

Planning Evaluations for Diverse Learners Resources

Online Directory of Bilingual School Psychologists

http://www.nasponline.org/about_nasp/bilingualdirectory.aspx

Phonemic Inventories

Phonemic Inventories and Cultural and Linguistic Information Across Languages (asha.org)

<https://www.asha.org/practice/multicultural/phono/>

Culture-Language Interpretive Matrix

<http://facpub.stjohns.edu/~ortiz/CLIM/>

- To help determine the extent to which differences in developmental language proficiency and acculturative learning opportunity may have affected the validity of scores obtained from standardized tests of special education. The CLIM is not a diagnostic tool, but it may help to answer the difference versus disorder question which is central to special education eligibility considerations.

REL IES Video on Identifying Learning Disabilities Among English Learners

<https://youtu.be/sZVDnSisCZw>

No cost CLIM fillable form with graphing:

<http://facpub.stjohns.edu/~ortiz/CLIM/C-LIM%20Basic%20-%20v4.0.xls>

Watch a demo here <https://www.youtube.com/watch?v=gHvjS7MitPI>

Updated CLIM Test Classifications Reference List <http://facpub.stjohns.edu/~ortiz/CLIM/CLTC-Reference-List%2010.29.2018.doc>

Colorín Colorado on special education and ELs

<http://www.colorincolorado.org/special-education-and-ells-event-archive>

Should we evaluate students in their home language when possible?

<https://www.youtube.com/watch?v=mIEwRsRbYGM&index=4&list=PLoU659hwTdDbmPLXRbCdXZK7qUBEvo4ya>

Questions of Culture

<https://www.youtube.com/watch?v=MLMb6mqDEdo&list=PLoU659hwTdDbmPLXRbCdXZK7qUBEvo4ya&index=7>

Full playlist here:

<https://www.youtube.com/playlist?list=PLoU659hwTdDbmPLXRbCdXZK7qUBEvo4ya>

Self-Assessment Checklist on Cultural Competency

<http://www.nasponline.org/resources-and-publications/resources/diversity/cultural-competence/self-assessment-checklist>

Portland State University – information on languages and cultures

- Search by language to locate information on phonology, morphology, syntax, semantics and more to build understanding of how patterns in a particular language may manifest in individuals from culturally and linguistically diverse backgrounds. <https://sites.google.com/pdx.edu/multicsd/languages>
- Search by ethnic group, country or culture to better understand the international cultural perspective to build understanding of how values and belief systems may affect your interactions. <https://sites.google.com/pdx.edu/multicsd/international-cultures>
- For information when considering the implication of an individual’s US culture (Native American, African American, and more): <https://sites.google.com/pdx.edu/multicsd/us-cultures>

ELS with Disabilities

<https://www.osepideasthatwork.org/federal-resources-stakeholders/english-language-learners>

RIDE Guidance on the Q&A, ELSWD:

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/Participation%20of%20English%20Learners%20w%20Disabilities.pdf>

OELA Toolkit Chapter 6 **Addressing English Learners with Disabilities** (PDF, 1.27MB)

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

RITELL Languages of RI

The Languages of RI Project was completed by the graduate students of the M.Ed. in TESL Program at Rhode Island College to aid RI teachers in understanding the distance students are traveling from their native languages and countries to English in the United States. Each powerpoint consists of approximately 12 slides with information about orthography and structure, natural errors made in English coming from that language, cross-cultural communication style, educational opportunities in home country, and more. <http://www.ritell.org/Language-and-Country-Projects/>

WIDA tools <https://wida.wisc.edu/> to find Key Language Uses, Language Expectations, Functions, Features, plus performance definitions and standards frameworks for both DLL and school age MLLs.

Culturally competent assessment of ELLs: Strategies for school personnel

<http://www.nasponline.org/resources-and-publications/resources/diversity/cultural-competence>

A Bilingual Psychoeducational Assessment MODEL including examples of which of the student’s languages to utilize based on data (use WIDA performance definitions in comparison to the CALP data in Table 1)

http://www.casponline.org/pdfs/pdfs/2011_journal_individual/2011_pschoeducational_117-127.pdf

University of TX at Austin - RTI and ELs

http://buildingrti.utexas.org/sites/default/files/booklets/K-12_IDM_procedures.pdf

ASHA Better Hearing & Speech Month 2017 Bilingual Speech/Language Development

Week 4: Bilingual Speech/Language Development

- [Video: The Superpower of Being Bilingual](#)
- [ASHA/AAP Article: 7 Myths and Facts About Bilingual Children Learning Language](#)
- [Infographic: Tips for Raising Your Child To Be Bilingual](#)
- [Infographic: Bilingual Myth/Fact 1 \[Spanish\]](#)
- [Infographic: Bilingual Myth/Fact 2 \[Spanish\]](#)
- [Infographic: Bilingual Myth/Fact 3 \[Spanish\]](#)
- [Infographic: Bilingual Myth/Fact 4 \[Spanish\]](#)

For assistance with training school teams on bilingual and culturally competent evaluations for special education, contact Emily.Klein@ride.ri.gov