Reframing Our Mindset and Practice:
Considerations in Cultural and Linguistic Diversity

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2023 CASP Conference
Thursday, October 12th, 2023
M-127

What's the Problem?

- The ***disproportionate representation*** of culturally and linguistically diverse (CLD) students in the United States in high incidence special education eligibility designations has been a concern for over four decades.

- From the 2009–2010 school year through the 2020–2021 school year, the number of students ages 3–21 who received special education services under IDEIA increased from 6.5 million to 7.2 million, or ***15% of total*** public-school enrollment.

- The overrepresentation of CLD in special education ***high incidence disabilities*** is especially noteworthy because statistically significant overrepresentation does not exist in low-incidence disability categories.

OSEP, 2022; NCLD, 2020; Sullivan, 2011; NCES, 2022; OSEP, 2021
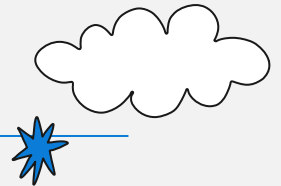
Learning Objectives

- Examine how the current educational system meets the needs of CLD students, specifically those with identified and suspected disabilities.

- Learn the historic context of educating and assessing immigrant populations, with specific emphasis on the Armenian American diaspora in the U.S.

- Reframe our mindset and restructure our practice as school psychologists to better address the needs of CLD students with disabilities.

Agenda

01	**Cultural and Linguistic Diversity (CLD)**	ELL Prevalence in the U.S. Legal Requirements to Educating ELL Students Inequities in Academic Achievement History of Intelligence Assessments wit CLD Immigrants Brief History of CLD Segregation in Public Education
02	**Special Education Assessment and Programming for CLD Students**	Disproportionality of ELLs in Special Education Problematic Aspects Assessing CLD Students for Special Education Services Review of High Incidence Special Education Designations Academic Achievement v. Educational Performance
03	**Armenian American CLD**	Armenian American Diaspora in the U.S. Cultural and Linguistic Armenian Identity Immigrant and Refugee Experience, Acculturation Intersectional Identities
04	**Multi-Leveled Approach to CLD Equity in Special Education**	Implementing An Accessible Multi-Tiered System of Supports Differential Analysis of Eligibility Consideration Setting Standards for CLD in Special Education Social Justice Theoretical Framework Multileveled Needs Assessment

# 01 Cultural and Linguistic Diversity (CLD)
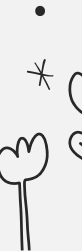
Terminology

English Language Learners
- The acronym English Language Learner (ELL) is used to refer to students whose home/native language is any language other than English, and who are in the process of learning academic English.

- For the purpose of this dissertation project, ELL will be used to denote limited proficiency in English needed to achieve academically in our current educational systems when compared to monolingual English-speaking peers.

Cultural and Linguistic Diversity
- CLD is used as an umbrella term for children and adolescents whose families belong to a cultural and/or linguistic group that is distinct from the culture and/or language of the majority culture.

- It includes ELLs whose dominant language is not English, who have limited English proficiency, and who require ongoing development of the English language.

CDE, 2015; Geva & Wiener, 2014; U.S. Department of Education, 2016.
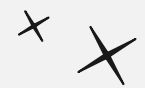
ELL Prevalence in the U.S.

35% national growth in ELL population from the 2000-2001 to the 2019-2020 school year.
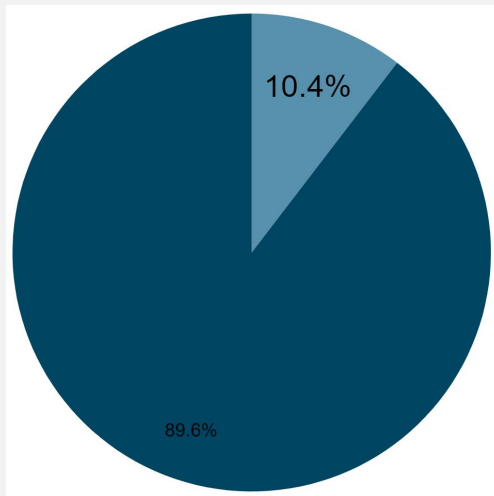
1,112,535 ELLs in California as of Fall 2022

10.4%

89.6%

19.0%

81.0%

National Clearinghouse of English Language Acquisition (NCELA), 2022; California Department of Education (CDE), 2023.

ELL Prevalence in the U.S.

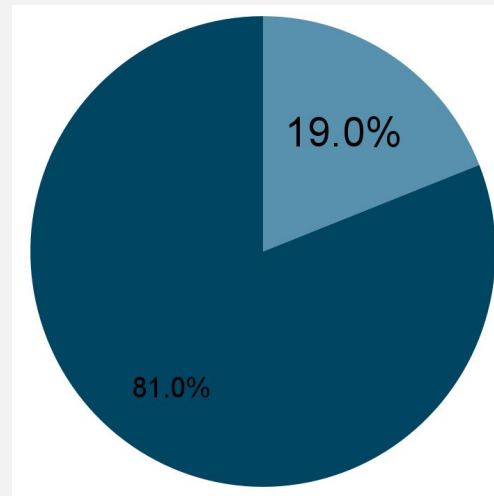- There is a **wide range** within states, with West Virginia reporting only 0.8% of students as ELL and Texas reporting 19.6% of the student population as ELL.

- 14.8% of ELLs were reported to be living within cities, 10.0% in suburban communities, 7.0% in towns, and 4.4% in rural communities

- There are significantly **more ELLs in elementary school** (15% in kindergarten to 11.3% in 5th grade) when compared to the average of 8.6% in high school and middle school.

- These statistics may be an underestimate of the larger CLD population since they do not include students who are initially fluent, redesignated as fluent, or bilingual students who are fluent in English.
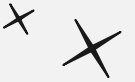
Defining CLD

For this presentation, CLD includes students who may be categorized ELL, initially fluent in their English language proficiency (I-FEP), reclassified as fluent in their English language proficiency (RFEP), and Dual Language Learner (DLL).
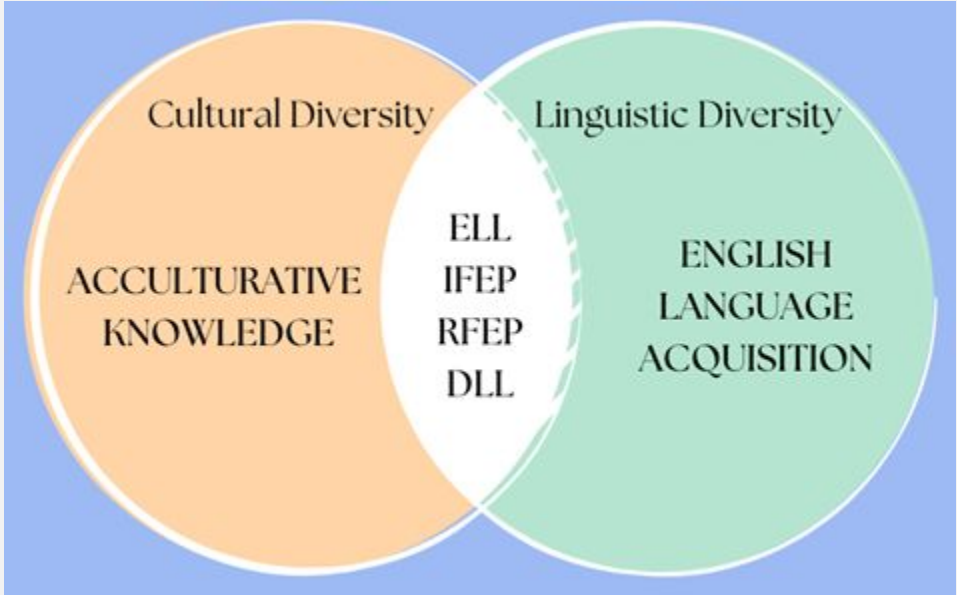
ELL Prevalence in the U.S.
Los Angeles ELL Statistics

Of the 1,390,300 total students enrolled in public schools in LA County:

- 235,329 identified as ELL (16.9% of total population).

- 380,592 as initially fluent (I-FEP) (27.4 % of total population).

- 17,510 redesigned fluent (R-FEP) (6.8 % of total population).

Breakdown of LA County CLD Population

R-FEP
2.8%

ELL
37.2%

I-FEP
60.1%

California Department of Education (CDE), 2022.
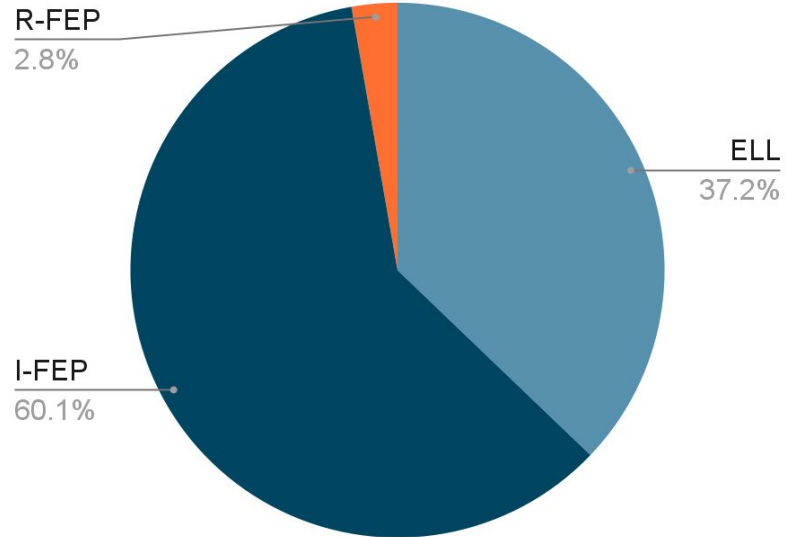
ELL Prevalence in the U.S.
California Armenian ELL Statistics

Prevalence of Armenian ELLs	
California	0.58%
Los Angeles County	2.4%
Burbank	50.4%
Glendale	61.5%
Burbank High School	70.1%
Hoover High School	76.0%

- During the 2021-2022 school year, California reported **6,488** ELL students whose primary language was Armenian.
  - **10,563** students of Armenian speaking students classified as fluent (FEP).
- In LA County, Armenian is the **third** most common language spoken by ELL students (2.38%), preceded first by Spanish (85.12%) and secondly by Mandarin (2.96%).
- In some localized populations in the San Fernando Valley, Armenian is the majority language spoken by ELL populations in predominantly White communities.

California Department of Education (CDE), 2022.

Legal Requirements to Educate ELL Students

Federal Law

Every Student Succeeds Act (ESSA) policy created by the U.S. Department of Education, state governments are accountable for establishing standardized criteria for...

- identifying ELL students
- implementing programs,
- monitoring English proficiency measures through
  - Assessment
  - Educational standards
  - Teacher quality

California State Law

California State Board of Education adopted the EL Roadmap Policy: Educational Programs and Services for English Learners as a best-practice guide for California schools and educators.

Four principles:
1. Assets-oriented and needs responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness,
4. Alignment and articulation within and across systems

California Department of Education, 2023.

Inequities in Academic Achievement

- The achievement gap reported between CLD and non-CLD students is due to poverty, not educator effectiveness or school-based factors, such as funding and teacher/student ratios.

- It can take from **5 to 7 years** for a child with no or limited English language proficiency to learn the academic English language necessary to participate in the school's curriculum without additional support.

- The level of education attained by household adults was the ***most significant contributor*** to achievement gaps, with higher levels of adult education associated with larger achievement gaps, suggesting that high resource communities may create additional barriers for some students.

- For the 2019-2020 school year, **71.3%** of ELLs graduated with high school diplomas, significantly below the national average of 86.5%.

- The result contributes to deficits and delays in educational attainment of CLD students.

Wages, 2018; National Academies of Sciences, Engineering, and Medicine, 2017; Hung, et al., 2020; National Center for Education Statistics (NCES), 2021; Harris & Sullivan, 2017.

Inequities in Academic Achievement
Armenian American Education Rates

- With previous Armenian American diasporas and second generation Armenian American youth, pursuing and attaining higher education, often through the support of cultural or ethnic organizations or private schools, has been a means of upward mobility.
- Given the demographic change in the most recent and current wave, it is yet unknown the extent of upward mobility through educational pursuits.
- Individuals of Armenian descent across the U.S. are reporting to have higher education achievement than those concentrated in the Greater Los Angeles.
- Less delineated is the rate of high school graduation from private versus public school that go on to earn college and university level degrees.

- The concentration of new generation or more recent wave of Armenian immigrants in Los Angeles may explain the lower rates of "some college" or associate degree, bachelor's degrees, and graduate or professional degrees by individuals of Armenian descent in Los Angeles when compared to Armenians across the U.S.

U.S. Census Bureau, 2021; Khachikian, 2019.

Brief History of Intelligence Assessments with CLD Immigrants

- In the early 1900's, immigrants arriving at Ellis Island were administered tests of intelligence as a screening tool for individuals attempting to enter the U.S.

- Although the Binet-Simon scale was an existing tool that had been developed to assess intellectual delay in children, it had not been developed or used with immigrants.

- Many Ellis Island physicians rejected using the Binet-Simon scale of intelligence as a measure for immigrants because of linguistic and cultural biases.

- Lewis Terman, the creator of the revised Binet-Simon intelligence scale, proposed flawed research with "feebleminded" immigrant children to perpetuate the eugenics movement and push to segregate and deny immigrant children equitable public education.

- In 1923, the American Psychological Association advocated for the eugenics movement in the U.S. and for institutional segregation for persons with low intelligence.

Boake, 2002; Snyderman & Herrnstein, 1983; Omori, 2018; Yerkes, 1923; American Psychological Association (APA), 2022.

Brief History of Segregation in Public Education

Tape v. Hurley

Chinese–American student denied enrollment public white public school on the grounds of race and ethnicity.
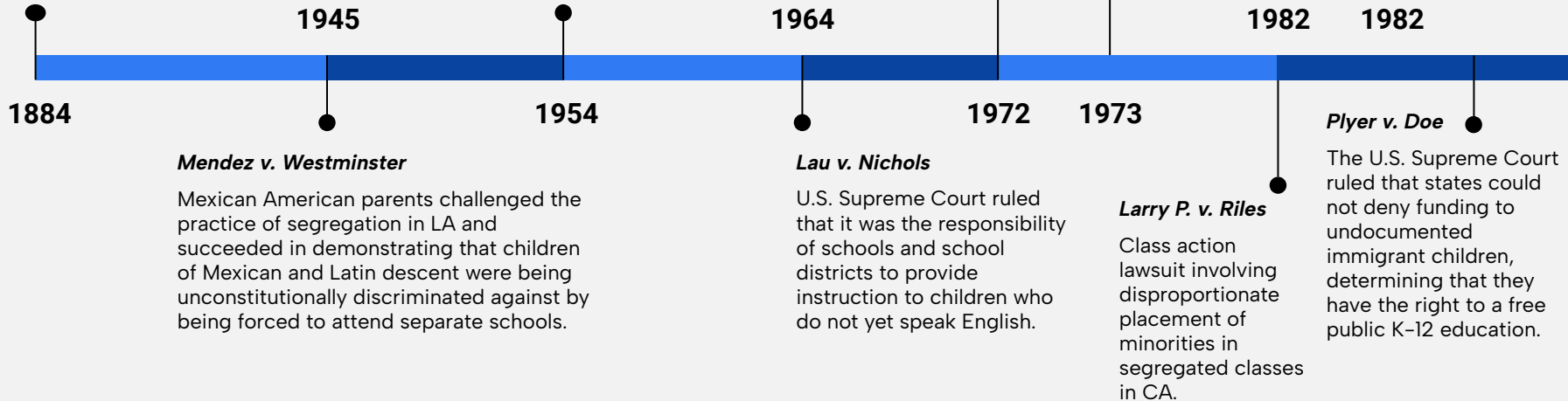
Brown v. Board of Education

U.S. Supreme Court ruled that racial segregation in schools is "inherently unequal" and violates the equal protections clause of the 14th Amendment.

Guadalupe Organization v. Tempe Elementary School District

Further solidified the precedent of using nonverbal measures when assessing ELLs.
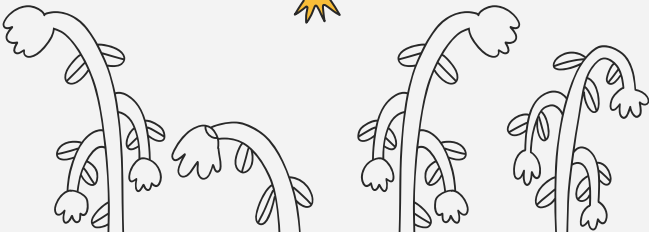
Diana v. State Board of Education

Highlighted the overidentification of ELLs in segregated special education programs in CA and set precedent for assessments administered in a child's primary language or the use of assessments that do not require English language acquisition.

1945

1964

1982

1982

1884

1954

1972

1973

Mendez v. Westminster

Mexican American parents challenged the practice of segregation in LA and succeeded in demonstrating that children of Mexican and Latin descent were being unconstitutionally discriminated against by being forced to attend separate schools.

Lau v. Nichols

U.S. Supreme Court ruled that it was the responsibility of schools and school districts to provide instruction to children who do not yet speak English.

Larry P. v. Riles

Class action lawsuit involving disproportionate placement of minorities in segregated classes in CA.

Plyer v. Doe

The U.S. Supreme Court ruled that states could not deny funding to undocumented immigrant children, determining that they have the right to a free public K–12 education.

02

Special Education Assessment and Programming for CLD Students

Disproportionality of ELLs in Special Education

- Despite ELL students being the fastest growing subgroup in public education, they continue to be **underrepresented** in lower grades and **overrepresented** in upper grades for special education.

- Distribution of students receiving special education services for various types of disabilities differs by race/ethnicity with SLD and SLI as the two most common types of disabilities, accounting for at least 42% of students.

- Disproportionate identification rates for special education:
  - ELLs represent 19.3% of all students, but 28.6% of students with disabilities,
  - Socioeconomically disadvantaged students represent 60.9% of all students, but represent 67.5% of students with disabilities.

NASP, 2015; NCELA, 2021; Willis et al., 2020.

Disproportionality of ELLs in Special Education

- ELLs tend to outnumber monolingual students in high incident eligibility designations. The five most common high incidence special education designations evaluated by school psychologists consist of the following:
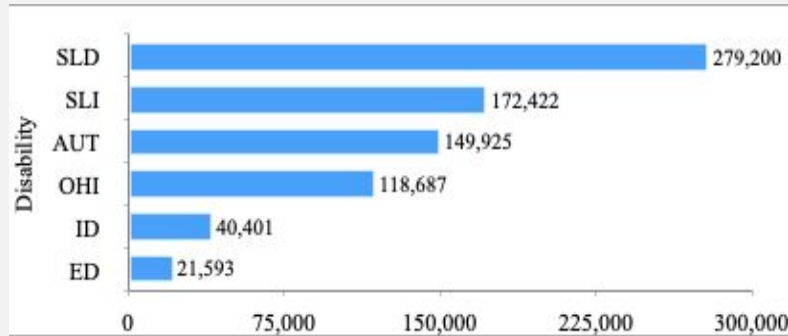
- Specific Learning Disability (SLD)
- Autism
- Other Health Impairment (OHI)
- Intellectual Disabilities (ID)
- Emotional Disturbance (ED)

- ELLs ages 14 to 21 served are less likely to graduate with a regular high school diploma, more likely to drop out of school entirely, or receive a certificate of completion compared to monolingual students with disabilities.

NASP, 2015; NCELA, 2021; Willis et al., 2020; CALPADS Primary Disability Category Codes, the California Education Code, 2022.

CLD and Educational Benefit

The Case of Trauma-Informed Practices: Peter P. v. Compton Unified School District

- The plaintiffs argued that complex trauma stemming from poverty, exposure to violence, sexual abuse, family deportation, incarceration, systemic racism, and discrimination should be considered a disability under Title II of the ADA, section 504, and the Department of Education's Regulations.

- Poverty in and of itself cannot be defined as an impairment.

- Once an impairment or disability develops, individuals have the right to protections by the law, but cannot claim that there is a disability for experiencing disadvantage.

The Case for Educational Benefit: Endrew F. v. Douglas County School District

- In the 1982 _Rowley_ case, the Supreme Court defined FAPE.

- In the 2017 _Endrew_ case, the courts determined that districts are not responsible for "every special service necessary to maximize each handicapped child's potential" but the services required for "educational benefit."

Dorfman, 2022; _Board of Education of the Hendrick Hudson Central School District v. Amy Rowley_, 1982; _Endrew F. v. Douglas County School District,_ 2017.

Problematic Aspects Assessing CLD Students for Special Education Services

- Traditional cognitive assessments have been shown to be biased when administered to students who have limited English proficiency.

- School psychologists often attempt to combat this bias by using interpreters to assist with assessment, however there is research to suggest that the application of this practice yields only a small percentage of school psychologists being confident that their interpreters were well-trained.

- About 75% of school psychologists report conducting comprehensive assessments to determine eligibility for special education among CLD students.

  - But over 56% of the report that CLD students were more likely to be over-identified for special education services.

- Only about 7% of the school psychologists using well-trained interpreters during psychoeducational evaluations with CLD students.

- About 95% of school psychologists report a need for continued training and education in CLD assessment.

Figueroa, 1991; Vega, et al., 2015.

Problematic Aspects Assessing CLD Students for Special Education Services

- For CLD students, Flanagan & Ortiz propose interpreting patterns of test scores as support for the hypothesis that English-language proficiency and acculturation are confounding factors that invalidate test results.

- The culture-language interpretive matrix (C-LIM) proposes to administer assessments in a standardized method, but proposes interpretation of psychological and cognitive assessments standardized scores as part of the personal strengths and weakness (PSW) in a cross-battery evaluation process.

- Some findings indicate inconsistencies with the C-LIM patterns predicted for the effects of (a) linguistic demand, (b) cultural loading, and (c) linguistic demand and cultural loading combined.

- Although best-practice procedures promote the use of reliable and valid assessment tools with culturally and linguistically diverse students, nonverbal tools and native language instruments do not automatically denote valid and reliable results for special education eligibility determination.

Flanagan & Ortiz, 2013; Kranzler, et al., 2010; NASP, 2015.

Academic Achievement v. Educational Performance

- IDEIA uses the term **"academic achievement"** when defining SLD eligibility and **"educational performance"** when describing the other high incidence disabilities.

- The implication is that "academic achievement" can be measured directly with standardized and formal assessment tools while "educational performance" is a broader description of skills needed to access and be successful in the general education program.

- This broader interpretation of "educational performance" includes both academic performance and social and emotional, behavioral, interpersonal, and developmental functioning.

- The CA administrative hearing office has found poor grades, academic underperformance, behavioral, social, health, emotional, communicative, physical, and vocational conditions that may cause poor school attendance as evidence of adverse impact on educational performance.

Individuals with Disabilities Education Improvement Act, 2004; Thomas, 2016; Disability Rights California, 2022.

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019

https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

More research is needed!

03

Armenian American Cultural and Linguistic Diversity

Immigrant and Refugee Experience

- **Immigrants** are people who willingly choose to leave their home country to permanently resettle in a new country.
- **Refugees** are unable or unwilling to return to receive protection from that country because of persecution or a well-founded fear of persecution due to race, religion, nationality, membership in a particular social group, or political opinion.
  - In 2022, 22,465 refugee children entered the United States.
- **Barriers and challenges** for refugee groups include:
  - Insecure residency, limited access to services and benefits
  - Lack of opportunity for employment and education
  - Increased risk of mental health challenges
  - Fear of losing one's cultural identity
  - Language barriers
  - Relational challenges due to social and community ties.
- There is a high prevalence of serious mental health problems related to these struggles of escaping from intolerable and chaotic conditions. For refugee youth, the post-migration experience can have varying effects related to the hardships of resettlement, isolation, acculturation, and trauma.

Miller, et al. 2014; United Nations High Commission (UNHC) (2022); Silove, et al., 2017;
Ellis, Abdi & Winter, 2019; Bemak, et al., 2016.

Cultural and Linguistic Armenian Identity

- Culture is a complex sociological phenomenon.

- Armenians are part of a larger group of Southwest Asian and North African (SWANA) identity, a term replacing the colonial term Middle East.

- SWANA cultures often embrace cultural collectivism, emphasizing the need for collective survival over the needs of the individual.

- For members of collective cultures, acculturation in an individualistic culture (like that of the dominant U.S. culture) presents several challenges, including conflicting parenting issues across generations, seeking and accepting mental health services, and navigating the educational system for families with children and adolescents with disabilities.

- Armenian heritage language speakers tend to identify strongly with the Armenian language due to emotional factors connected to cultural identity.

- Historically, homogeneity in language and religion in Armenian Americans within communities brings about social cohesion.

Baumann, 2004; Al-Khawaja, 2020; Draguns, 2016; Bemak & Chung, 2016; Karapetian, 2015; Deffa, 2015.

Cultural and Linguistic Armenian Identity

Armenian American Diaspora

The Armenian diaspora is widespread throughout the world, with an estimated 8 to 10 million individuals of Armenian descent living outside of the modern nation of Armenia.

It consists of individuals of Armenian descent who immigrated to the United States in four ***waves***:

1. Between the late 1890s and 1923, during the persecution by Ottoman Turks and Armenian Genocide.
2. Following World War II during the Soviet era, many Armenians migrated from their homeland and neighboring areas to the U.S. under refugee status to escape communism and political turmoil in the region.
3. At the collapse of the Soviet regime and the establishment of Republic of Armenian.
4. The initial 1990's war with Azerbaijan to the current conflict in Nagorno-Karabakh.
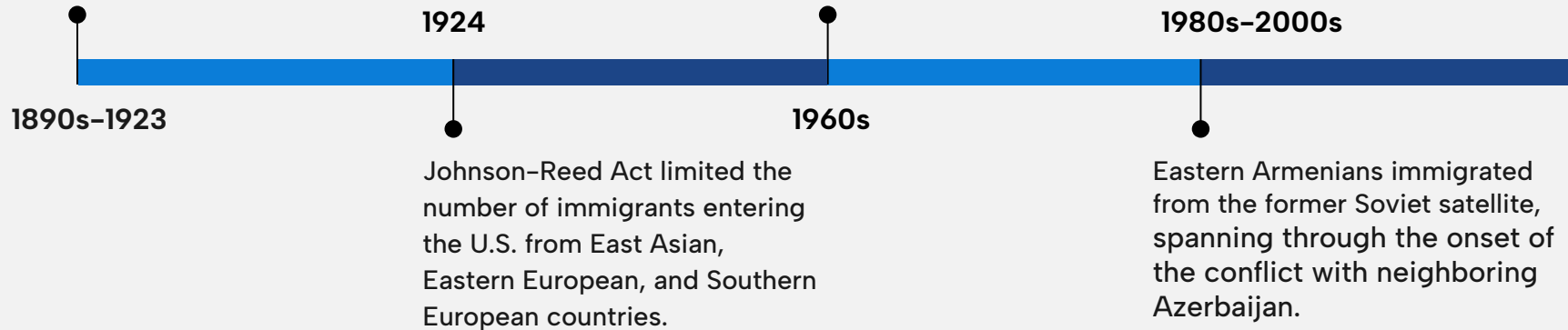
These waves of Armenian immigration to the U.S. have common linguistic and cultural markers with notable heterogeneity.

United Nations Network on Migration, 2022; Bolsajian, 2018; Chahinian & Bakalian, 2016; Bolsajian, 2018; Gevorkyan, 2021.

Armenian American Diaspora in the U.S.

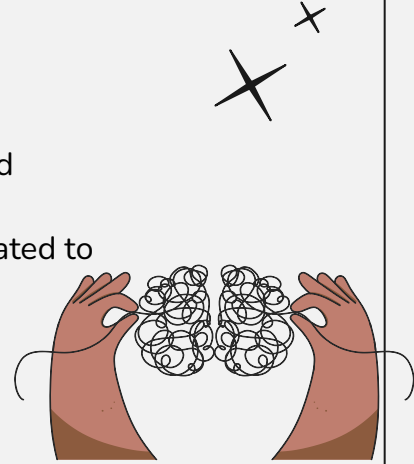About 100,000 Armenians fled to the U.S. before, during and after the Armenian Genocide.

Western Armenian private schools were first established in the Greater Los Angeles area by Armenian immigrants from Egypt, Iraq, Lebanon, Syria, Turkey, Romania, and Bulgaria.

1924

1980s–2000s

1890s–1923

1960s

Johnson–Reed Act limited the number of immigrants entering the U.S. from East Asian, Eastern European, and Southern European countries.

Eastern Armenians immigrated from the former Soviet satellite, spanning through the onset of the conflict with neighboring Azerbaijan.

Chahinian & Bakalian, 2016; Bolsajian, 2018; Karapetian, 2015; Nesteruk & Marks, 2011; U.S. Department of State, 2016.

Immigrant and Refugee Experience
Armenian American Generational Trauma

- The effects of transgenerational trauma have had a significant impact on mental health and well-being.
- The cultural threat of assimilation was exacerbated by the trauma and unresolved loss related to the Armenian Genocide of 1915 and perpetuated by a sociopolitical climate.
- This collective transmission of trauma can have a potentially harmful effect on the interdependence of a collective.
- Secondary traumatic stress via intergeneration transition of trauma is more likely with descendants of survivors of the Armenian Genocide.
- Even in third and fourth generation Armenians within the diaspora, there is a likelihood of elevated secondary traumatic stress, affecting personal autonomy and interpersonal connectedness.
- There are positive correlations between stressors related to immigration and posttraumatic growth in the Armenian American diaspora that can be tied to resiliency factors within the collective.

Der Sarkissian & Sharkey, 2021; Kira, 2001; Mouhibian, 2016; Mouhibian, 2016; Boyadjian, 2015; Kademian, 2017.

Immigrant and Refugee Experience
Socioeconomic Status

- SES is affected by parental education, family income, and parents' occupation, has long been associated with a student's educational outcome.

- Low SES has been noted to affect a child's language development through the child's individual characteristics, parent-child interaction, and the availability of learning resources.

- Given the different socioeconomic statuses of Armenians across the waves of diasporas in the U.S., SES of Armenian American students may be more closely tied to immigrant status and the country from which parents initially immigrated.

Broer, et al., 2019; Pace, et al., 2017; Berry, 2003; Banner, et al., 2018; Phinney, et al., 1998; Mistry, et al., 2014.

Immigrant and Refugee Experience
Discrimination

- Discriminatory practices and biases in law and culture can limit integrative acculturation.

- Racial/ethnic discrimination is linked with internalized symptoms and externalized behaviors, psychological distress, poor self-esteem, and lower academic motivation, achievement and engagement.

- Perceived discrimination in Armenian Americans is correlated with depression and anxiety, mitigated by the positive evaluation of oneself and improved intergroup competence.

- Discrimination perpetuated by educators is tied to student deficits in academic achievement, performance, or motivation concerns.

- Discrimination perpetuated by peers is linked to social/emotional concerns.

Broer, et al., 2019; Pace, et al., 2017; Berry, 2003; Banner, et al., 2018; Phinney, et al., 1998; Mistry, et al., 2014.

Acculturation

- Risk for mental and physical illness may increase as immigrants acculturate.
- Acculturation is the process by which immigrants and the children of immigrants adapt to a host country and experience changes in language use, cultural values, beliefs, and practices.
  - *Integration* involves maintaining cultural practices of one's origin while willingly adopting majority culture practices to become bicultural.
  - *Assimilation* is the process of adopting majority culture without maintaining cultural elements of one's original, while separation is an attempt to reject majority culture to maintain culture of origin.
  - *Marginalization* takes place when it is not possible or desired to maintain culture of origin while simultaneously resisting or being prevented from integrating in the dominant culture.
    - Marginalization is relational to the dominant culture, with dimensions across sociocultural factors consisting of race/ethnicity, gender, sexual orientation, class and/or religion.
- "*Acculturative stress*" is associated with mental health concerns, suicidal attempt and ideation, and maladaptive stress responses.
- Students who identified as highly integrated with stronger orientation to the dominant U.S. culture are more likely to have higher academic achievement.

Gonzales, et al., 2009; Berry, 2003; Rodriguez, et al., 2016; Smith, et al., 2016; Phinney & Madden, 2000; Oppedal, et al., 2020; Lopez, 2002.

Acculturation

- The more distinct one's culture, heritage language, racial, religious and physiognomonic differences, the **more difficult the acculturative process** can be for the individual.
- Public education must be mindful in preventing **pathologizing the acculturation process**.
- Acculturation to American culture has been viewed unfavorably by Armenians in the U.S. diaspora from the first wave immigrants.
- Integration into American society was perceived as assimilation at the cost of losing one's cultural identity.
- Acculturation can provide an avenue for integration without assimilation.
- For Armenians who settled in the Greater Los Angeles area, Armenian run businesses and services creates more opportunities to strengthen the cultural collective and use the heritage language, while easing acculturative stress and compensating for the lack of extended family.
- However, insulation from the acculturative process may adversely impact the ability to integrate within the greater community.
- Acculturation factors for Armenian American youth are related to levels of familism and locus of control related to quality of life.

Escobar & Vega, 2000; Padilla & Perez, 2003; Cutler, et al., 2008; Carpenter, et al., 2007; Babaian, 2020; Nesteruk & Marks, 2011.

Acculturation
Effects on Parenting Style

- **Acculturation gap** is the parent-youth discrepancy in cultural values, use of heritage language, and adjustment.
  - Breakdown in *verbal* communication (e.g., language limitations and sharing of feelings and individual experiences) and *nonverbal* communication (e.g., interpreting body language).
  - Cultural incongruence between the child's and parent's perception of individual versus family needs, and a shift in academic success versus social life.
- Parenting styles are challenging for SWANA immigrants who try to find a balance between allowing for independence in children while still maintaining respect for the authority and elders.
- **Armenian American Diaspora**
  - Value preserving language in the Armenian diaspora with collectivistic cultural orientation.
  - Armenian American parenting styles tend to incorporate higher prevalence of shame and guilt.
  - Shift in parental roles, expectations of children, issues related to respect, dependence, and autonomy.
  - Parents avoiding seeking mental health services for their children due to the stigma related to mental illness.

Nesteruk & Marks, 2011; Panosian, 2019; Baghramian, 2020; Kalantaryan, 2017; Esmaeili, 2011; Ovarian, 2017; Hwang, 2006.

Intersectional Identities

- The concept of intersectionality was initially introduced to address the marginalization of black women in both antiracist politics and feminist theory.
- This framework has been applied to racial inequities in special education to further highlight the intersectionality of marginalized race and disability: "***racialization of disability***."
- Individuals with marginalized and intersectional identities are more likely to experience overall negative physical health and mental health outcomes: including depression, suicidality, learning disabilities, and trauma-related mental health issues.
- Differences among a collective and membership across multiple collectives "***multi-collectivity***" provide stability and cohesion.
- Through the concept of multi-collectivity, Armenian Americans have demonstrated the ability to continue to belong to and identify with the CLD Armenian diaspora while simultaneously adopting identities of other collectives.
- The school setting is crucial to the acculturation of CLD students, with effects on academic achievement as well as psychological well-being and adjustment.

Crenshaw, 1989; Artiles, 2013; Rathje, 2009; Rodriguez, et al., 2016; Makarova, 2015.

Intersectional Identities
Proximity to Whiteness

- Armenian Americans have historically been deemed white ethnic minorities in the U.S., complicated by the American racial caste system, the history of racial privilege and inequality.

- During the first wave of the Armenian migration to the U.S., some Armenian immigrants were **granted American citizenship and legal rights** despite being ethnic minorities, surviving "the rite of passage into the *legal classification of white*" in the early 1900s.

- The case of Tatos Cartozian of Oregon in 1923 and the case of Halladjian in 1909 in Massachusetts, specifically, granted Armenian immigrants certain privileges under the classification of whiteness, including citizenship, opportunity to purchase property, and create businesses.

- For students of Armenian descent, the dichotomy of being raised within an Armenian diasporic collective within a multicultural context of the Greater Los Angeles area, may create contradicting ideals of being humanistic and inclusive while expressing "racialized resentments of others."

Craver, 2009; Thomas, 2008; Wilkerson, 2020.

# Intersectional Identities
Gender and Sexuality

- The role of **patriarchy and its effect on feminism and gender** in the Armenian American diaspora is complex but significant given the impact on family relations, acculturation, and home-school communication.
  - Like many SWANA cultures deeply rooted in patriarchal structures and religious foundation.
  - Armenian culture has strong elements of Christianity and traditional gender roles.

- Marginalization based on gender and sexuality can place individuals away from the central locale of heterosexual privilege, however the depth and breadth of one's marginalized experience varies.

- The degree of systemic patriarchy within a culture or society is often related to **gender gap disparities**.

- Patriarchal structures continue to persist in the diaspora, **cultural preservation through collective care is often more notably practiced by women**.

- Educational leaders and practitioners need to be aware and knowledgeable of how these components affect childhood identity development, the parental role and communication with authority figures.

Rodriguez, et al., 2016; Savolainen, et al., 2017; Abrahamian, 2021.

04

Multi-Leveled Approach to CLD Equity in Special Education
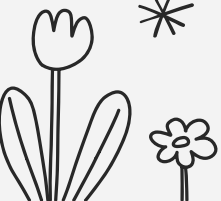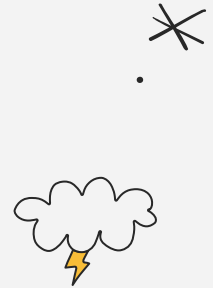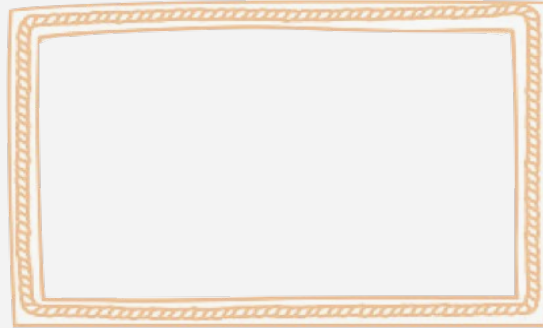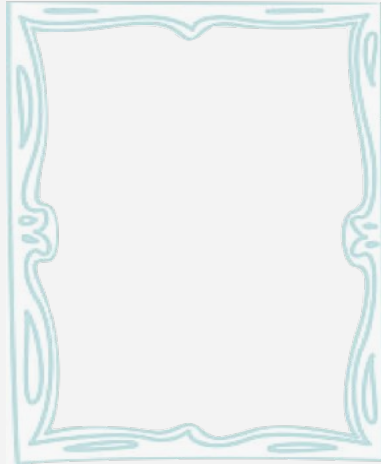
The Role of the School Psychologist

- Conducting comprehensive psychoeducational evaluations that are culturally responsive and linguistically appropriate.

- The **Ten Components of Multiculturalism** emphasize the need to recognize and value cultural pluralism, social justice, identity beyond race and ethnicity, and "confronting painful realities about self, one's own group, and our society."
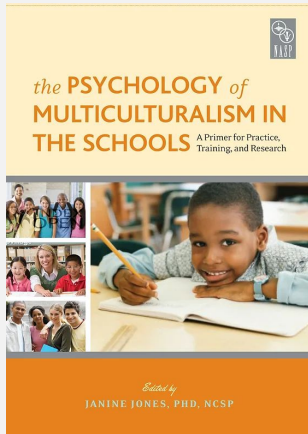
  - The second component echoes diversity, equity, and inclusion through the need to promote "social justice, cultural democracy, and equity" while striving "to make certain these goals are realized."
  - The fourth component can be further expanded through intersectional identities of individualistic and collective cultures, "beyond race, ethnicity, social class, and gender…to differences in religion, sexual orientation, disability, age, and geographic region."
  - The eighth component recognizes the need for personal and systemic change "within and across individuals, organizations and society.

the PSYCHOLOGY of MULTICULTURALISM IN THE SCHOOLS A Primer for Practice, Training, and Research

Edited by
JANINE JONES, PhD, NCSP

Carroll, 2009; Rebore, 2014.

The Role of the School Psychologist

- NASP Practice Model Domains specifically emphasize the role of school psychologists creating equitable practices for diverse students (Domain 8) not only as service providers but as consultants and collaborators (Domain 2) in school-wide and district-wide practices (Domain 5).

- The 5th domain emphasizes the need for school psychologists to "understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health

- School psychologists play a vital role in collaborating and consulting with general education teachers, special education teachers, English language teachers, language pathologists among other educators and administrators in the psychoeducational evaluation process to determine the etiology of an ELL student's academic challenges.

- As counseling service providers and evaluators, school psychologists need to adopt and implement multicultural considerations similar to counseling practitioners who adhere to inclusive cultural empathy.

Rebore, 2014; Pederson and Pope, 2016.
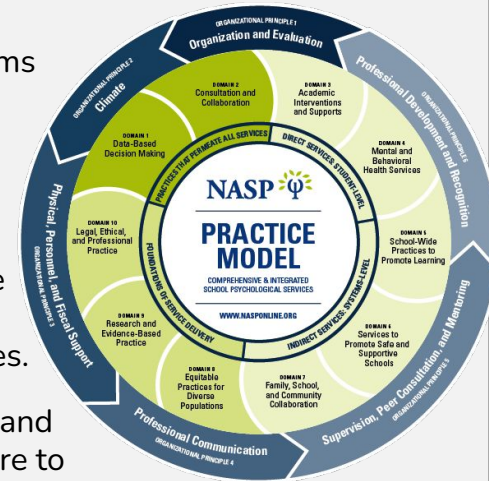
The Role of the School Psychologist

- Because CLD groups are not homogenous, educators and educational leaders require ongoing continuing education in the cultural and linguistic components to better connect with students and provide effective and meaningful education to students.

- These components involve

  - Knowledge of **acculturation** factors across generations

  - Specific considerations for **immigrant and refugee** children and families

  - **Trauma** and **generational trauma**

  - Navigate possible **stigma** of disability and special education

  - Specific methodologies to embed and improve standards for culturally relevant and linguistically appropriate instruction for both general education and special education programs.

Reframe our mindset &
Restructure our programs and systems!

# Implementing an Accessible Multi-Tiered System of Supports

- Using effectiveness principles to understand existing programs involves **clearly defining programs**, assessing current needs, **establishing objectives**, evaluating program design, data requirements, program evaluation and budgeting.

- Outside of individual practitioner best-practice guides and self-assessment, there is not a current framework for needs assessments specific to the CLD population in special education.

- **Using proactive and preventative interventions to address learning and behavioral challenges through MTSS is more effective than remediation.**

- When equipped with appropriate resources and policies, MTSS for CLD students can effectively mitigate learning challenges and potentially reduce overidentification in special education.

Kettner, et al., 2017; Jimerson et al., 2016; Hoover, et al., 2020.

Differential Analysis of Eligibility Considerations

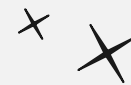|	Considerations	Note
Differences	**Linguistic**	Heritage language and how different it is from the school's dominant language.
		Opportunities for student interaction in heritage language and English.
		How heritage language and English are used in the home setting by parent and student, as well as the community setting.
	Cultural	Level of acculturation to dominant culture
		Acculturative stress between parents and student
Disadvantages	**Language Instruction**	Receiving systematic ELD instruction and consistent participation in educational programming.
	Immigrant / Refugee experience	Impact of immigration or refugee journey on education, health, social and emotional well-being.
	Socioeconomic factors	Family's financial stability and the effect on parent-child relationship.
	Adverse childhood experiences	Experiencing or a history of traumatic events, including separation from family.
	Access to Health Care	Currently receiving and a history of receiving medical and/or mental health care for any condition.

Setting Standards for CLD in Special Ed.
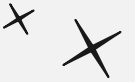
Culturally Responsive Practices

- Culturally responsive pedagogy involves knowledge of cultural heritage and traditions, the practice of implementing these components in instruction, the critical use of modern popular culture and media.

- How teachers adopt and implement culturally responsive practices is positively associated with children's prosocial behaviors and mitigated mental health concerns and internalizing behaviors.

- Higher cultural responsiveness in the classroom linked to lower experiences of school-based discrimination and mental health concerns.
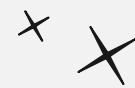
He, et al., 2014; Goodwin, et al., 2022; Boon, 2017; Katz & Sokal, 2016; Delaney & Hata, 2020; Stanford & Reaves, 2009.

Setting Standards for CLD in Special Ed.

<u>Reframing Inclusive Instruction with UDL</u>

- Although there is considerable research on instructional best-practices for ELLs, there is a significant scarcity in addressing the needs of ELLs with SLDs.

- Applying principles of universal design to learning (UDL) can serve to improve teaching and learning for diverse students in a common setting through the use of multiple means of engagement, representation, and expression.

- Proactively utilizing UDL strategies in a diverse educational setting values learning with a variety of assessments, open-ended activities, multiple learning modes, connection, and different teaching styles.

He, et al., 2014; Goodwin, et al., 2022; Boon, 2017; Katz & Sokal, 2016; Delaney & Hata, 2020; Stanford & Reaves, 2009.

Social Justice Theoretical Framework

- **Tripartite framework** at the personal, local, and structural levels used in antiracist pedagogical practices to encourage teachers not only to improve on their personal awareness of individual biases but also to examine existing structural practices.

- Social justice framework in the practice of school psychology to *reframe conceptualization and application of **individual**, **interpersonal**, and **institutional** interventions* with refugee and immigrant students.

- Effective and meaningful change in educational practices requires a **multi-leveled** approach, especially when creating equitable and inclusive practices for all CLD students in special education. Utilizing this social justice theoretical framework, **evidence-based equitable practices** can be *assessed, restructured, or created at each level of impact.*

Casey & McManimon, 2021; Hess, et al., 2023;

Multi-Leveled Needs Assessment
Social Justice Framework: Institutional, Interpersonal, and Individual
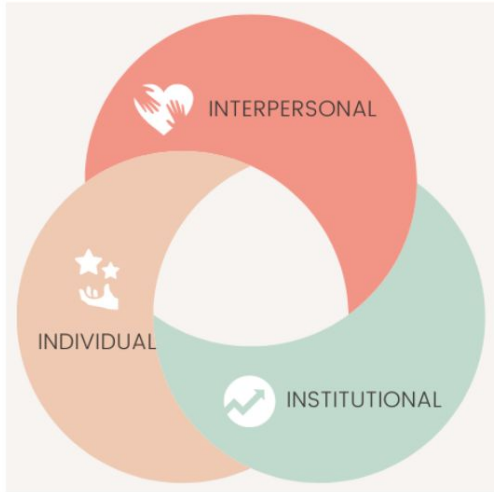
|		
Institutional	Districtwide / Schoolwide	Special Education department
Interpersonal	MTSS: Academic, Behavioral, Social/ Emotional	• Special education eligibility evaluation • Service delivery and intervention
Individual	Awareness, acknowledgement and knowledge, advocacy, and action	

Assessment Area	Early Stages	Developing, In Progress	Prepared
Institutional Level - Special Education Department, District Policies and Practices			
1. The special education department has a social justice statement including CLD students with disabilities.	1	2	3
2. District policies and procedures explicitly delineate how CLD students are supported through inclusive and equitable practices.	1	2	3
3. The special education department has established practices for interdepartmental collaboration to implement and monitor culturally responsive and linguistically appropriate teaching and assessment practices.	1	2	3
(a) Special education teachers have ongoing training in improving teaching practices of CLD students with disabilities	1	2	3
(b) Special education teachers are competent in educating EL students with disabilities.	1	2	3
(c) Special education teachers receive regular training in ELD best-practices and compliance.	1	2	3
4. The special education department is actively involved in establishing and implementing procedures to align and design integrated and designation ELD for CLD students with disabilities.	1	2	3
5. Policies and procedures are communicated with all stakeholders, including parents, teachers, staff, and administrators.	1	2	3

	1	2	3
6. The special education department have reviewed current demographic data:	1	2	3
(a) Student ethnicity and race across across the district and by school.	1	2	3
(b) Prevalence of linguistically diverse students in the district, including EL, IFEP, RFEP data.	1	2	3
(c) Prevalence of CLD students with disabilities.	1	2	3
7. Data to determine whether there is over- or under- identification of CLD students with disabilities.	1	2	3
8. CLD parent participation in special education presentations and events (i.e. community advisory committee, etc.).	1	2	3
9. The District has established procedures for screening ELLs for academic and educational difficulties, implementing interventions, and progress monitoring:	1	2	3
(a) Reading & writing	1	2	3
(b) Math	1	2	3
(c) Social/emotional & behavioral	1	2	3
TOTAL			

Assessment Area	Early Stages	Developing, In Progress	Prepared
Interpersonal Level - **Multitiered System of Supports (MTSS)**			
1. CLD students' culture is well represented in the school and classroom setting.	1	2	3
2. CLD students feel culturally connected to the school and learning environment.	1	2	3
3. There are clear and defined universal interventions implemented appropriately at the Tier 1 MTSS level for the following areas specific to CLD students:	1	2	3
(a) <u>Academic</u> - culturally relevant and linguistically appropriate instruction (e.g., universal design for learning).	1	2	3
(b) <u>Behavior</u> - Positive behavioral interventions and supports (PBIS): clearly defined and communicated rules and expectations.	1	2	3
(a) <u>Mental Health</u> - culturally relevant and meaningful universal screening and social emotional learning (SEL).	1	2	3
4. There are clear and defined interventions implemented appropriately at the Tier 2 MTSS level for the following areas specific to CLD students:	1	2	3
(a) <u>Academic</u> - Response to Intervention (RtI): evidence-based academic interventions with progress monitoring.	1	2	3
(b) <u>Behavior</u> - PBIS: evidence-based behavioral interventions with progress monitoring.	1	2	3
(a) <u>Mental Health</u> - culturally competent and linguistically appropriate school-based group counseling services.	1	2	3
5. There are clear and defined interventions implemented appropriately at the Tier 3 MTSS level for the following areas specific to CLD students:	1	2	3
(a) <u>Academic</u> - Increased intensity and duration of academic intervention with pre- and post- data.	1	2	3
(b) <u>Behavior</u> - individualized behavior plan in addition to Tier 1 and Tier 2 interventions.	1	2	3
(a) <u>Mental Health</u> - culturally competent and linguistically appropriate school-based individual counseling services.	1	2	3
6. Special education leadership, teachers and staff are actively involved in the creation of school- and district-wide MTSS policy and procedures.	1	2	3
TOTAL			
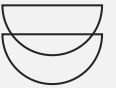
Assessment Area	Early Stages	Developing, In Progress	Prepared
Interpersonal Level - Special Education Referral			
1. Special education leadership and staff participate in DEI and CLD professional development.	1	2	3
2. Special education teachers and staff are knowledgeable of and involved in the pre-referral process for students suspected of having disabilities.	1	2	3
3. There is in-depth individual screening of CLD students prior to referral for special education eligibility, including:	1	2	3
(a) Parent interviews & classroom observations.	1	2	3
(b) Review of health and medical information.	1	2	3
(c) Language proficiency in both L1 and L2.	1	2	3
(d) Educational history and academic screening.	1	2	3
4. Student Success Teams *have* tools and resources to make appropriate referrals for special education evaluation.	1	2	3
5. Student Success Teams *use* tools and resources to make appropriate referrals for special education evaluation, including factors involving:	1	2	3
(a) Acculturation and cultural differences.	1	2	3
(b) Language development and difference.	1	2	3
(c) Socioeconomic factors.	1	2	3
(c) Immigrant or refugee related experience.	1	2	3
(d) Other extrinsic factors.	1	2	3
TOTAL			

Assessment Area	Early Stages	Developing, In Progress	Prepared
Interpersonal Level - Special Education Eligibility & Programming			
1. Assessors are knowledgeable in conducting comprehensive psychoeducational evaluations with CLD students suspected of having disabilities.	1	2	3
2. Assessors are knowledgeable in methodologies, research, and best practices when evaluating CLD students for special education.	1	2	3
3. Assessors use culturally competent and linguistically appropriate evidence-based evaluation practices and procedures, including:	1	2	3
(a) Access to and use of culturally and linguistically appropriate assessment tools.	1	2	3
(b) Bilingual assessors or access to trained interpreters.	1	2	3
4. Special Education Eligibility Determination includes CLD considerations.	1	2	3
(a) Differential analysis of cultural and linguistic difference, disadvantage, and disability.	1	2	3
(b) Concrete ways to measure academic achievement and educational performance as it pertains to high incidence disabilities.	1	2	3
5. Individualized Education Program (IEP) team is mindful of CLD components when creating IEP.	1	2	3
(a) CLD parents are given ample time, opportunity and access with translation (if needed) to participate.	1	2	3
(b) Unique areas of need addressed through culturally and linguistically appropriate goals.	1	2	3
6. Individualized Education Program (IEP) services are implemented with CLD components.	1	2	3
(a) Culturally competent practices during service delivery and instruction.	1	2	3
(b) Progress monitoring is consistent and timely.	1	2	3
(c) Established home-school communication.	1	2	3
TOTAL			

Academic Achievement v. Educational Performance Considerations
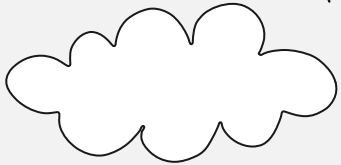
Relative to student's culturally and linguistically diverse peers:	Considerations (Note measures used)	Normative Weakness	Relative Weakness	Relative Strength	Normative Strength
Academic Achievement	Standardized assessments				
	Curriculum based measures				
	Statewide assessments				
	District assessments				
	Other:				
Educational Performance	Grades				
	Attendance				
	Executive functioning				
	Interpersonal / social development				
	Communication				
	Behavioral functioning				
	Emotional regulation				
	Health				
	Vocational functioning				

Assessment Area	Early Stages	Developing, In Progress	Prepared
Individual Level - Cultural Competence			
1. Service providers have a conceptual understanding and knowledge of cultural and linguistic demographics of students served.	1	2	3
2. Service providers are engaged in cultural and linguistic professional development.	1	2	3
3. Service providers feel confident to practice growth mindset.	1	2	3
4. Service providers practice cultural humility.	1	2	3
5. Service providers have a mindful understanding of social structures that have helped shape student experiences.	1	2	3
6. Service providers create and improve equitable access to education for CLD students with disabilities.	1	2	3
7. Service providers reflect on their ethical responsibility to create equitable programming opportunities through their applied practice.	1	2	3
8. Service providers take opportunities to process emotional responses to critical feedback related to their CLD students and families.	1	2	3
9. Service providers feel empowered to advocate for their CLD students with disabilities.	1	2	3
TOTAL			

Successful Innovation Model

Components to Innovation	Specific to the creation of equitable CLD educational programs	If component is missing, there may be…
Leadership	Special education department leaders and site-level administrators emphasize the need for accessible education for CLD students with disabilities.	Failure to launch
Vision	A set of clear aspiration goals for cultural and linguistic diversity, equity, and inclusion.	Confusion
Inclusiveness	Inviting and including stakeholders in discussions highlighting the need for meaningful change. The special education department does not operate in isolation.	Silos
Timeline	Setting definitive goals and deadlines for specific goals.	Wandering
Skills	Identify the skills needed for leaders, teachers, and educational specialists, including culturally competent educational practices, universal design, etc. as identified in the needs assessment.	Ineffectiveness
Resources	Identify the professional development needed and the time needed to effectively acquire and apply CLD best-practices for pre-referral and special education planning and service delivery. Consider intra- and interdepartmental resource mapping.	Inconsequential
Commitment	Special education department leaders and site-level administrators organizationally committed to CLD equity and inclusion through long-term strategic planning.	Inconsistent
Communication	Clearly communicating the expectations of the special education department's CLD position statement and collectively celebrating successes along the way.	Disconnected

# Analyzing Gaps and Barriers to Equitable Education Programming for CLD Students

1. Which programs, policies or practices address the needs of CLD students' equitable access and participation in special education programming?

2. Which programs, policies or practices were identified as barriers to equitable access to educational programming for CLD students with disabilities?

3. Where are the gaps in procedures, policies, or practices in addressing the needs of CLD students with disabilities?

4. Which areas of need does the department prioritize?

5. Are there any programs or services that are not effective and can be reduced or discontinued?

5. What are community resources that can help address the needs of CLD students with disabilities?

6. Are there any other funding or grant sources to address gaps in programming or services at this time?

7. Goal setting.

Litchman, G. (2020).

Resources

- *California Practitioners' Guide for Educational English Learners with Disabilities,* https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

- *California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners* https://californianstogether.org/english-learner-roadmap-toolkits/

- Armenian American School Psychologist Association https://www.aaspaonline.org/

- Assessment and decision making resources, bilingualassessment.org
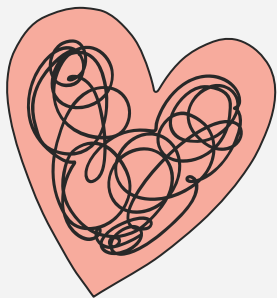
- Culture-Language Interpretive Matrix (C-LIM), http://facpub.stjohns.edu/~ortizs/CLIM/
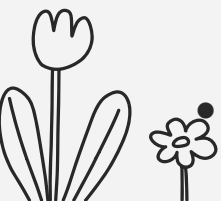
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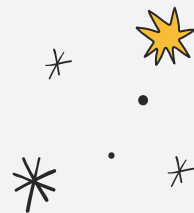
Thank you!

"Seek goodness everywhere, and when it is found, bring it out its hiding place and let it be free and unashamed."

-William Saroyan

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