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Barriers That Impede the Progress of CLD Families Entering and Navigating the Special Education System

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**BARRIERS THAT IMPEDE THE PROGRESS OF CLD FAMILIES ENTERING AND
NAVIGATING THE SPECIAL EDUCATION SYSTEM**

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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts
in Teaching English to Speakers of Other Languages

Hamline University

Saint Paul, MN

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Project Summary

There are three main components of my project: a flowchart, a glossary highlighting the most commonly used terms in Special Education, and finally, an explanation of the specific interventions for the most common disabilities identified in my school district. The final project has been compiled into a brochure, to share with CLD families who are entering the Special Education process in the district I work in. The brochure has been created, as a means of addressing my research question: *what barriers impede the progress of CLD families entering the Special Education process and what strategies can be used to overcome them?*

First, I created a flowchart for CLD families who are beginning the Special Education process in my district. The flowchart is a tool for parents interested in how the U.S. Special Education system works, without the technical jargon and where necessary, terms have been exclusively defined in the glossary. After several years of attending IEP's and conferences for CLD, and more specifically ELL families being referred to Special Education, I have identified many misconceptions about the entire Special Education process in the United States. I believe a flowchart will be a helpful and supportive visual tool that will clarify these misconceptions.

The flowchart begins when a teacher or caregiver has a concern about a student's academic growth. The chart will walk through the following processes: pre-referral, evaluation, placement, and continued progress monitoring through the IEP. The language will be basic, in the sense that technical jargon will be avoided. The goal is that this project will decrease barriers, and promote collaboration between Special Education professionals and families of CLD students.

Second, I created a glossary of terms that are commonly used in Special Education. In my experiences participating and observing Special Education meetings, I have heard these terms loosely flow throughout the conversations, but little is done to explain to parents what they actually mean for their child. The list is concise, only focusing on the most common jargon parents are exposed to.

Third, I have highlighted the interventions implemented for the most common disabilities students' are identified for under Special Education services in my school. These include: Autism Spectrum Disorder (ASD), Developmental Delay (DD), and Other Health Disabilities (OHD). In this part of the brochure, examples of supportive services and interventions are explained based on the Special Education diagnosis.

In creating this brochure, my goal is that parents and caregivers will get a better understanding of what they are giving consent to, or declining when they agree or disagree to have their child placed in Special Education. The brochure will be translated into Somali and Spanish, to maintain equitable practices. In conversations I have had with ELL and CLD families, I have identified a common misconception. Parents often believe that their child will be placed with a paraprofessional who will "shadow" their child the entire school day. Parents have expressed concern that this type of intervention will create a stigma around their child, and as a result, the parent declines Special Education. This is problematic because often times the disability may only signify that the student will be pulled out for a small portion of their day with other students to work on areas like social skills. My hope is that this brochure will assist CLD families in making the best decision for their child.

Capstone Project: Copies of English, Somali, and Spanish Parent Brochures


The Special Education Process

Process Continues When:	Process Stops When:
Parents, school staff, or others request evaluation of special needs. Parents agree to have their child evaluated in writing.	Child does not qualify; not eligible for Special Education at this time. He/she may be re-evaluated at another time.
Evaluation is completed and child qualifies.	
Individual Education Plan (IEP) is developed and student placement is determined. Both are reviewed with parents.	Parents disagree to Special Education services.
Parents agree to services.	
Parents and student's support team (teacher, Special Ed. teacher etc.) meet annually to review students goals.	
Parents agree to child's new academic and/or developmental goals.	

Adapted From "Overview of the Special Education Process."
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St. Louis Park Public Schools

A Parents Guide to Special Education



What do I do if my child's teacher or I have a concern regarding my child's development and/or academic progress?

The Special Education system and process of referring children for Special Education varies around the world. Different countries and cultures have different ways of educating children with special needs. Here, at Saint Louis Park School District, we value an educational environment that is rich with many types of learners. Our community and staff values diversity of language, race, cultural backgrounds, and ability levels. We believe that all students benefit from being in a class with their same-aged classmates for as much of the day as possible. We do our best to provide student's whom classify under the large umbrella of special needs an integrative learning environment where they are able to be participants in the general education classroom for as much of their day as possible.

The Special Education Process can feel overwhelming for any family at first. There is a lot of new information to understand. We want you to know that your child's academic success and development is our primary goal. It is important that you completely understand the process and language that may be used when working with your child's teachers and support team, so that together we can come up with the best plan for your child.

In this brochure, we have created a flow-chart of the Special Education process, common terms in the Special Education process, and some examples of Special Education practices for you to have a clear visual of the Special Education process in SLP schools. **Our goal is to work as a team to make sure your child is receiving a challenging curriculum where he/she can feel successful in school.** We want you to ask questions, and offer your expertise- after all, you know your child best!

Please contact Julia Zanabria with Questions:
612-360-4558

Common Terms in the Special Education Process:

IDEA: The Individuals with Disabilities Education Act (IDEA) is the federal law that guarantees individuals the right to be educated in an environment as closely with their peers without disabilities as possible.

Accommodation: An accommodation is a change in teaching techniques, materials or environment. For example, if your child has trouble with writing, she might be allowed to answer test questions orally. Even with that accommodation, though, she's expected to learn the same content as other kids.

Modification: A modification is a change in what a student is expected to learn and demonstrate. For example, instead of being asked to write an essay analyzing the benefits of protecting our water sources, your child might be asked to describe in writing two facts about where we get our water supply.

IEP: An Individualized Education Plan (IEP) is a legal document. If your child qualifies for Special Education, this is a very important document for you and your child. It explains your child's educational goals, academic challenges and strengths. It describes how he/she is currently doing academically. It also lists when and where your child will receive Special Education services.

Adapted from "IEP Terms to Know." Copyright 2014-2019 by Understood for Learning and Attention Issues

What does the Special Education Teacher do?

Depending on the disability your child has been diagnosed with, teachers and other staff will help your child in different ways so that your child can be successful in school. These are some of the ways we do this:

Communication Skills: If a student has trouble communicating verbally, his/her Special Education teacher may create picture cards for the student to use when he/she needs help or has a request. The student would be taught how to use the picture cards to support their learning. For example, if the student needs to use the bathroom but can not express that in words, he would show the teacher a picture card for "bathroom." These cards would be used in all environments where the student is present.

Social Skills: If a student struggles to act appropriately with his classmates or teachers, the Special Education teacher may practice reciprocal conversations (turn-taking), or creating friendship groups with other students where the student can learn important social skills that will help him/her make friends and be more successful in class.

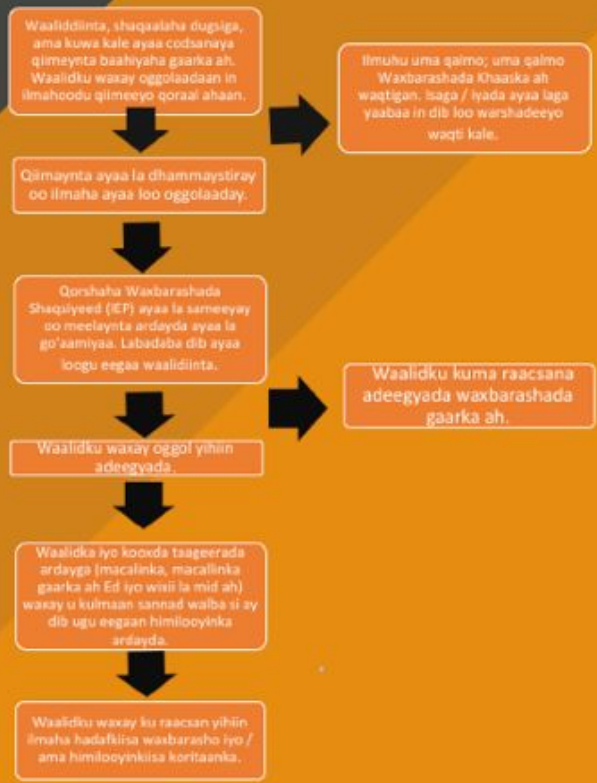
Behavior Skills: Teachers may use behavior modification if the student is struggling with behavior that is getting in the way of his learning. Behavior modification is rewarding the student (with a sticker, star etc.) when he is showing the desired behavior. The classroom teacher and/or support staff would use this intervention throughout the student's school day for as long as needed, until the behavior has improved.

Work Completion Skills: If a student is having difficulty completing his classwork, Special Education teachers, support staff, and classroom teachers may help the student complete non-preferred activities. Behavior modification (rewarding the desired outcome) may be used for work completion, until the student understands the practice of finishing his work. Teachers may also help students with organizational skills to keep their work organized. For example, teaching the student to use a daily planner with homework assignments, or color-coding folders to help stay organized.

Academic Skills: If a student has difficulty understanding the content that the teacher is teaching, Special Education staff may take the student into a small group setting with less distractions than in the classroom. They may work on skills like letter and number writing, or additional time spent in any academic area they are struggling with.



Habka waxbarashada gaarka ah



Dugsiyada Dadweynaha ee Saint Louis Park

Waalidku waxay hagitaan waxbarasho gaar ah



Maxaan sameeyaa haddii cunugeyga macalinkiisa ah ama aan walaac ka qabo koritaanka cunugeyga iyo / ama horumarka akadeemiyadeed?

Nidaamka Waxbarashada Gaarka ah iyo hanaanka loosoo gudbiyo arruurta waxbarashada gaarka ah wey ku kala duwan yihiin adduunka oo dhan. Wadamo kala duwan iyo dhaqamo kaladuwan ayaa leh qaabab kala duwan oo wax lagu baro caruurta baahiyaha gaarka ah leh. Halkan, Duplaga Degmada Saint Louis Park, waxaan ku qiimeyneynaa jawi waxbarasho oo hodan ku ah noocyo badan oo bartayaal ah. Bulshadeena iyo shaqaalaha ayaa qiimeeya kala duwanaanta luqadda, isirka, asalka dhaqan, iyo heerarka awooda. Waxaan aaminsanahay in ardayda oo dhami ay ka faa'iideystaan la oolista fasaalka fasaal ay isku da'da yihiin inta ugu badan ee suurogalka ah. Waxaan ku dadaalnaa sida ugu wanaagsan ee aan u bixinno cidda ay u kala saaraan dalladda ballaaran ee baahiyaha gaarka ah bey'ad waxbarasho oo isku-dhahan halkaas oo ay awood ugu yeelan karaan ka-qaybgalayaasha fasaalka guud ee waxbarashadda inta ugu badan ee suurogalka ah.

Nidaamka Waxbarashada Gaarka ah wuxuu dareemi karaa wax xoog leh goys kasta marka hore. Waxaa jira macluumaad fara badan oo cusub oo la fahmayo. Waxaan rabnaa inaad ogaato in horumarka cunuggaaga uu ku gaarayo waxbarashadda iyo horumarkisuna ay tahay yoolkeena koowaad. Waa muhiim inaad si buuxda u fahanto nidaamka iyo luuqadda loo adeegsan karo markii aad la shaqeyneysa macallimiinta cunuggaaga iyo kooxda taageerada, si aan si wada jir ah ula imaan karno qorshaha ugu wanaagsan ee cunuggaaga.

Bilug-yarahan, waxaan ku abuurnay shax-socodka nidaamka waxbarashada gaarka ah, shuruudaha caadiga ah ee hanaanka waxbarashada gaarka ah, iyo tusaalooyin qaar ka mid ah hab-dhaqanka waxbarashadda khaaska ah si aad aragti muuqata uga hesho nidaamka waxbarashadda gaarka ah ee dugsiyada SLP. Himiladeena ayaa ah inaan u wada shaqeyno koox ahaan si aan u hubinno in cunuggaaga uu ku helo manhaj adag halkaas oo isaga / iyada ay dareemi karto inuu ku guuleysto dugsiya. Waxaan rabnaa inaad weydiiso su'aalo, oo aad soo baxiirto khibradaada - ka dib oo dhan, waxaad si fiican u taqaanaa cunuggaaga!



Shuruudaha Guud ee Nidaamka Waxbarashada Gaarka ah:

IDEA: Shakhsiyadka Naafada ah ee Sharciga Waxbarashada Naafada (IDEA) waa sharciga federaalku in dammaanad qaadayo shaqsiyaadka inay xaq u leeyihiin in wax lagu baro deegaan sida ugu dhow ee ay ula dhaqmaan asxaabtooda aan naafo ahayn sida ugu macluulsan.

Deegaan ahaan: Hoygu waa isbeddel ku yimaadda farsamooyinka barista, alaabada ama jawiga. Tusaale ahaan, haddii ilmahaagu dhib ku qabo wax qorista, waxaa laga yaabaa in loo oggolaado inay afka kaga jawaabto su'aalaha imtixaanka. Xitaa iyada oo leh hoygaas, in kastoo, waxaa la filayaa inay bartato isla waxyaabaha ay caruurta kale ula mid noqoto.

Dib-u-habeyn: Wax ka badalku waa isbeddelo waxa ardayga laga filayo inuu barto oo muujiyo. Tusaale ahaan, halkii la weydiin lahaa inuu qoro qoraal curis ah oo falanqeynaya faa'iidooyinka ilaalinta ilaha biyaha, cunuggaaga waxaa laga yaabaa in la weydiyo inuu sharraxaad ka bixiyo qorista laba xaqiigooyin oo ku saabsan halka aan ka helno biyo-siinteenna.

IEP: Qorshe waxbarashad shaqsiyeed (IEP) waa dukumenti sharci ah. Haddii ilmahaagu uqalmo Waxbarashada Gaarka ah, tani waa dukumenti aad muhiim ugu ah adiga iyo ilmahaaga. Waxay sharraxaysaa yoolalka waxbarasho ee cunuggaaga, caqabadaha waxbarasho iyo awoodaha uu leeyahay. Wuxuu sharraxayaa sida isaga / iyada ay hadda u sameynayaan waxbarasho ahaan. Waxay kaloo liis garaynaysaa goorta iyo meesha ilmahaagu ka heli doono adeegyada Waxbarashada Gaarka ah.

Muxuu qabtaa Macalinka waxbarashada gaarka ah

Waxay ku arantahay faad darrida ubadkaaga ee laqablay, macalliminta iyo shaqaalaha kale waxyi ka caawin doonaan cunuggaaga siyaabo kaladuwan si cunuggaaga ugu guuleysto iskuulka. Kowaani waa qaar ka mid ah darligooyinka aan sidaan ku sameynano.

Xirfadaha Tapaarinta: Haddii ardaygu dhib ku qabo ku hadalka saggaa hadalka, macalliminta / neesha waxbarashada waxbarashada khaaska ah ayaa u ahayn kara korarka sawiika ardayga si ay u tilmaamto marka lagu / iyada u baahno kaalmo ama fidi. Ardayga waxaa la hant doonaa sida loo tilmaamo korarka sawiika si loogu taageero waxbarashada. Tusaale ahaan, haddii ardaygu si baahan yahay inuu tilmaamo meesha baalinta susan ku meel ka dhigto, wuxuu fidi lahaa macalinka kaarka sawiika "muuqasho". Kaararkaani waxaa loo adeegsan doonaa dhammaan deegaanada oo ardaygu jirto.

Xirfadaha Hubinta: Haddii ardaygu ku dhibtooda inuu si ku haboon ula dhaqmo socaalka ama macalliminta, macallimka gaarka ah ee waxbarashada wuxuu ku tababaray karaa wada-hadalka li-aqarad ah (ama markooda ah), ama wuxuu u ahayn karaa kooxo saaxiibtinimo ardayda kale halkaas oo ardayga ku baran karo xirfadaha bulsho ee muhiimka ah ee ka caawin doona isaga / iyada waxyi samaynta saaxiibo wakayna aad ugu guuleystaa fasaalka.

Xirfadaha Dabeecadda: Macalliminta waxyi tilmaam karaan dib-u-habeyn dabeecadeed haddii ardaygu uu la dhibtoonayo hab-dhaqan ku habboon qaabalka waxbarashada. Wa ka beddelka akhlaqda ayaa abaalmariyaha ardayga loo ku dhigan waqad, siddig leem, i Marka uu muujinayo akhlaqda la doonay. Macalinka faalka iyo / ama shaqaalaha kuimaynta ayaa u adeegsan doona faragelinta adiga laga jiro maallinta dugsiya ee ardayga ilaa iyo inta loo baahan yahay, ilaa akhlaqda ay ka filnaato.

Xirfadaha Dhamaystirka Shaqada: Haddii ardaygu haddi ay ku adag tahay dhamaystirka faalka, macalliminta waxbarashada gaarka ah, shaqaalaha taageerada, iyo macalliminta faalka ayaa ka caawin kara ardayga dhamaystirka shaqada adiga aad doortido. Wax ka beddelka akhlaqda (abaalmariinta natiijada la rabay) ayaa loo tilmaam karo dhamaystirka shaqada, ilaa ardaygu fahmo fidi ahaan dhamaynta shaqada. Macalliminta sidoo kale waxyi ka caawin karaan ardayda xirfadaha abaabul si ay shaqadooda u habeyn u ahaadaan. Tusaale ahaan, barista ardayga in loo tilmaamo qorsheeyaha maallimaha ah ee lafayyada shaqada guriga, ama fay midabaynta si ay ugu caawo abaabulka.

Xirfadaha Tadiineed: Haddii ardaygu dhib ku qabo fahimkaanka murka uu macalinku dhigayo, shaqaalaha Waxbarashada Gaarka ah ayaa ardayga u goyn kara koox yar oo leh waxyi aad ku macluulsanayn fasaalka. Waxyi ka shaqeyn karaan xirfadaha sida korarka iyo qorista lambar, ama waqt dherer ah oo lagu qaato aag kasta oo tacliineed ay la haqamayaan.



Proceso de la Educación Especial



Escuelas Públicas de Saint Louis Park

UNA GUIA DE LA EDUCACION ESPECIAL PARA PADRES Y APODERADOS



¿Qué hago si el maestro de mi hijo o yo tenemos una inquietud con respecto al desarrollo y / o progreso académico de mi hijo?

El sistema de educación especial y el proceso de derivación de niños para educación especial varía en todo el mundo. Diferentes países y culturas tienen diferentes formas de educar a los niños con necesidades especiales. Aquí, en el distrito escolar de Saint Louis Park, valoramos un entorno educativo rico en muchos tipos de alumnos.

Nuestra comunidad y nuestro personal valoran la diversidad de idioma, raza, antecedentes culturales y niveles de habilidad. Creemos que todos los estudiantes se benefician de estar en una clase con sus compañeros de la misma edad durante la mayor parte del día posible. Hacemos nuestro mejor esfuerzo para proporcionar a los estudiantes que clasifican bajo el amplio paraguas de necesidades especiales un ambiente de aprendizaje integrador donde puedan participar en el aula de educación general durante la mayor parte de su día como sea posible.

El proceso de educación especial puede ser abrumador para cualquier familia al principio. Hay mucha información nueva que entender. Queremos que sepa que el éxito académico y el desarrollo de su hijo es nuestro objetivo principal. Es importante que comprenda completamente el proceso y el lenguaje que se pueden usar al trabajar con los maestros y el equipo de apoyo de su hijo, para que juntos podamos idear el mejor plan para su hijo.

En este folleto, hemos creado un diagrama de flujo del proceso de Educación Especial, términos comunes en el proceso de Educación Especial y algunos ejemplos de prácticas de Educación Especial para que tenga una visión clara del proceso de Educación Especial en las escuelas SLP. Nuestro objetivo es trabajar en equipo para asegurarnos de que su hijo reciba un plan de estudios desafiante donde pueda sentirse exitoso en la escuela. Queremos que haga preguntas y ofrezca su experiencia; después de todo, ¡conoce mejor a su hijo!



Términos comunes en el Educación Especial:

IDEA: La Ley de Educación para Individuos con Discapacidades (IDEA) es la ley federal que garantiza a las personas el derecho a ser educado en un entorno tan cercano con sus compañeros sin discapacidad como sea posible.

Alojamiento: Un alojamiento es un cambio en Técnicas de enseñanza, materiales o entorno. Por ejemplo, si su hijo tiene problemas para escribir, ella podría permitirle responder preguntas de la prueba oralmente. Incluso con ese alojamiento, sin embargo, se espera que ella aprende el mismo contenido que otros niños.

Modificación: Una modificación es un cambio en lo que

Se espera que el estudiante aprenda y demuestre. Por ejemplo, en lugar de que se le pida que escriba un ensayo

analizando los beneficios de proteger nuestras fuentes de agua, se le puede pedir a su hijo que describa por escrito dos datos sobre dónde obtenemos nuestro suministro de agua.

IEP: un plan de educación individualizado (IEP) es legal documento. Si su hijo califica para Educación Especial, Este es un documento muy importante para usted y su niño. Explica los objetivos educativos de su hijo, desafíos académicos y fortalezas. Describe cómo él / ella está haciendo actualmente académicamente. También enumera cuándo y dónde recibirá su hijo los servicios en español.

¿Qué hace el maestro de educación especial?

Dependiendo de la discapacidad que le hayan diagnosticado a su hijo, maestros y otro personal ayudarán a su hijo de diferentes maneras para que su hijo puede tener éxito en la escuela. Estas son algunas de las formas en que hacemos esto:

Habilidades de comunicación: Si un estudiante tiene problemas para comunicarse verbalmente, su maestro de educación especial puede crear tarjetas con imágenes para que el estudiante debe usar cuando necesita ayuda o tiene una solicitud. Les enseñaría a los estudiantes cómo usar las tarjetas con imágenes para apoyar sus aprendizajes. Por ejemplo, si el estudiante necesita usar el baño pero no puede expresar eso con palabras, le mostraría una imagen al maestro/tarjeta para "baño". Estas tarjetas se usarían en todos los entornos donde el estudiante esté presente.

Habilidades sociales: Si un estudiante lucha por actuar apropiadamente con sus compañeros de clase o maestros, el maestro de Educación Especial puede practicar conversaciones recíprocas (turnos) o crear grupos de amistad con otros estudiantes donde el estudiante puede aprender habilidades sociales importantes que lo ayudará a hacer amigos y tener más éxito en clase.

Habilidades de comportamiento: Los maestros pueden usar modificaciones de comportamiento si el estudiante está luchando con un comportamiento que se interpone en el camino de su aprendizaje. La modificación del comportamiento es gratificante para el estudiante (con una pegatina, una estrella, etc.) cuando muestra el comportamiento deseado. El maestro de aula y / o el personal de apoyo usarán esta intervención durante todo el día escolar del estudiante por el tiempo que sea necesario, hasta que el comportamiento haya mejorado.

Habilidades de finalización de trabajo: Si un estudiante tiene dificultades para completar su trabajo en clase, maestros de educación especial, personal de apoyo y aulas maestros pueden ayudar al alumno a completar actividades no preferidas. Se puede utilizar la modificación del comportamiento (recompensar el resultado deseado) para completar el trabajo, hasta que el alumno comprenda la práctica determinando su trabajo. Los maestros también pueden ayudar a los estudiantes con la organización/habilidades para mantener su trabajo organizado. Por ejemplo, enseñar al alumno usar un planificador diario con tareas o códigos de colores/etiquetas para ayudar a mantenerse organizado.

Habilidades académicas: Si un alumno tiene dificultades para comprender el contenido que el maestro está enseñando, el personal de educación especial puede tomar el estudiante en un grupo pequeño con menos distracciones que en el salón de clases. Pueden trabajar en habilidades como escribir letras y números, o tiempo adicional en cualquier sujeto de la escuela que le hace falta.



Project References

Most of the research for this project was done by talking with my content expert, Laurie Erickson. I wanted to make sure that the information I was going to put in this brochure was relevant to *our* district. She provided and guided me through the most recent practices for Special Education in the district where we work.

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