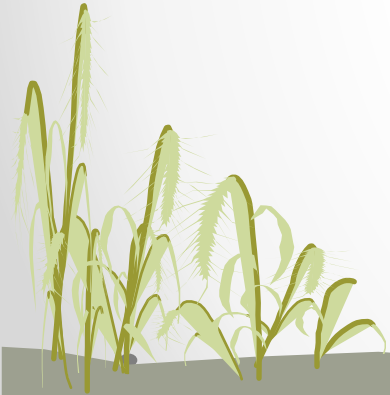
# “Learning new language is hard”

## Monolingual modification

“Developing a new language  
is very difficult”

## Bilingual modification

“Aprender an additional language  
es muy difcil”



# Asset-based language approach

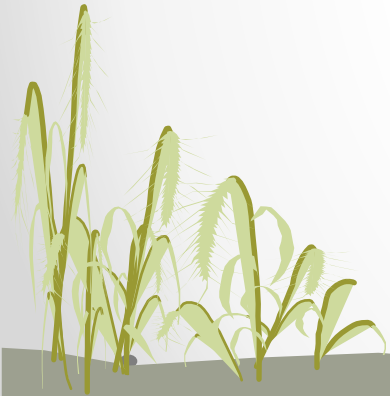
**Dialogic classroom environments** encourage language experimentation based on students' linguistic repertoire

**Critical translanguaging** requires the recognition of language hierarchies and fostering of asset-based bilingual identities

(Hamman, 2018)



What about for learners with  
*language*-based disabilities  
like dyslexia, autism or  
speech/language  
impairment?



# DLLs and Disability Status

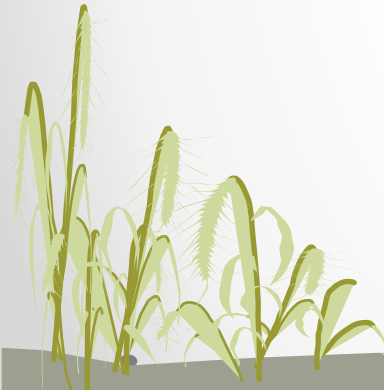
- Being bilingual does not make existing problems worse
- Bilingual children are not more likely than monolingual children to have learning disabilities
- Bilingual children might initially know fewer words in each of their languages; therefore, it is important to consider *total conceptual vocab*

Language Skills of Monolingual & Bilingual Children by Disability			
	SLI	Down Syndrome	ASD
Simultaneous Bilinguals	No differences	No differences	No differences
Sequential Bilinguals	Mixed findings	--	No differences

Gutierrez-Clellen, Simon-Cereijido, & Wagner (2008); Kay-Raining Bird, Cleave, Trudeau, Thordardottir, Sutton, & Thorpe (2005); Paradis, Genesee, & Crago (2010); Petersen, Marinova-Todd, & Mirinda (2011)

DLLs w/Special Needs outperformed  
their peers who were not in Dual  
Language in grades 3-8.

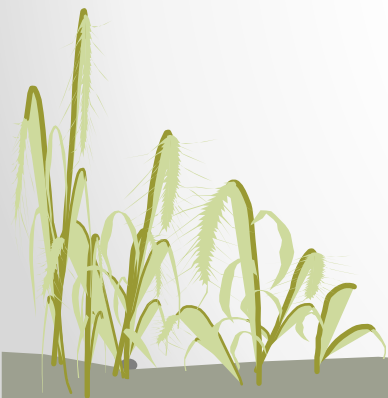
-Thomas & Collier, 2012



# Learners w/ Disabilities in TWI Programs?

Acquire the majority language of the community at a comparable rate to children with disabilities in monolingual programs

[National Dual Language Forum](#)



# Additive Approach for Students w/ Special Needs

- Increased support and attention from teachers
- Involvement of caregivers
- Maintaining a strong cultural identity
- Sense of belonging and self-esteem

When home language and culture is respected and supported, it can serve as a foundation for learning and academic success!

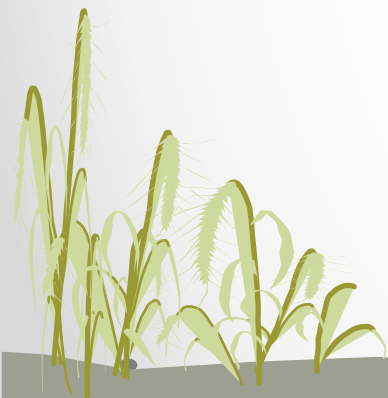




# Autism & DLL

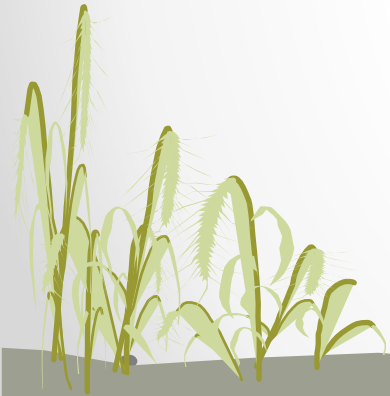
Children with autism can become bilingual without jeopardizing their development in either language.

[2022 Center for Applied Linguistics](#)



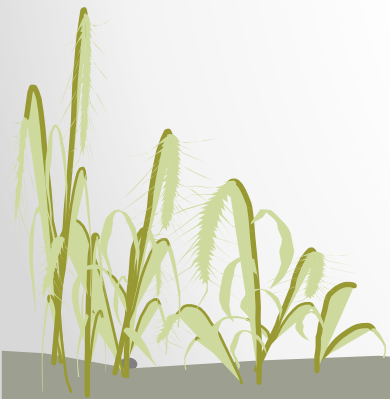
# Assessment

Of the DLL through a Critical Conscious lense



Children, including those classified as ELL, may have learning disabilities that coexist with exclusionary factors

-Lichtenstein, 2008



Over  
Identification →

Referring DLLs for special education services at a higher rate than state or national norms.

- Higher incidence rate for some sub-populations in special education categories such as ED and ID
- Higher proportion of DLLs placed in more restrictive learning environments

Under  
Identification →

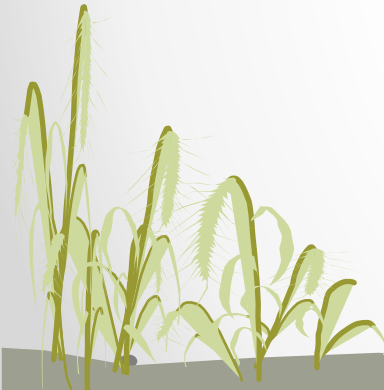
Delaying referral of a student for special education, mis-attributing learning challenges to being DLL

- A higher rate of under-identification for some sub-populations
- Higher rate of LEAs w/out effective RtI or MTSS systems in place

MODEL:

Multiple Sources, Observations, Data-Driven  
Hypothesis, ELD & Language of Assessment

Pedro Olvera and Lino Gomez-Cerillo, 2011



# Assessing Dual Language Learners

## Language & Culture

- Acculturation data gathered
- Language proficiency

## Achievement

- Assessed in each language exposed
- Using formal and informal measures

## Cognitive Abilities

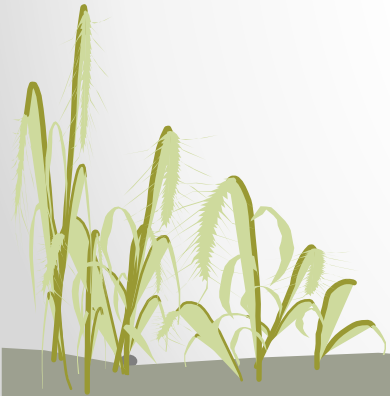
- Test selection & scores reported based on language proficiency & *cultural factors*

## Adaptive Behavior

- Observation of student
- Rating scales provided in native language if possible

Carvalho, Dennison, & Estrella (2014)

# Assessing Culture & Language Proficiency



- Language and culture are strongly interrelated
- Cultural differences or family factors may significantly impact academic performance or behavior
- Culturally responsive instruction that recognizes the knowledge the students bring is essential to student learning

Culture





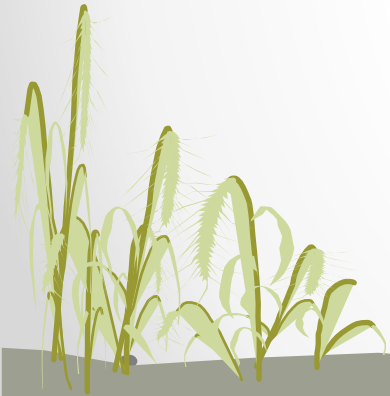
- Changes that take place as a result of contact with culturally dissimilar people, groups, and social influences (Gibson, 2001)
- Bicultural individuals tend to be better able to integrate competing tenets from the different cultures to which they are exposed (Tadmor et al., 2009)
- Alternation: Strategy where an individual moves back and forth between two cultural groups depending on the situation (LaFramboise et al., 1993)

# Acculturation



# Assessing Dual Immersion Learners

Assessing for linguistically loaded abilities requires consideration for *both* languages.



# Simultaneous vs. Sequential Bilinguals

## Simultaneous

- Definition: A child who is introduced to a second language before the age of 3
- Develops two separate, but connected linguistic systems

## Sequential

- Definition: A second language is introduced after the first language is well-established (after the age of 3)
- Move through four stages of language development

# Second Language Development

**Simultaneous bilingual:** children may start talking slightly later than monolingual children, but still within the normal range

**Sequential bilingual:** L2 and L1 language learning processes are similar but there are some notable differences

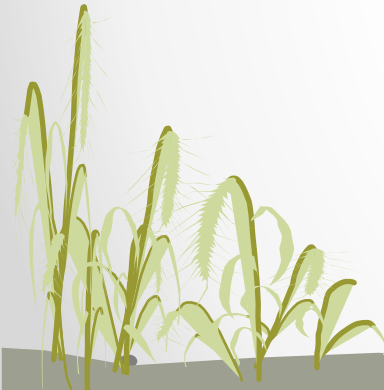
**\*A bilingual child's ability in each language often fluctuates depending on *changes in their language environment.***



# Language Assessment: Total Conceptual Vocabulary

- For Multilingual Learners, a total literacy score in one language may provide only partial information about the learner's knowledge
- Acquired knowledge may be distributed across multiple languages
- Knowledge is often unequal among languages

Iglesias, 2015

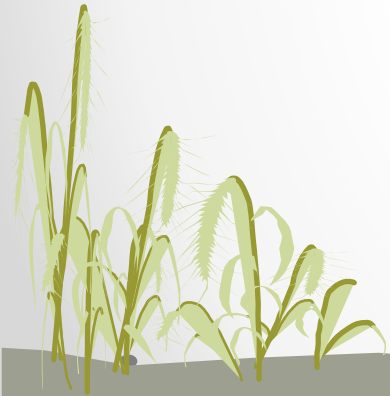


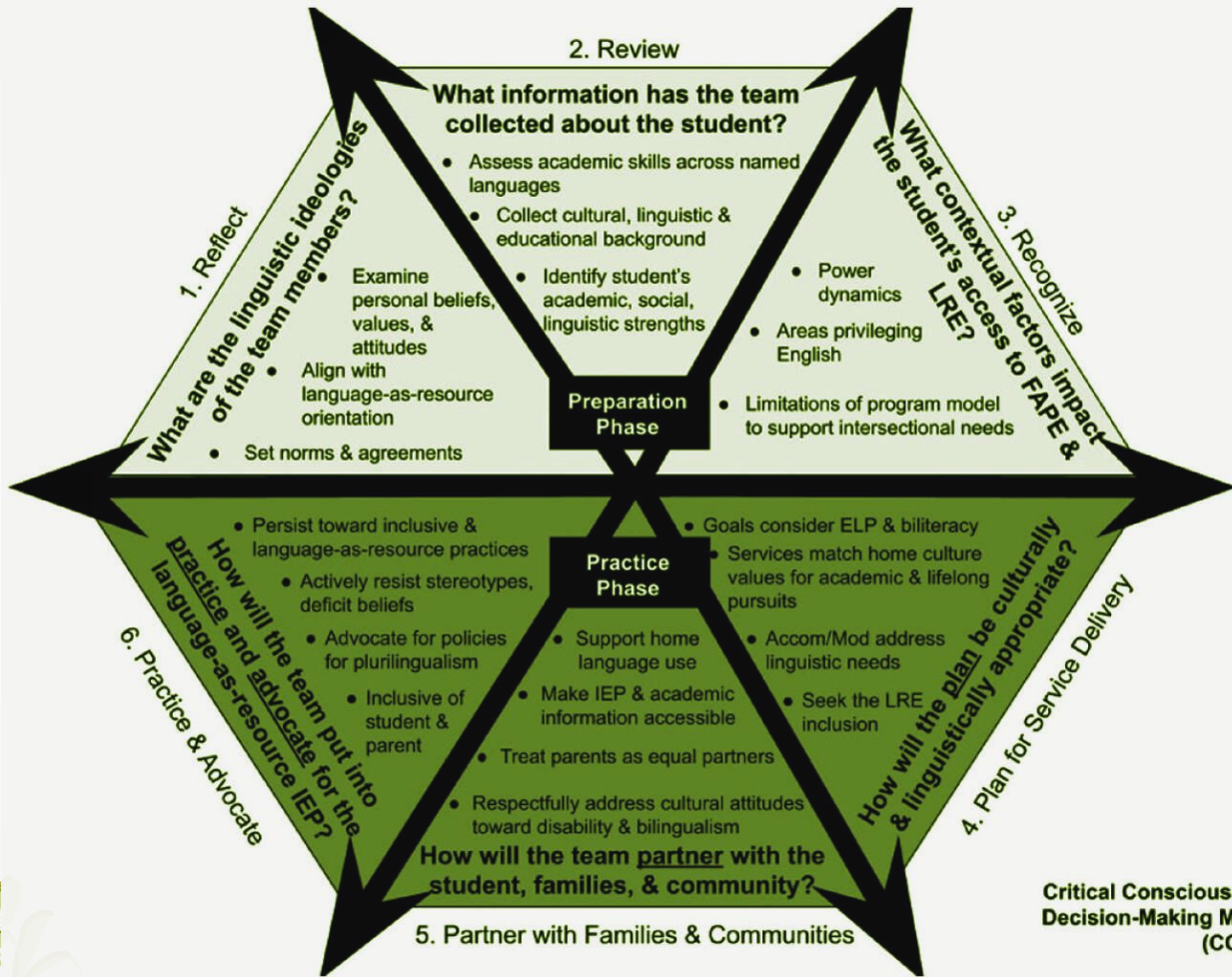
# Appropriate & Valid Measurements

- Many narrow band socioemotional measurements are not normed on culturally and linguistically diverse students. Therefore, it is best to use caution and seek cross-validation from multiple sources
- Broad band scales like the Achenbach (ASEBA) series instruments are widely used. Remember to use caution for culturally loaded questions about psychopathology that could relate to spiritual, religious or ancestral beliefs!

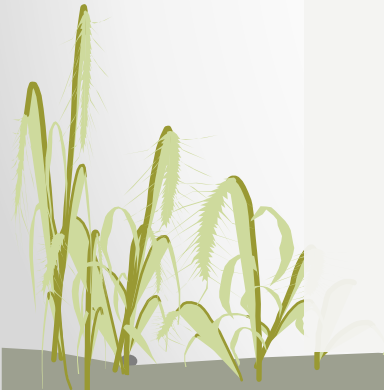
# IEP Preparation Phase

Using the Critical Consciousness Decision Making Model





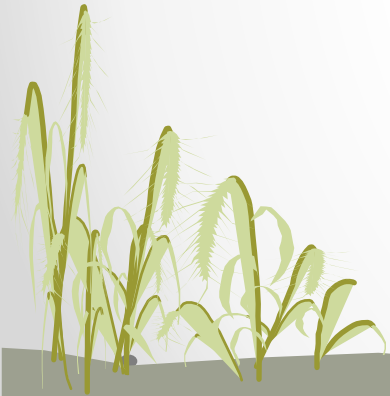
**Critical Consciousness Decision-Making Model (CCDM)**





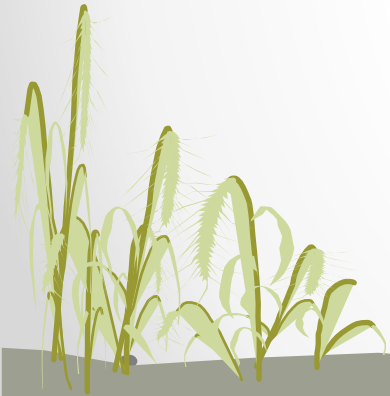
# Team Reflection

- Linguistic ideologies?
- Personal beliefs or values?
- Does this align with the “language-as-resource”?



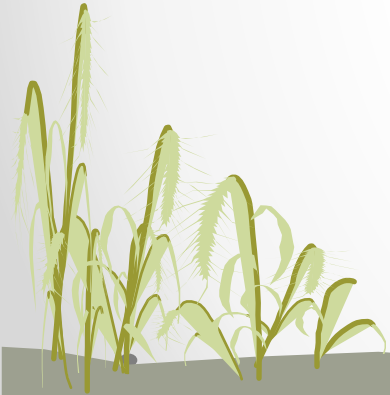
# Team Review

- What information is being collected?
- Academic skills across each language?
- Are strengths considered in
  - Academic
  - Social
  - Linguistic

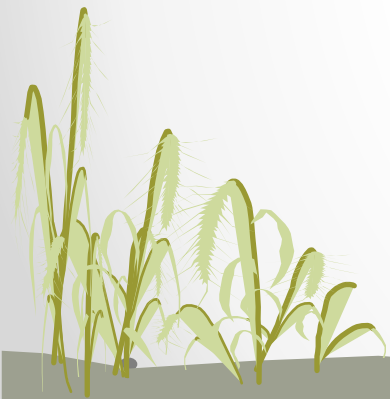


# Team Recognizing

- What contextual factors impact access (i.e. FAPE, LRE)?
- Power dynamics
- Areas privileging English
- Areas limiting program model



# Practice Phase



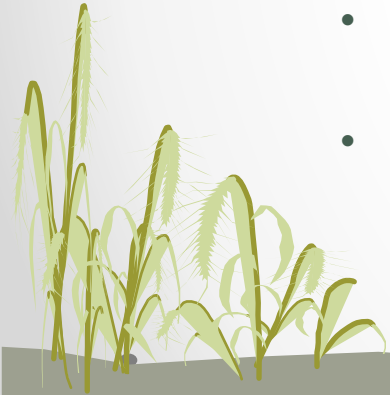
# Plan for Service Delivery

- Is plan appropriate for CLD learners?
- Do Goals consider English proficiency *and* biliteracy?
- Do Services honor the home-culture values for academics?
- Do Accommodations address linguistic needs in the LRE?



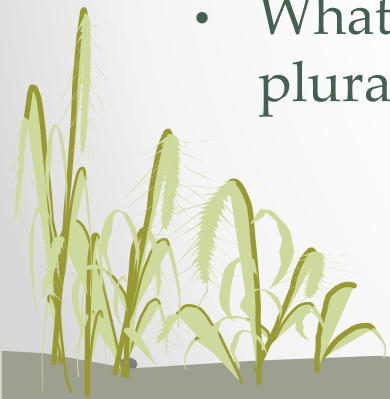
# Family & Community Partnership

- Cultural consideration for beliefs around
  - Disability
  - Bilingualism
- Steps to include parents as partners
  - What efforts are made
- Is IEP accessible?
  - How is academic information communicated?
- Supporting home-language



# Practice & Advocate

- What meaningful and measurable ways will team put plan into practice and advocate for home language to be viewed as individual and social assets?
- How will team stay committed to resisting stereotypes, and falling into deficit beliefs?
- What work will team commit to advocating for plural-linguist policies?



# Critical Consciousness in the IEP

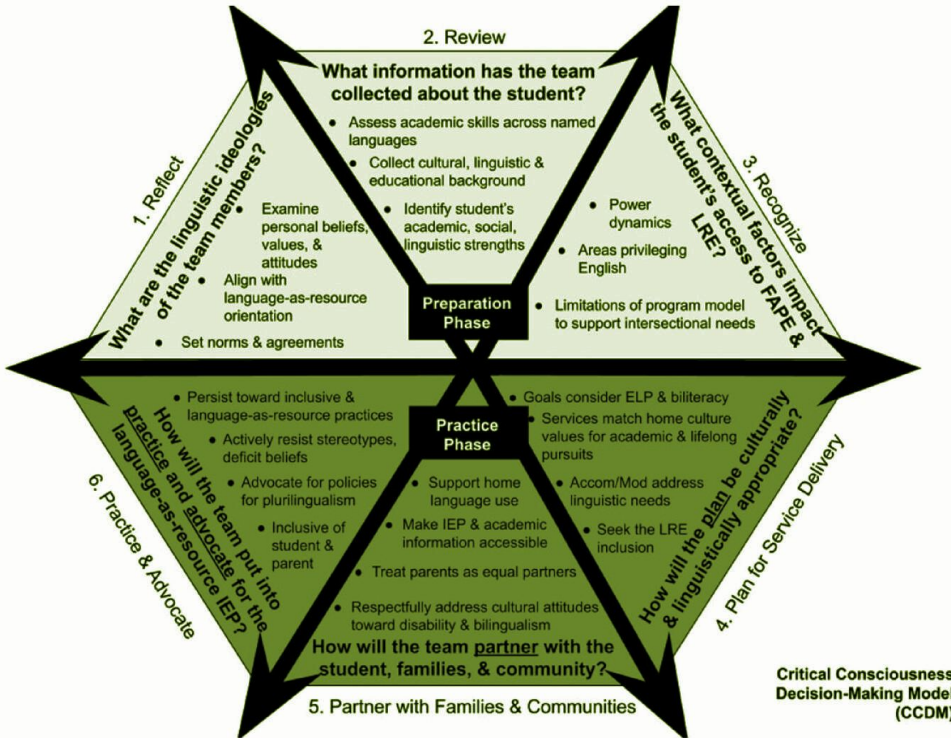
Providing a space for students to comprehend and express their thoughts using the language(s) they are most comfortable with and proficient in, facilitates communication and comprehension.

Supporting students' bilingual identities and socioemotional development facilitates belonging and wellbeing





# Activity

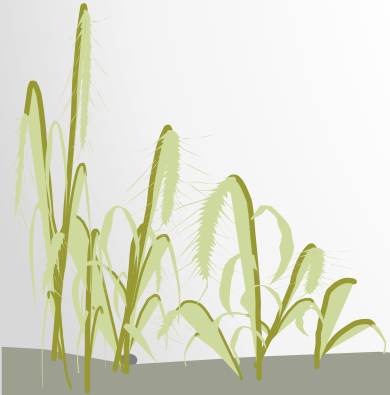


- (1) How might you apply the critical conscious decision making model?
- (2) Take a few minutes to sketch out some of your ideas.
- (3) Share with a colleague



# Turn & Discuss

Think of a student you are working with:

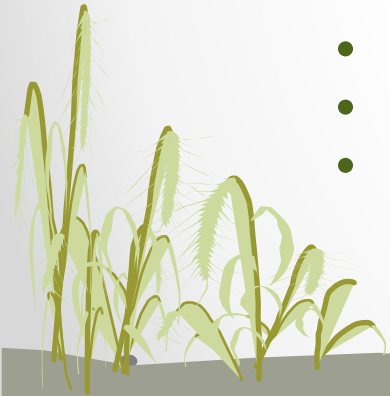




Critical Consciousness Decision-Making Model (CCDM)

# Use of Multiple Sources

- What are your personal beliefs?
- Did you identify learner's academic, social and linguistic strengths?
- Did you consider cultural-linguistic background?
- Did you consider assessment?
- Did you develop goals that consider biliteracy?
- How did you address cultural factors?
- Language-as-resource?



# Assessing Potential Barriers

- To what extent is your program designed with minoritized bilingual students in mind?
  - For example, barriers arise when the focus of program design and implementation leans toward monolingual English speakers in two-way immersion programs
- How are the needs of minoritized bilingual students with disabilities reflected in the design of the program, the curriculum, and the unit & lesson planning processes?
- How does the curriculum address and integrate social justice and diversity issues and topics that are integral to the lives of bilingual students w/ disabilities?

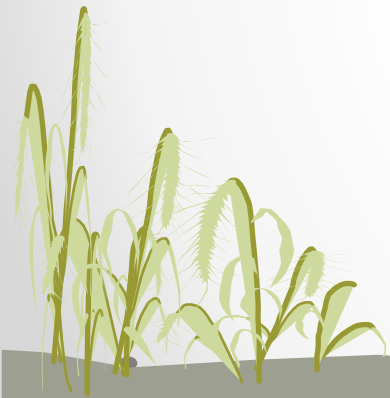


# Final Note—Effective Programs:

- Education of the whole child
- Integrated bilingual special education services
- Systematic collaborative practice among professionals
- Removal of barriers to participation in dual language programs

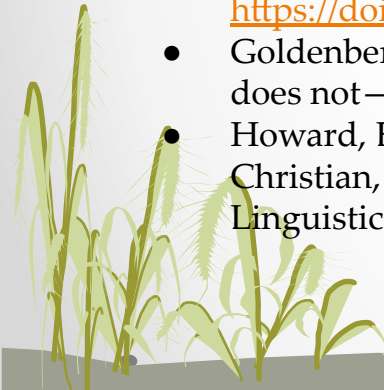


Thoughts/Questions?



# Resources

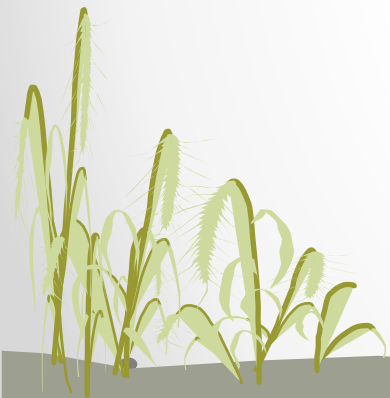
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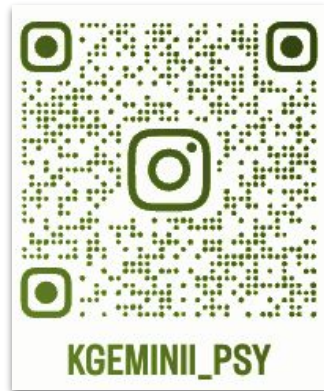
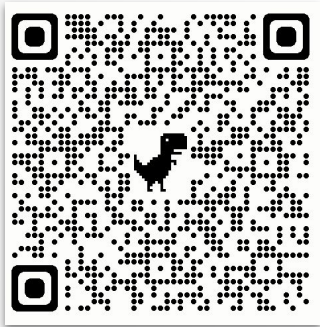
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