TEACHING ENGLISH LEARNERS IN INCLUSIVE CLASSROOMS

Third Edition

TEACHING ENGLISH LEARNERS IN INCLUSIVE CLASSROOMS

By

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With a Foreword by
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With an Introduction by
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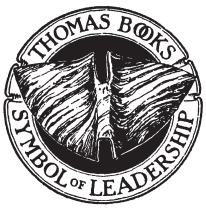

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FOREWORD

Once again, Professor Elva Durán has made an invaluable contribution to the betterment of children's learning with this newly revised text, *Teaching English Language Learners in Inclusive Education.* In her continuing efforts to speak of this topic, Dr. Durán's text updates and expands upon issues of great concern to those working with students who are English language learners as well as having special learning challenges. Given the unacceptable school dropout rates of these students, this book provides practical tools and strategies for educators to approach the unique learning needs of these students.

This text draws upon the most current laws and research in the interconnected fields of bilingual and multicultural education, language and literacy, and special needs. Additionally, Dr. Durán draws upon her extensive experiences via classroom teaching, university-level instruction, and textbook writing in these fields to present a highly useful compendium of ideas. Further, Dr. Durán has also coauthored two full curriculum programs: *Leamos Español-Beginning Systematic Instruction for Spanish-Speaking Students* and *Access-Middle School Curriculum for English Language Learners to Access Content-Sheltered Instruction.* The revised edition of this text also utilizes many of the functional strategies formulated in these unique curriculum programs.

The range of chapters exemplifies the width and breadth of this material. A sampling of these chapters include topics such as functional language and other language intervention strategies; transition; adolescent students with autism and other spectrum disorders; multiple disorders; issues related to Latino students; and issues related to African American and Asian American students. In addition to this revised material, two new areas are also addressed: literacy instruction for English learners and sheltered content instruction in social studies. Many of these chapters look at the use of direct instructional ap-

proaches that have proven to be successful strategies in addressing these educational areas.

In short, teachers and teacher trainers will find this clear, well-written text to be an invaluable resource in addressing the needs of myriad and unique students.

Bruce A. Ostertag

PREFACE

The uniqueness of this new and revised text edition can be seen in each of the chapters which have been completely rewritten to include new information on IDEA, No Child Left Behind, content standards, and research related to teaching English learners who are fully-included and may also have mild-moderate, and severe disabilities. There are new chapters in literacy development, sheltered content instruction, assessment, transition, inclusion, language development, and new information included in the chapters related to Asian, Latino, and African American students, and there is an entirely new chapter written on families. It has taken the coauthors between two and some two and a half years to finish writing their new chapters that have been included in the third and entirely new edition of *Teaching English Learners in Inclusive Classrooms.* The hard work that each coauthor did to complete their chapters is evident as teacher candidates and parents will read this new edition to help them teach all children.

The additional uniqueness of this revised edition can also be seen in the chapter titles and their contents. There is no other text to the knowledge of this author that gives such complete information on how to educate all children and youth and those who have mild-moderate-to-severe disabilities and are also English learners. The other unique quality of the new edition is that the majority of the coauthors are culturally and linguistically diverse, may speak more than one language, and have extensive background and experience in working with all learners in special and general education classrooms.

Additionally, each of the coauthors has extensive experience they have carefully woven in their chapters in also working with the teacher candidates and the children whom they teach. Thus, the chapters will reflect research-based practices as well as practical information for all children.

Elva Durán, Ph.D.

INTRODUCTION

LOU BROWN

For many years I have been informed and inspired by passionate and sustained commitments of Elva Durán to children whose first language was not an American version of English. Several years ago I agreed to write an introduction to a book she was planning. In January, 2003 I retired from the School of Education at the University of Wisconsin. Subsequently, I was consumed by three projects. First, several students and colleagues had been asking me to write some of the stories I often tell in lectures and presentations. I did (Brown, 2005a). Second, with the assistance of Professors Leonard Burrello and Pat Rogan of the University of Indiana, I recorded many of the stories and related information on three video discs (Brown, 2005b). Third, my Madison colleagues Kim Kessler and Betsy Shiraga of Community Work Services, Inc. and I produced a report of fifty individuals with significant intellectual and other disabilities who functioned in integrated work settings from four to twenty-four years after exiting public schools (Brown, Shiraga, & Kessler, 2006).

In October, 2005 Elva requested the promised introduction. I could not think of much to write that was not presented in the documents and video discs. Thus, I took editorial license in the form of copying elements of them for inclusion here. I am not sure this is proper. Indeed, some would probably say I plagiarized myself. Nevertheless, I think the elements are directly relevant to the plight of children whose second language is a USA version of English, who are not thriving in school and who are unlikely to be successful matriculants at community colleges, vocational/technical schools and universities.

Some who survive the birth process this year will be more disabled than any who did so before. Individuals with disabilities who enter and exit schools now are outliving their parents. As they age, many are presenting more longitudinal, complicated and expensive difficulties than chronological age peers.

When George W. Bush became President, he established an advisory group to address the issue of excellence in special education. In 2001, after over one year of comprehensive study, his group reported that approximately 70 percent of all persons with disabilities in the United States between the ages of eighteen and sixty-four were unemployed or grossly underemployed. Subsequently, his committee for people with intellectual disabilities reported that 90 percent of the approximately nine million adults in the United States so labeled were unemployed (PCID, 2004). A task force established by the governor of Florida reported that approximately 85 percent of all adult Floridians considered to have developmental disabilities and/or cerebral palsy were unemployed (Salomone & Garcia, 2004). Historically, individuals with disabilities whose first verbal language was not English have been represented in special education programs. It is quite likely that they are also overrepresented in unemployment statistics.

Some adults with disabilities have functioned productively in integrated work settings for centuries and each year increasing numbers do so in more communities around the world. Nevertheless, the post-school outcomes realized by the vast majority are tragically unacceptable and wasteful of hopes, dreams, lives and increasingly scarce tax dollars. Far too many exit school and are unnecessarily confined to segregated workshops, activity centers, enclaves or mobile work crews or stay at home all day with family members and/or others who are paid to be with them.

HOW TO KEEP UNEMPLOYMENT RATES HIGH

There are casual relationships between the nature of the special education and related services provided and the post-vocational failures of citizens with disabilities. If we wanted to maintain or increase these post-school failure rates, some of the actions we should continue are listed below.

- Maintain the myopic and dysfunctional views that diplomas and standardized academic achievement test scores are meaningful educational outcomes.

- Reduce curricular options to only academic courses that emphasize complex, abstract, grade level and verbally-laden content.
- Arrange for increasing numbers of students to receive special education and related services.
- Confine students with disabilities to special education schools and classes or place them in incomprehensible regular education classes glued to paraprofessionals.
- Provide instruction only on school grounds.
- Minimize parent involvement in school policies and practices.
- Transport students to schools that are far away from their homes in special vehicles.
- Hire many teachers with emergency credentials.
- Teach to developmental rather than chronological age.
- Do away with social promotion.
- Make it legal to quit school at age ten.
- Establish special schools for those who do not pass high school entrance tests. Keep them there until they either pass them or drop out. Almost all will drop out soon.
- Resist all changes in service delivery models, in-service and preservice training programs, funding priorities, curriculum development strategies, and collaboration between special and regular educators.
- Refuse to perform any action that is not clearly required by the management labor contract. Indeed, demand overtime pay for each minute past the times specified in the contract.

If you are alive and function with disabilities, you must be somewhere. Where should you be? You must be with someone. Who should you be with? You must be doing something. What should you be doing? You should be in respected environments with individuals without disabilities doing what they do because an integrated life is inherently better than one that is segregated. We must do all that is reasonable to prevent anyone from experiencing a life that is segregated, nonproductive, sterile, unnecessarily dependant and costly. Conversely, we must do what is reasonable to prepare and arrange for all citizens to live, work and play enjoyably and productively in a safe, stimulating and diverse integrated society.

Vocational preparation refers to a student with disabilities being provided the actual experiences, skills, work ethics, attitudes, values

and other phenomena needed to perform real work in integrated non-school settings and activities in accordance with the minimally acceptable standards of employers for at least minimum wages and employer-provided benefits at the point of exit from school. If a student with disabilities is likely to realize this standard by experiencing traditional service delivery models, curricula and instructional practices, use them. However, if the manifested progress of a student is not likely to result in realizing the "real work in the real world at the point of school exit," standard, alternative and supplementary experiences must be provided.

Authentic assessment refers to school personnel putting a student in real-life settings and activities and determining meaningful discrepancies between his/her expressed repertoire and the actual requirements of minimally acceptable functioning. Authentic instruction refers to teaching that which is actually needed to participate meaningfully in important real-life settings and activities. Authentic assessment and instruction are extremely valuable for persons with significant learning disabilities for several reasons. First, instruction in real-life settings and activities minimizes reliance upon generalization, and transfer of training skills that cannot be depended upon with reasonable confidence and safety. Second, valuable resources are dispensed only on teaching that which is actually needed for minimally acceptably functioning in important real-life settings and activities. Third, the actual materials, performance criteria, distractions, etc. experienced in the real world are accounted for in the instructional process.

HOW TO INCREASE EMPLOYMENT RATES

What can we do to prepare more students with disabilities to function effectively in the real world of work at the point of school exit? Individualized school exit portfolios are offered as reasonable alternatives and/or supplements to diplomas, grades, Carnegie units, courses, credits and/or scores on academic achievement tests. What should be in a school exit portfolio?

- Video records of at least four successful experiences in real jobs.
- Employer testimonials of competence.

- Verification that the student is working at least twenty hours per week in a job that pays at least minimum wage and offers employer-provided benefits at school exit.
- Evidence that the student and his/her family are connected to the persons and agencies that will provide support after school exit.
- Evidence of good work ethics, reliability, timeliness, and respect for the property rights of others.
- Evidence of reasonable physical status and appearance.
- Reasonable functional money and tool-use repertoires.
- Meaningful reading, math and communication skills.
- Minimally acceptable social and leisure competencies.
- Appropriate travel, lunch and break time skills.
- Clear descriptions of individual learning and performance characteristics.
- Valid knowledge of successful accommodations to disability manifestations.

If existing service delivery models are not resulting in preferred and realizable outcomes, what are the alternatives? Three of many are presented below.

Restructuring High Schools. Restructuring high schools refers to making changes in existing service delivery models, curriculum development strategies, personnel preparation programs and resource priorities so that students with disabilities can be provided with the preparatory experiences necessary to function effectively in real jobs that pay at least minimum wages and include employer-provided benefits at school exit. Some, but clearly not all, of the changes necessary to realize this important outcome follow. When a student enters high school, authentic vocational and related assessment and instruction should begin. During the first year, one-half day per week should be devoted to learning to function in real nonschool vocational and related settings and activities. Subsequently, the amounts of time spent learning to function efficiently in individually appropriate nonschool vocational and related settings and activities should be increased. If a student is enrolled in school after age eighteen, all instruction should be provided in integrated, respected and individually appropriate nonschool settings and activities. In short, integrated school should be faded out and integrated community should be faded in.

When students are not receiving authentic vocational and related instruction, they should be provided individually appropriate experi-

ences in regular education classes. If individually appropriate educational experiences in integrated classes cannot be generated, the amounts of time spent in important nonschool settings and activities should be increased. Special education classes, resource rooms and other segregated settings should be avoided if humanly possible, so should arranging for a paraprofessional to sit with a student in math, science, history, and literature classes when the curricula are absurdly complex, incomprehensible and not meaningfully related to acceptable post-school functioning.

Students with disabilities should be given the opportunities and assistance needed to function in a wide array of individually appropriate and integrated school-sponsored extracurricular activities. If private therapy is individually appropriate, so be it. Whenever reasonable, which is in most instances, speech, language, physical, occupational and other therapies should be provided in integrated environments and activities.

The Buyout Option. Assume school personnel will not provide authentic instruction in individually meaningful nonschool contexts because they cannot figure out how to reallocate personnel so as to provide reasonable coverage; it is too expensive; insurance rates might increase; teachers, therapists, paraprofessionals and other instructional personnel do not want to leave school grounds during school times because it is too cold or too hot out; professionals who spend one hundred and eighty minutes per day commuting to and from work in heavy traffic need to rest during school hours; if teachers cannot get back to the school in the contracted time, taxpayers must pay time and a half for overtime; school personnel cannot manage the students in nonschool settings; or teachers are too old for that or were not trained to do it. In short, assume students with disabilities are in need of authentic assessment and instruction, but cannot receive it from school professionals. In such instances, school officials can purchase the needed services from private vendors with school-administered tax dollars. That is, they can exercise the "Buyout Option" (Owens Johnson et al., 2002).

The Finishing School. Assume school administrators will not allow the provision of individually appropriate instructional services in integrated and respected nonschool settings and activities by school personnel during school days and times and/or that teachers cannot, or will not provide it. Assume further that students with disabilities are

unemployed when they graduate with diploma, drop out, or otherwise exit school. Is it too late? No. Is there no feasible option? Yes, the finishing school. The finishing school is essentially the offering of a second chance to learn that which should have been taught during the first passage through school. Thus, in a finishing school a student will learn the actual skills needed to be successful at a particular job; to get to and from work; to manage money earned; to act appropriately in public places; to maintain reasonable health; to manifest reasonable work ethics and to learn from compassionate feedback. The finishing school transcends language, racism, social promotion, sexism, tracking, dead-end jobs, academic achievement test scores, exit tests and the other reasons authentic vocational assessment and instruction were not provided during the first tour through school. The objectives and instructional strategies are clear: To teach that which is actually necessary for an individual to become a productive member of society. Failure, unemployment, involvement in criminal justice systems and producing children that cannot be supported are not in the curriculum and are not acceptable outcomes. This, of course begs the question, "If these are the right things to do the second time, why did we not do them the first time?"

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CONTENTS

TEACHING ENGLISH LEARNERS IN INCLUSIVE CLASSROOMS

Chapter 1

CREATING INCLUSIVE SCHOOLS FOR ALL LEARNERS

PAULA M. GARDNER

INCLUSIVE EDUCATION AND EDUCATIONAL REFORM

Historically, students with disabilities have been the recipients of educational practices based on restrictive and exclusionary values, often under the pretext of "what is best for them." Beginning in the mid-nineteenth century, children with the most significant disabilities were placed in residential institutions often receiving little to no education (Bybee, Ennis, & Zigler, 1990). It was not uncommon for this population of children to spend their entire life in a residential institution (Scheerenberger, 1983). There existed an assumption that children with significant disabilities needed protection from a world in which they did not fit in and in which they could not survive. Early in the twentieth century, attempts to educate those once thought "uneducable" were made (Kauffman & Hallahan, 1992). Classes and/or supports for children with moderate and severe disabilities remained rare, however. There were few federal laws in support of education and services for children with disabilities. As a result, children with disabilities were routinely excluded from our nation's schools. However, as the political and moral climate began to change in the 1950s and 1960s, a shift began to occur. Concerned advocacy groups pushed to move children and adults out of the institutions and in to the community. Schools and classes for children with disabilities were being opened all over the country, first in church basements and community centers and later in school districts. Yet, more than a decade later,

programs for students with moderate and severe disabilities continued to reflect the practice of segregated classrooms and schools and continued denied opportunities for integration within the community (Brown et al., 1989). Over the past twenty years, however, legislation, case law, a climate of social justice in our culture, and research validated practices has led to an intensified debate regarding the context in which students with moderate and severe disabilities should receive their education. More and more educators are questioning the practice of responding to student diversity by creating separate special programs and/or classrooms, instead asserting the need to create an educational system grounded in democratic principles and the constructs of social justice (Gartner & Lipsky, 1987; Skrtic, 1991; Stainback, Stainback, & Bunch, 1989). These values are embodied in the practice of educating children with moderate and severe disabilities in supportive mainstream schools and classrooms. This practice, known as inclusion, advocates that children with disabilities be educated in age-appropriate general education classrooms located in schools that they would attend if they did not have a disability. For many general and special educators, an inclusive service delivery model represents significant change. The concept, although arguably simple to understand, is often complex in implementation. Addressing and overcoming obstacles or challenges to implementation recurrently requires an overall restructuring effort. A shift from labeling and sorting children with disabilities, focusing on their capability rather than their incapability requires a transformation of educational policies and practices. Many teachers, all over the world, have and are experiencing this transformation, discovering that children with moderate and severe disabilities can learn alongside their nondisabled peers. Teachers all over the world are witnessing academic growth never thought plausible, communication skills never thought possible, and friendships never thought probable. As a result of these positive outcomes, more and more schools are embracing inclusion as their vision for all of the children they serve (Fisher, Sax, & Grove, 2000). And yet, despite the great advancements that have been made in the past fifty years, much work remains to be done if schools are to effectively address the educational needs of students with moderate and severe disabilities in the general education classroom. For schools to effectively nurture those educators committed to including children with ethnic, cultural, linguistic, sexual, gender, ability, and socioeconomic differences they

must first seek to understand what history has taught us. In the words of American philosopher George Santayana (1863–1952), "Those who do not remember the past are condemned to repeat it" (1995).

THE CIVIL RIGHTS MOVEMENT

Legislation has played a major role in the history of special education services for children with moderate and severe disabilities. In fact, much of the progress in meeting the needs of children with significant disabilities can be attributed in large part to court cases and the passage of a landmark federal law. The history of educating children with disabilities in the United States is analogous to that of other groups in our society that have been excluded or separated based on characteristics perceived to be "different." One of the greatest influences on those with disabilities was the Civil Rights Movement. The *Brown v. Board of Education* (1954) decision was the first case to address the issue of racial desegregation of schools (Turnbull, 1993). As Chief Justice Earl Warren ruled in the 1954 decision, separateness in education is inherently unequal. The Brown decision recognized "that if black children were educated separately, even in facilities 'equal' to those of white children, their treatment was inherently unequal because of the stigma attached to being educated separately and the deprivation of interaction with children of other backgrounds" (Rothstein, 1990). The application of the principles set forth in the Brown decision provided advocates of the disabled with the vehicle to address equal educational opportunities for children with disabilities. *Brown v. Board of Education* was a major impetus behind impending "right to education" cases (Turnbull, 1993).

LEGISLATION

Beginning in the 1960s and early 1970s legislation and litigation were used to ensure that the civil and educational rights of children with disabilities were preserved. At that time, however, no federal programs existed that addressed the needs and interests of people with mental retardation. In response to this void and as a result of wide-