



When Language and Disability Meet: Planning Instruction to Support Dually Identified Students

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Learning Objectives

- Identify the obligations schools and districts have in providing services to multilingual students with disabilities.
- Describe how Universal Design for Learning (UDL) principles and English Language Development (ELD) practices can be embedded in instructional planning.
- Explore WIDA resources that support collaborative instructional planning.

What Does It Mean to Be Dually Identified?

The concept of *multilingual learners* refers to all children and youth who are, or have been, consistently exposed to multiple languages. At the same time, a *dually identified student* is a multilingual learner who has been identified as needing both English language development and special education services.

With that in mind, and in preparation for this conference session we ask that you think of a student who you serve that is dually identified. Who is that student? Write their name and a brief description.

This student will be your touchpoint throughout this conference session. While we will be inviting you to reflect upon this student at multiple points, all information written in this packet is for your personal use only and will not be shared with others.

Federal Legislation and Regulations for Multilingual Learners With Identified Disabilities



Civil Rights Act of 1964

This law prohibits discrimination on the basis of race, color, religion, sex, and national origin in programs and activities receiving federal financial assistance.



Section 504 of the Rehabilitation Act of 1973

This law requires that public schools must make reasonable accommodations and provide the necessary supports to those with disabilities to fully participate in programs.



Equal Educational Opportunities Act of 1974

This law requires state educational agencies and school districts to take action to overcome language barriers that impede English language learner (ELL) students from participating equally in state and district educational programs.



Lau v. Nichols (1974)

This decision required that all multilingual learners are to be given meaningful opportunities to develop their English language skills as a civil right.



Castañeda v. Pickard (1981)

This decision established a three-part assessment for determining how bilingual education programs would be held responsible for meeting the requirements of English learners.



Plyler v. Doe (1982)

This decision holds that states cannot constructionally deny undocumented students a free public education.



Individuals With Disabilities Education Improvement Act of 2004

This law ensures that children receive an appropriate evaluation to determine eligibility for services that takes into account factors (like multilingualism) that may impact a student's performance at school.



Dear Colleague Letter (2015)

A joint guidance document that outlines the legal responsibilities of state and local education agencies for English learner students and parents and specifies that both language assistance and disability-related services be provided by qualified staff.



Every Student Succeeds Act (2015)

Among the provisions of the current law is the requirement, for the first time, "that all students be taught to high academic standards that will prepare them to succeed in college and careers."



USDE Fact Sheet: Equal Access for English Learners With Disabilities (2024)

This document outlines the requirements of the civil rights laws as they relate to English learners with disabilities.

Key:  English Learners  Special Education  English Learners and Special Education

The Universal Design for Learning Guidelines

The goal of UDL is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of Engagement



- Design Options for **Welcoming Interests & Identities**
- Optimize choice and autonomy
 - Optimize relevance, value, and authenticity
 - Nurture joy and play
 - Address biases, threats, and distractions

Access

Design Multiple Means of Representation



- Design Options for **Perception**
- Support opportunities to customize the display of information
 - Support multiple ways to perceive information
 - Represent a diversity of perspectives and identities in authentic ways

Design Options for Sustaining Effort & Persistence

- Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- Offer action-oriented feedback

Support

Design Multiple Means of Action & Expression



- Design Options for **Interaction**
- Vary and honor the methods for response, navigation, and movement
 - Optimize access to accessible materials and assistive and accessible technologies and tools

Design Options for Language & Symbols

- Clarify vocabulary, symbols, and language structures
- Support decoding of text, mathematical notation, and symbols
- Cultivate understanding and respect across languages and dialects
- Address biases in the use of language and symbols
- Illustrate through multiple media

Design Options for Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication

Design Options for Emotional Capacity

- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
- Promote individual and collective reflection
- Cultivate empathy and restorative practices

Executive Function

Design Options for Building Knowledge

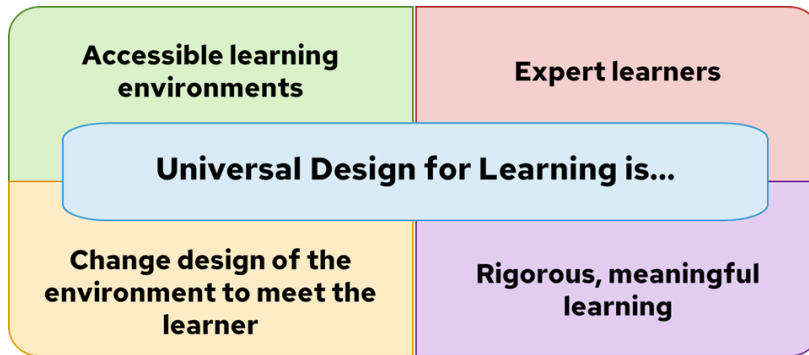
- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

Design Options for Strategy Development

- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices

Why Universal Design Learning (UDL)?

UDL maximizes learning for all students and minimizes barriers.



CAST UDL Guidelines

<https://udlguidelines.cast.org/>

Three Overarching Principles

- Design Multiple Means of Engagement
- Design Multiple Means of Representation
- Design Multiple Means of Action & Expression

Guidelines (rows)

- Access
- Support
- Executive Function

Considerations under each Guideline provide detailed suggestions to reduce barriers, sustain and honor learners' multiple identities, and maximize learning opportunities for every learner.

Reflection on UDL

Directions: Type/write the answer to the questions below.

Question 1: How do you currently utilize UDL in your context? How does it support your instructional planning?

Question 2: What aspects of UDL would you like to explore more?

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Video: UDL Approaches in Jorge’s Classroom



Directions: Type/write the answer to the questions below.

Question: How did the teacher apply the three UDL principles to their instructional planning practices?

1. Engagement	2. Representation	3. Action & Expression

WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
-  5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
-  6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



WIDA ELD Lesson Planning Considerations

Pedagogy

Asset-based, culturally and linguistically sustaining

- Backgrounds
- Assets
- Preferences
- Previous experiences
- Language proficiency levels

Multiple means of engagement, representation, action and expression

- Build community
- Interaction
- Multimodal communication
- Translanguaging
- Scaffolding

Lesson Flow

Integrated learning

- Content and language concurrently
- Interpretive and expressive ways

Organization and pacing

- Logical sequence
- Guided → scaffolded tasks → student independence

Assessment

Responsive and data-informed

- Flexible data gathering
- Multimodal representations
- Proactive and continuous

Learning targets and alignment

- Aligned content and language goals
- Clear
- Actionable
- Measurable

Adapted from the WIDA ELD Standards Framework, 2020 Edition, p. 249

Reflection Tool: UDL and Language Considerations for Instructional Planning

This handout highlights a sampling of strategies you can consider as you plan units and lessons for multilingual students with disabilities. This handout was created by extracting ideas from the WIDA English Language Development Standards Framework, 2020 Edition, and the UDL guidelines.

1. How is it asset-based and culturally and linguistically sustaining?

- I include ideas, materials and/or activities that connect to my students' experiences, cultures and/or languages.
- I vary activities and sources of information so they can be personalized and contextualized to students' lives.
- I involve students in setting their academic, language and behavioral goals.
- I provide multiple entry points and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media, etc.).

2. How do I provide multiple means of engagement, representation, and action and expression?

- I provide multiple ways for students to build community and interact with each other as they engage in the content and language goals for a unit.
- I provide multiple multimodal options to engage in learning goals and demonstrate understanding.
- I display information in a flexible format that allows the following perceptual features to be customized:
 - The size of text, images, graphs, tables or other visual content
 - The contrast between background and text or image
 - The color used for information or emphasis
 - The volume or rate of speech or sound
 - The speed or timing of video, animation, sound, simulations, etc.
 - The layout of visual or other elements
 - The font used for print materials
- I offer alternative ways to engage in auditory and visual information, such as written video transcripts, video subtitles, written descriptions of images, graphics, videos or animations, and access to text-to-speech software.

3. How am I attending to both language and content?

- My units contain both content and language goals in which the language goals support the interpretation and expression of content learning goals.
- I provide alternative ways to engage students across all stages of English language development in content goals.
- I provide a learning space where students are invited to use all their linguistic resources as they engage in learning.
- I make all key information in the dominant language (e.g., English) also available in home languages (e.g., Spanish) for learners developing their English language skills.

4. How are the lessons organized and paced for maximum engagement and learning?

- I logically sequence lessons to build on each other toward complexity and student independence.
- I design and sequence lessons with appropriate scaffolds that can be gradually released with increasing independence and skills.
- I provide alternatives in the requirements for rate, timing, speed and range of motor action required to interact with instructional materials, physical manipulatives and technologies.
- I plan for differentiated feedback loops depending on students' needs (e.g., small group, one-on-one, pull-out, peer-to-peer, teacher-to-peer, resource teacher-to-student, etc.).

5. How is this responsive and data-informed instruction?

- I analyze and use student performance data to inform instruction and scaffolding.
- I include opportunities to re-teach and/or reinforce learning based on feedback from assessment data.
- I provide frequent, timely and specific feedback that emphasizes effort, improvement and progress toward content and language goals.

6. How are we assessing learning targets and alignment?

- I separate the learning goals from the means of learning to allow flexibility in how students demonstrate understanding.
- I plan activities that encourage students to self-reflect on their progress toward academic, linguistic and personal goals.
- I emphasize process, effort and improvement in meeting standards as alternatives to external evaluation and competition.

Educator Scenario: Activity Instructions

In your group, each member...

1. Choose a section (1–6) of the Reflection Tool: UDL and Language Considerations for Instructional Planning to have an expert eye.
2. Read the educator scenario that is assigned to your group and look for evidence of strategies outlined in your chosen section. You may annotate the text with your findings.
3. Respond to the following prompts based on the evidence from your section:

Grows: What are two things the teacher did well?

Grows: How could the teacher have enhanced her lesson to make it more accessible?

4. Discuss your findings with the group.

Educator Scenario: Kindergarten Math

Sra. Sánchez is a Spanish bilingual kindergarten teacher. In her math block during a lesson on 1:1 correspondence, students are matching and sorting number cards (1–10) to their corresponding visual or manipulative(s). Students are then ordering in correct sequence the number cards along with their matching visual or manipulative(s). During this activity, students are matching the number card then they describe the relationship between numbers and quantities of the visual or manipulative(s) using causal language (because, so) to provide reasoning.

To begin the activity, Sra. Sánchez has the class gathered on the community carpet to view the student groupings projected on her smartboard screen. She has strategically created the groups with home language needs and peer relationships in mind. The students know which group they belong to because their name and photo appears in a box under a group number, which is also associated by a color.

Once the students have arranged themselves in groups, Sra. Sánchez gives step-by-step instructions, in both Spanish and English, of how to match, sort, and order the manipulatives by showing visuals of a sample arrangement she photographed while preparing the lesson. She then leads the students to describe the relationship between numbers and quantities of the visual or manipulative(s). She models and then has the students rehearse using causal language in both English and Spanish. (The number is 2 so there are 2 linking cubes. There are two linking cubes because the number is 2. El número es 2, por eso hay dos cubos unidos. Hay dos cubos unidos porque el número es 2.)

Sra. Sánchez then gives each group their set of manipulatives, which include number cards, with the numbers 1–10 in standard form with English/Spanish written beneath, and a set of visuals or manipulatives (linking cubes, dominoes, pictures, shapes, photographs, etc.) to match to each ordinal number card. After she reviews the expectations for collaborative group time, she allows each group to pick a working space in the room. Students are speaking in both Spanish and English as they engage in the matching, sorting, and ordering activity moving the manipulatives based on peer feedback.

Once each group has finished their activity and has given their finished signal—a seated raised hand—she checks their work. Sra. Sánchez has students describe the relationship between numbers and quantities of the visual or manipulative(s) using causal language (because, so) to provide reasoning and then she provides feedback.

To conclude the activity, she asks students to reflect on how they worked as a group by placing a marble in the jar for positive collaboration, and then individually by adding a 😊 or 😞 to their daily participation chart located in their personal folder, which they receive fresh at the start of each week.

Educator Scenario: Grade 3 Science

During Mr. Soto's weather and climate unit in his 3rd grade science block, students are creating weather charts and daily summaries to document weather patterns which will be used later to create a summative project on forecast predictions. For the data collection portion of this project, students will be tracking the weather of a town or city of their choice using a website from Mr. Soto's resource list.

Working independently or in pairs (students' choice), students will be documenting their findings either digitally, by using PowerPoint with text and images, or by hand, using a paper graphic organizer with notes and drawings. Mr. Soto has created templates for each version as well as exemplars: the paper version is posted as an anchor chart and the digital version as a resource linked in his Google Classroom page. Both exemplars include visual representations of weather conditions labeled with key vocabulary (e.g., precipitation, humidity, overcast, fog, etc.) with students' additions of home language translations.

Mr. Soto expects all his students to engage in the daily data collection task of documenting the temperature and weather conditions of their chosen city. The students will then write a sentence to summarize their data. Some students will complete the core task fast enough to include some additional data points such as describing the times of sunrise and sunset and daily temperature highs and lows. The type of sentence (simple or complex) accompanying the data will vary depending on student ability. Students will have sentence frames on both exemplars for support.

To ensure that students consistently track their weather, Mr. Soto adds the prompt "What is the weather of my city today?" to his daily morning message that students read when they arrive at school. As students get settled in, it gives Mr. Soto an opportunity to circulate the classroom and chat with his students about their chosen city and their findings.

Finally, to provide students meaningful feedback on their progress, Mr. Soto assesses the students' work weekly. He gives positive feedback on portions that students are completing correctly, and constructive feedback on areas that directly align to the data and information they will need to draw upon to complete their summative project on forecast predictions.

Educator Scenario: Grade 8 Social Studies

Mr. Seth, an 8th grade social studies teacher, is beginning his unit on the Industrial Revolution where students will be explaining how the expansion of industrialization influenced different regions and the relationship between those regions. Students will be creating a small-group presentation that introduces and contextualizes the events for the unit project. The students will be able to choose different presentation styles—PowerPoint, drama, or rap.

Mr. Seth introduces this unit by showing before-and-after pictures of New York City, Mexico City, and Ho Chi Minh City in the pre-Industrial Revolution era vs. today. Since he has students from Mexico and Vietnam, he wants them to have an opportunity to see how the impacts of the Industrial Revolution looked in relevant locations. They discuss, in any language, what they notice about the pictures and why they believe they are different using their background knowledge.

Each student has a KWL chart (What I Know. What I Want to Know. What I Learned.) and together, in a mixture of English and their home languages, they begin writing what they believe they already know on the chart (under the “K”) about the Industrial Revolution. Together, they think about what they want to learn about the Industrial Revolution and write that under the “W” of the chart.

As Mr. Seth goes through the slides—with limited text and ample images—providing a brief 10-minute overview of the Industrial Revolution, students take notes on what they learned under the “L” of the KWL chart. Mr. Seth writes on the board and asks out loud: “What are some positive and negative impacts of the Industrial Revolution?” When a student shouts out “pollution!” Mr. Seth writes on the board: “A negative impact of the Industrial Revolution was the pollution because...” Mr. Seth probes the student, “Why?” and the student responds, “because there were so many machines and cars.” Mr. Seth completes the sentence on the board, then he writes and says aloud, “A positive impact of the Industrial Revolution was...” One student yells out “jobs!” “Why?” Mr. Seth probes. “Because people worked the machines,” the student answers. Mr. Seth completes the sentence on the whiteboard with the student’s response.

Then Mr. Seth passes out primary sources, a mixture of interviews, newspaper articles, journal entries, videos, photographs, book excerpts, cartoons, drawings, and pamphlets. Students choose which primary source they want to individually study. They may choose to view the source online using a QR code to access the text-to-voice features and to zoom in on images. With their table group, they discuss what their primary source is and why they believe it is an example of a positive or negative impact. They use the sample sentences they developed together on the whiteboard as a model for their language during the conversations.

Educator Scenario: Grade 9–10 English Language Arts

Ms. Smith is introducing her poetry unit focused on identifying a theme in literature and analyzing its development through word choice. She will be showing clips of three Ted Talks of spoken word poetry by teens and young adults. The videos include the topics of fitting in, being bilingual, and finding one’s voice. Based on what she knows about her students’ lives, these topics will be of interest to them.

To begin the lesson, she builds background by explaining the purpose of the videos in relationship to the lesson’s content and language goal, which is written on the board: “I can identify the theme of spoken word poetry using text evidence of specific word choices.”

She writes the three themes of the videos on the board, and then distributes a handout which includes a transcript of each clip placed underneath the picture and short bio of each Ted Talk presenter. Included in the clip’s transcript are translations of the key words related to each theme within each poem, which Ms. Smith denotes in the margins.

Prior to showing the first video, Ms. Smith asks and writes the guiding question: “Which theme do you think is being represented—fitting in, being bilingual, or finding one’s voice?” Ms. Smith plays the first video with captions included. After the clip finishes, Ms. Smith asks the students to independently circle the corresponding theme, which is written below each transcript on the handout.

Ms. Smith then plays the same clip a second time and with the same guiding question. She instructs students to use the transcript as they listen to look for key words and phrases that would support the theme. She tells students to highlight the key words and phrases they think support their theme choice.

Once the video is finished, Ms. Smith uses her collaborative grouping structures to engage in peer-to-peer conversation. She asks students to share their ideas about which theme is present, and to use evidence from the transcript to justify why. She calls students’ attention to the group discussion anchor chart on the wall for possible sentence starters prior to group time. She also writes a sentence stem on the board: “I think the theme represented in this poem is _____. My evidence to support this includes _____.”

After 3–5 minutes of discussion, she elicits students’ ideas in the whole group. Once the class is ready for the next clip, Ms. Smith follows the same instructional steps for the remaining two Ted Talks clips.

WIDA English Language Development Standards Framework, 2020 Edition Kindergarten–Grade 12

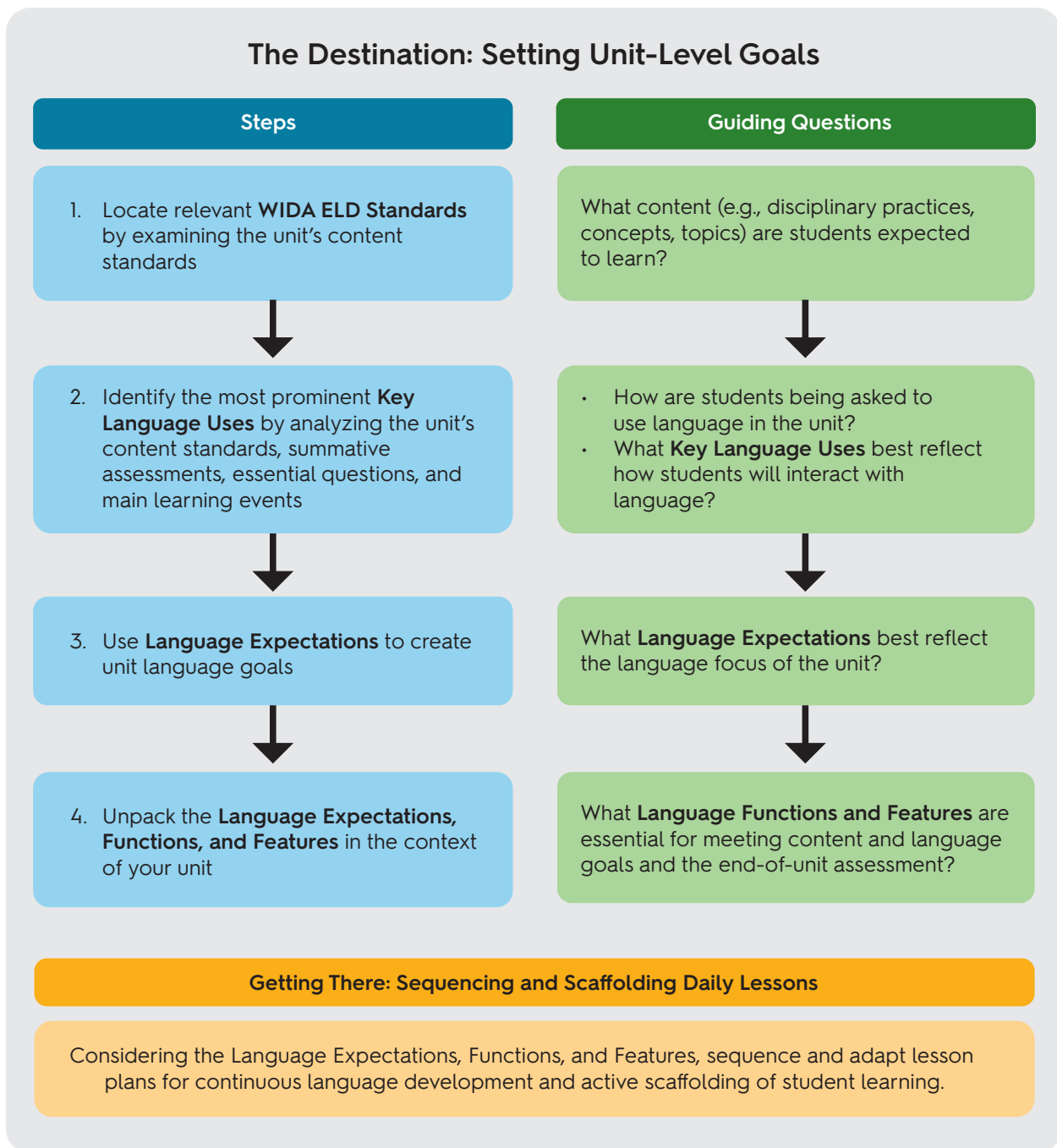


Figure 4-2: Sample Collaborative Planning Process

Student Support Team

The Individuals with Disabilities Education Act (IDEA) requires the participation of a minimum number of multidisciplinary team members. These team members participate in the Individualized Education Program (IEP) development and implementation. To attend to the individual needs of the child, additional personnel are often brought into this team to provide support.

Required IEP Team Members

IEP Team Members	Responsibilities
<p>Student’s home caregiver: A biological parent, foster parent, legal guardian, or an individual who acts in place of the parent (e.g., grandparent, stepparent, other relative).</p>	<p>Students’ home caregivers are full and equal members of the IEP team. They know their students very well and can discuss their strengths and needs. They should actively participate in all discussions since they can talk about:</p> <ul style="list-style-type: none"> • Providing information about priorities, as well as cultural and developmental appropriateness of goals and intervention strategies. • Providing meaningful input into decisions regarding their student’s IEP.
<p>Special education teacher or provider (e.g., related service personnel): An educator with expertise in disability and its impact on the student’s developmental and educational progress.</p>	<p>The special education teacher or provider contributes important information and experience about how to educate students with disabilities. Because of their training in special education, this teacher can talk about:</p> <ul style="list-style-type: none"> • Providing services outlined in the IEP. • Ensuring that student performance data are collected and analyzed, and that instruction and intervention are modified accordingly.
<p>General education teacher: A general educator who is, or will be, a teacher of the student.</p>	<p>General education teachers are vital participants in the IEP meetings as well. The regular education teacher has a great deal to share with the team. For example, they might talk about:</p> <ul style="list-style-type: none"> • Providing the core academic instruction for the curriculum in the regular classroom. • Implementing the required accommodation and modifications.

IEP Team Members	Responsibilities
<p>Representative of the local educational agency (LEA): A designated representative of the LEA, often a special education director or coordinator, or a school principal.</p>	<p>The individual representing the school system is also an important team member. It is vital that this team member be able to ensure that whatever services are set out in the IEP will be provided. They can talk about:</p> <ul style="list-style-type: none"> • Supervising the provision of specially designed instruction. • Contributing to the understanding of the general education curriculum. • Presenting information about the availability of the LEA's resources.
<p>Educational professional who can interpret the evaluation results (e.g., school psychologist): This role may be filled by any other member on the IEP team, except for the student's parent.</p>	<p>Another significant member of the IEP team is the individual who can interpret the student's evaluation. The evaluation results are very useful in determining how the child is currently doing in school and what areas of need the child has. This IEP team member should be able to talk about:</p> <ul style="list-style-type: none"> • Interpreting the instructional implications of the evaluation results. • Explaining the instructional implications of the evaluation results to the team.

Additional Team Members

Team Members	Responsibilities
<p>Student with a disability: The student should be included in IEP meetings when appropriate. This is dependent upon a student’s age, maturity, willingness to participate, and interest.</p>	<p>If transition service needs or transition services are going to be discussed at the meetings, the student must be invited to attend.</p> <ul style="list-style-type: none"> • Providing important information about priorities, their strengths and needs, and preferred accommodations. • Discussing postsecondary goals and transition services. <p>(Note: If the student cannot attend, the school must take steps to ensure the student’s preferences and interests are considered.)</p>
<p>Other members dependent upon student needs: When appropriate and at the parent’s or school district’s discretion, others who have relevant knowledge or expertise regarding the student can be invited to participate in the team.</p>	<p>Depending on the student’s individual needs, some related service professionals attending the IEP meetings or otherwise helping to develop the IEP might include</p> <ul style="list-style-type: none"> • Related services personnel who provide discipline-specific expertise beyond that of the classroom or special education teachers (e.g., occupational or physical therapists, adaptive physical education providers, psychologists, or speech-language pathologists) • Student/family advocates speaking out on behalf of the parent(s) or student. • Community members (e.g., clergy, tribal elder) who provide important information about priorities, the child’s strengths and needs, as well as information about the cultural and developmental appropriateness of goals and intervention strategies. • Language interpreters who aid communication between the educators and the family (when appropriate). • Language specialists (added by WIDA)

Adapted from *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs*, p. 3. The IRIS Center Peabody College Vanderbilt University.

Information Collection Tool: Sample Student (Navin)

Home and Community

Community and education are prioritized.
The student's family values honesty and respect.
Parents provided valuable insight and were very supportive.

Disability

Identified in early childhood as having a developmental delay, then later autism.
Working on boundaries and controlling verbal outbursts.
An area for growth is inferential thinking.
This is largely tied to his primary disability (autism), but it is unclear how much their language needs contribute.

Language

Primary language was Telugu until student started attending preschool at age 3.
Speaks Telugu at home and can read and write simple words.
Produces phrases in English rather than complete sentences.
Developing writing with clear and coherent sentences.

Decodes with a high rate of accuracy.
Developing reading and listening comprehension.

Very literal.
Loses focus while reading (or listening to texts being read aloud).
Can generally answer simple, recall questions with acceptable accuracy.
Inferring and predicting are significant areas of need.

Benefits from extra prompting by an adult to clarify what he intends to say or write.

Is in a modified literacy classroom.

Academic

Most engaged in math and science.
Can pick up on numerical patterns quickly.
Can initiate tasks and, in math, complete assignments relatively independently and accurately.
Can work independently given a high interest activity or gamified, computer-based learning.

Information Collection Tool: Sample Student (Navin)

These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Home and Community

What do you know about the student's life outside of school?

(culture, identities, traditions, religious beliefs, values, important experiences, family life, hobbies, etc.)

- Community and education are prioritized.
- The student's family values honesty and respect.
- Parents provided valuable insight and were very supportive.

Where do you see **intersections** between the **student's life** outside of school and...

- How do they engage in academic content? (home literacy practices, interests in specific academic disciplines, disciplinary skills practiced at home, parent/guardian jobs, etc.)
- Their language/s? (where and how they use their different languages throughout their community, family, friends, etc.)
- Their disability/ies? (different accessibility devices and strategies used at home and around the community, community organization affiliations, etc.)

Parents are originally from India and are bilingual. Telugu is the primary language at home. Mother is the main contact, but both are very involved and responsive with school. She works in an engineering firm. Father is a doctor at the local hospital and works varying hours. The student's family values honesty and respect. They are part of a local Indian cultural group that meets to celebrate traditional festivals.

Information Collection Tool: Sample Student (Navin)

These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Disability
<p>What do you know about the student's disability/ies?</p> <ul style="list-style-type: none">• What is the most inclusive way to describe their disability/ies?• What are their strengths? (personal, interpersonal, academic, emotional, social, etc.)• What are some challenges?
<ul style="list-style-type: none">• He has received services since kindergarten.• He has a desire to interact with classmates and can participate in behavior goals.• Has difficulties with boundaries and has verbal outbursts.• He has sensory challenges common to students with autism (e.g., aversion to loud/unexpected sounds and unfamiliar foods).
<p>Where do you see intersections between the student's disability/ies and...</p> <ul style="list-style-type: none">• How do they engage in content? (IEP goals; ways they collaborate with peers; impact on reading, writing, listening, and speaking skills; accommodations; modifications; etc.)• Their language/s? (impact on expressing and interpreting languages they know; accessibility devices and strategies; translation devices; translanguaging skills; etc.)
<p>The student's disability has two focuses. The behavioral focus attends to support positive interactions with classmates and outburst modification. The academic focus attends to the comprehension of reading and listening tasks with specific attention to making inferences and predictions.</p>

Information Collection Tool: Sample Student (Navin)

These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Academic

What do you know about the student's academic content engagement?

- What are their favorite subjects?
- What are their strengths?
- What are their challenges?
- What interests and skills do they have that could be integrated into their academic content learning?

- Student is most engaged in math and science class.
- He can initiate tasks and, in math, complete assignments relatively independently and accurately.
- He loses focus while reading (or listening to texts being read aloud).
- He can work independently given a high interest activity or gamified, computer-based learning.
- He can pick up on numerical patterns quickly.
- He is in a modified literacy classroom.

Where do you see **intersections** between the **student's academic content engagement AND their language skills**?

Although he reads with a high rate of accuracy (including texts well above his instructional level), comprehension is a significant area of need for him. Since he loses focus while reading (or listening to texts being read aloud), the student can generally answer only simple, recall questions with acceptable accuracy (especially when given answer choices). Inferring and predicting are significant areas of need. Writing clear and coherent sentences is also an area of need for the student. The student does not generally speak in complete sentences, rather he produces partial thoughts or requires further prompting by an adult to clarify what he intends to say. His written responses follow a similar pattern.

Information Collection Tool: Sample Student (Navin)

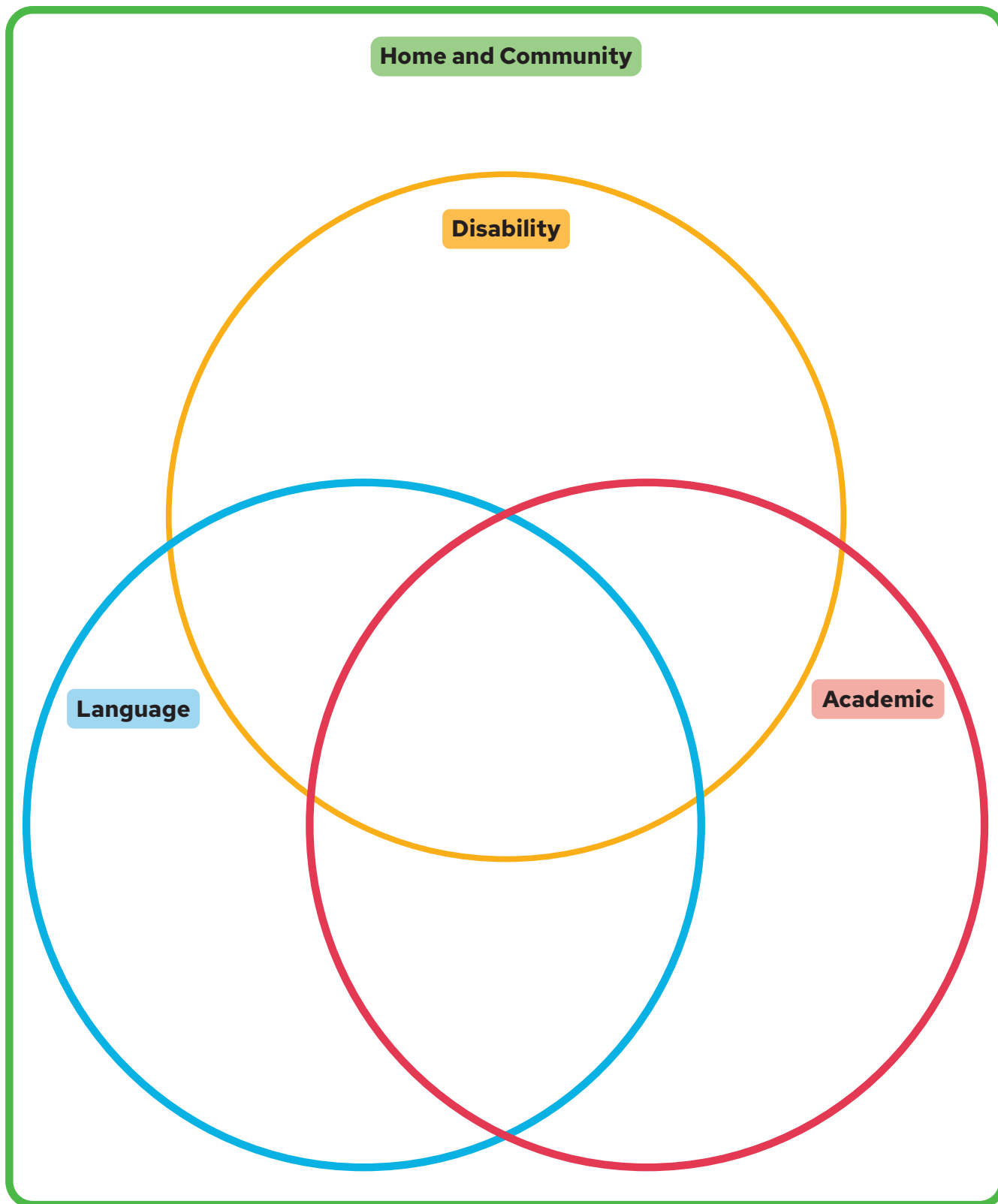
These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Language

What do you know about the student's language practices, proficiencies, and backgrounds?

- Which languages do they use and in what ways? (read, write, listen, speak)
 - What are their abilities and/or skills in their different languages?
 - What experiences do they have associated with the languages they speak? (friends, family, travelling, community experiences, etc.)
-
- He speaks Telugu at home with family and community friends.
 - His parents have taught him to read and write simple words in Telugu.
 - At school he speaks and writes in English.
 - Student produces phrases in English rather than complete sentences. This is consistent with his writing skills.
 - His proficiency levels from his 5th grade WIDA ACCESS for ELLs scores are: Listening 3.2, Speaking 2.9, Reading 2.0, and Writing 3.0.

Information Collection Tool: Student's Name: _____



Information Collection Tool: Student's Name: _____

These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Home and Community
<p>What do you know about the student's life outside of school? (culture, identities, traditions, religious beliefs, values, important experiences, family life, hobbies, etc.)</p>
<p>Where do you see intersections between the student's life outside of school and...</p> <ul style="list-style-type: none">• How do they engage in academic content? (home literacy practices, interests in specific academic disciplines, disciplinary skills practiced at home, parent/guardian jobs, etc.)• Their language/s? (where and how they use their different languages throughout their community, family, friends, etc.)• Their disability/ies? (different accessibility devices and strategies used at home and around the community, community organization affiliations, etc.)

Information Collection Tool: Student's Name: _____

These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Disability
<p>What do you know about the student's disability/ies?</p> <ul style="list-style-type: none">• What is the most inclusive way to describe their disability/ies?• What are their strengths? (personal, interpersonal, academic, emotional, social, etc.)• What are some challenges?
<p>Where do you see intersections between the student's disability/ies and...</p> <ul style="list-style-type: none">• How do they engage in content? (IEP goals; ways they collaborate with peers; impact on reading, writing, listening, and speaking skills; accommodations; modifications; etc.)• Their language/s? (impact on expressing and interpreting languages they know; accessibility devices and strategies; translation devices; translanguaging skills; etc.)

Information Collection Tool: Student's Name: _____

These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Academic
<p>What do you know about the student's academic content engagement?</p> <ul style="list-style-type: none">• What are their favorite subjects?• What are their strengths?• What are their challenges?• What interests and skills do they have that could be integrated into their academic content learning?
<p>Where do you see intersections between the student's academic content engagement AND their language skills?</p>

Information Collection Tool: Student's Name: _____

These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Language
<p>What do you know about the student's language practices, proficiencies, and backgrounds?</p> <ul style="list-style-type: none">• Which languages do they use and in what ways? (read, write, listen, speak)• What are their abilities and/or skills in their different languages?• What experiences do they have associated with the languages they speak? (friends, family, travelling, community experiences, etc.)

Helpful Tips for Communicating Information That Supports Instructional Planning

What is the purpose of communicating information that supports instructional planning?

- Focus on proactive rather than reactive strategies to support dually identified students.
- Support teachers with their decision-making as they plan learning materials, choose scaffolding practices, plan opportunities for collaboration, remove barriers, and amplify engagement.
- Asset-frame students' strengths and needs in a way that influences educator actions and decisions.

What kinds of information might you include in your communication?

- Individualized Education Program (IEP) goals and accommodations
- The technology or different devices (modalities) the student uses
- The student's home language(s) and experiences with their home language(s) (literacy and oracy)
- Ways to support students to express themselves including:
 - Strategies that have worked for their teachers
 - Strategies that the student successfully uses
 - Strategies that the parents/caregivers use at home
- Ways to motivate them while working in the classroom (listening to music, working in teams, positive reinforcements, etc.)
- Their favorite subjects and different topics of interest
- The different interests and skills they bring (academic, social, physical, linguistic, artistic, etc.)
- Information that parents/caregivers feel important for teachers to know
- Information that students feel important for teachers to know about them

Critical considerations for communicating student information:

- What information might be misinterpreted or be interpreted in a way that deficit-frames the student?
- What language is important to avoid?
- How do the students and parents/caregivers feel about the information you are communicating?
- What information supports expanding on students' assets rather than information that focuses on students' limitations?

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