**Overview**

In Massachusetts, English learners who are also identified as children with disabilities based on the [Individuals with Disabilities Education Act](https://www.colorincolorado.org/article/what-individuals-disabilities-education-act) (IDEA) are frequently referred to as English learners with disabilities (ELSWDs). English learners with disabilities must receive services or supports through an [Individualized Education Program](https://www.colorincolorado.org/special-education-ell/iep) (IEP) or 504 accommodation plan and language services at the same time in order to make progress towards attaining English language proficiency. This student group is neither static nor homogeneous. Rather, ELSWDs are a diverse group with varied instructional and social-emotional needs related to both language and ability. To effectively support ELSWDs, educators must know students’ academic, behavioral, cultural, linguistic, and social-emotional strengths and needs across time. They also must be able to recognize and address their students’ needs both as English learners and as students with a disability, and to determine and implement the most effective and appropriate instructional practices and assessments to move ELSWDs’ learning forward. This type of instruction requires regular communication and collaboration among all teachers who interact with a common group of ELSWDs (grade level/content area, special education, ESL, and bilingual teachers, etc.)

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| **Common Misconceptions and Realities Regarding Learning Disabilities and the Language Acquisition Process** |
| **Misconceptions*** All English learners learn in the same way at about the same rate; a slow rate of language acquisition indicates a possible disability.
* Learning disabilities usually correspond with a low IQ. English learners with learning disabilities are unable to learn.
* Instruction for dually identified students is the responsibility of only the ESL and special education teacher.
* English learners suspected of having a disability cannot be referred to special education evaluation until they have obtained a high-level English language proficiency.
* Once an English learner is identified as a student with a disability, they no longer need to receive language services or ESL instruction because their special education services supersede their need for language services.
 | **Realities*** The length of time it takes students to acquire academic language in English varies a great deal, from 4 to 7 years or more.
* Any student with specific learning disabilities, including ELSWDs, must be average or above in intelligence as measured by an individual IQ test and have a significant discrepancy between their ability and achievement.
* Instruction for dually identified students is the responsibility of all teachers; each teacher plays a specific role in supporting student’s academic and language development.
* Delaying the evaluation of English learners for special education and related services for a specified period of time based on their English learner status is a violation of IDEA and Federal civil rights laws.
* District and/or school policies (formal or informal) that do not allow for dual special education and language services or policies that result in English learners receiving either special education or language services but not both are a violation of IDEA and Federal civil rights laws.
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**Strategies and Best Practices**

To meet the unique academic, language, disability-related, and social-emotional learning needs of ELSWDs, classroom educators can use the following strategies and practices to provide effective learning environments:

* **Use a** [**Multi-Tiered System of Support**](https://www.doe.mass.edu/sfss/mtss/) **(MTSS) to provide the continuum of supports ELSWDs may need at any point in their schooling.** Effective tiered systems of support include tiers designed following culturally responsive teaching and [Universal Design for Learning](https://www.cast.org/impact/universal-design-for-learning-udl) (UDL). They also ensure equitable access to high-quality instruction and interventions for all students.
* **Maintain an** **asset orientation**. Cultural proficiency, competency, and [responsiveness](https://www.doe.mass.edu/instruction/culturally-responsive/) are the heart of establishing effective classroom contexts for learning. In practice this means educators’ daily practice values, respects, draws upon, and leverages English leaners’ assets. The Massachusetts [Blueprint for English Learner Success](https://www.doe.mass.edu/ele/blueprint/dashboard.html), specially Pillar 1 [Building Block 3](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b3-classroom.html) highlight ways educators can adopt and establish asset-based teaching.
* **Integrate critical features of teaching and learning for ELSWDs into instructional practice.** This requires educators who are knowledgeable about their students and who can design and implement high-quality, challenging, yet supportive learning environments based on this information.

**Tips for Teaching ELSWDs**

* [Develop classroom profiles](http://www.edu.gov.on.ca/eng/general/elemsec/speced/learningforall2013.pdf#page=36) to gather information about students and use it to plan instruction, assess and monitor student progress, and provide interventions
* Use a backwards design curriculum development approach (e.g., [Understanding by Design - UbD](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/)) to plan rigorous instruction that integrates content and language Curriculum/ Standards Frameworks
* Incorporate Universal Design for Learning (UDL) [guidelines](https://udlguidelines.cast.org/?utm_source=castsite&lutm_medium=web&utm_campaign=none&utm_content=aboutudl) alongside [evidence-based instructional practices for ELs](https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf#page=7)
* Use the WIDA ELD Standards Framework, 2020 edition grade level cluster Proficiency Level Descriptors to scaffold instruction and build new learning on what students can do
* **Incorporate academic and linguistic curricular adaptations as needed.** This includes incorporatingmodifications, [accommodations](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf#page=15) and [scaffolds and supports](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b2-classroom.html) as outlined in a student’s IEP and calibrated to their English language proficiency level. Educators can use Proficiency Level Descriptors in the 2020 edition of the WIDA English Language Development Standards Framework to support calibration.
* **Regularly** [**collaborate**](https://www.doe.mass.edu/ele/blueprint/qrg/111-p1b1-classroom.pdf) **with other educators** [**who share responsibility for the success of a common group of ELSWDs**](https://www.colorincolorado.org/article/serving-english-learners-disabilities-how-eslbilingual-specialists-can-collaborate-student)**.** All teachers, including grade level/classroom, bilingual, ESL and special education teachers need regular opportunities to communicate about and collaborate to improve ELSWD’s academic achievement and success in and out of school.
* **Engage and partner with ELSWDs’ families to support their success.** Federal guidance mandates notification and involvement of parents at every step of a student’s special education evaluation, program placement, and reevaluation.[[1]](#footnote-1) Engaging and involving parents, particularly parents who may not be as familiar with schools in the U.S., is especially important because of potential challenges they face in navigating the system. For example, immigrant parents or caregivers may not be familiar with American expectations for parental involvement in education and may hold different views about the role of teachers and families in promoting student success. Supporting parents includes intentionally developing partnerships by building educators and parents’ capacity for effective engagement, developing positive relationships between educators and families, promoting family well-being, and removing barriers for parent engagement (e.g., ensuring free and effective language assistance such as translated materials or an appropriate interpreter).
* **Collect** [**multiple forms of data**](https://dataqualitycampaign.org/wp-content/uploads/2016/03/What-Is-Student-Data.pdf) **to** [**monitor progress**](https://intensiveintervention.org/data-based-individualization/progress-monitoring) **and determine ELSWs’ academic, language, and social-emotional needs.** Educators can use standardized academic, language, and special education assessment data (MCAS, ACCESS for ELLS, special education assessments in a students’ first language, etc.) as well as classroom assessment data and student work samples.
* **Implement inclusive practices to ensure all ELSWDs are provided meaningful access to all available services and supports that can help them succeed.** Educators can expand [MTSS to be inclusive of all students](https://nceo.umn.edu/docs/OnlinePubs/NCEOBriefMTSS.pdf#page=5), including English learners with [significant cognitive disabilities.](https://www.esc11.net/Page/1245) They can also focus on strengthening [Tier 1](https://www.doe.mass.edu/massliteracy/leading-mtss/tiered-instruction.html) standards-based instruction focused on priority learning targets and effective strategies across all classroom settings (self-contained special education classrooms, inclusive grade level/content area, ESL and/or bilingual classrooms, etc.) to ensure meaningful access to the curriculum as well as language and special education services. In addition, educators can use a team approach to [decision making](https://www.pbis.org/topics/data-based-decision-making) that takes into consideration family input and collaboration among educators to ensure students are receiving a continuum of services that meet their complex and variable language- and disability-related needs.

**Special Considerations: Supporting ELSWDs’ Social and Emotional Learning**

Educators can support ELSWDs’ social emotional learning (SEL) needs by:

* [Leveraging SEL to promote equity](https://schoolguide.casel.org/what-is-sel/equity-and-sel/). Effective SEL for ELSWDs is culturally responsive and [sustaining](https://www.cde.ca.gov/pd/ee/culturallysustainingped.asp), drawing on students’ cultural and linguistic assets (or [funds of knowledge](https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/bilingual-education-program/funds-knowledge-toolkit)) and focused on uplifting student voice to promote agency and civic engagement.

**Commonalities Between Equity-Focused SEL and PBIS**

* [Creating safe and supportive environments](https://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber)
* Teaching students’ new social emotional competencies to improve outcomes for the whole child
* Using [data](https://www.pbis.org/topics/data-based-decision-making) from multiple sources to make informed decisions (discipline, [school climate surveys](https://www.air.org/project/school-climate-survey-compendium), [student self-reflections](https://casel.s3.us-east-2.amazonaws.com/SEL-Reflection-Prompts.pdf), teacher [self-assessment of SEL strategies](https://schoolguide.casel.org/resource/teacher-self-assessment-integrating-sel-into-daily-instruction-ost/) implementation, etc.)
* Incorporating [Positive Behavior Interventions and Supports](https://www.doe.mass.edu/edeval/guidebook/pbis.pdf) (PBIS) as part of Tier 1 Instruction and using it to [support students’ SEL](http://www.delawarepbs.org/sel-swpbis-integration/). PBIS provides educators with supports to improve student behavior and offers a data-driven, tiered system for providing targeted interventions to improve student behavior.

**Suggestions for Low, Middle and High-Incidence Districts**

**All educators of ELSWDs can:**

* Collaborate with teachers who serve the same ELSWDs to ensure IEP goals are being met and that their English language proficiency level is being taken into consideration during instruction.
* Regularly communicate and/or meet with ELSDWs parents and families to develop understanding of their legal rights and responsibilities.

**Educators serving ELSWDs in low and mid-incidence districts can:**

* Learn about ELSWDs, including literacy history, previous schooling, cultural and linguistic background, strengths and needs.
* Become familiar with key legal requirements pertaining to ELSWDs to ensure they receive appropriate instruction and services.

**Educators serving ELSWDs in high-incidence districts can:**

* Learn district and school guidance and policies outlining key steps and processes for identifying and supporting ELSWDs.
* Group ELSWDs with students who share heritage language(s) to build on it and facilitate their learning.

**Actions-at-a-Glance**

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| **Actions for Classroom Educators**  |
| * Use the [Features of High-Quality ESL Instruction](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/) or another asset-based set of look fors and ask a peer to observe and give feedback on instruction. Use this input to develop educator evaluation professional learning goals.
* Use the [UDL Lesson Plan Template](https://www.theudlproject.com/uploads/8/8/1/9/8819970/udl_lesson_plan_template_-_revised.docx) and [evidence-based practices for English learners](https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf#page=7) to intentionally design instruction that best supports ELSWDs’ academic, behavioral, cultural, linguistic and social-emotional development.
* Use protocols during collaborative planning time with other educators to maximize time spent on key processes ([tuning lessons](https://www.wested.org/wp-content/uploads/2018/06/sample-LIDS-VITAL-Lesson-Tuning-Protocol.pdf), [analyzing student work and performance](https://www.wested.org/wp-content/uploads/2018/06/sample-LIDS-VITAL-Analysis-of-Student-Work-Protocol.pdf), and [monitoring student progress](https://www.nsrfharmony.org/wp-content/uploads/2017/10/DataAnalysis.pdf) data, etc.).
* Create a [classroom behavior matrix](https://www.pbisrewards.com/blog/classroom-behavior-matrix/) using visuals and images to help define concise and positive expectations to a range of ELSWDs.
* Teach students to examine data about their own learning[[2]](#footnote-2) and [set learning goals](https://udlguidelines.cast.org/action-expression/executive-functions/goal-setting/goal-setting).
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| **Actions for School and District Leaders**  |
| * Gather [classroom observation data](http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/classroom-observation-tool-appendix-b-final-a.pdf#page=9) to assess the effective implementation of asset-based instructional approaches.
* Provide educators who serve ELSDWs (grade level/content area, ESL, special education, bilingual, etc.) regular and ongoing professional learningfocused on addressing [deficit thinking](https://www.edutopia.org/blog/deficit-model-is-harming-students-janice-lombardi) and how to use evidence-based practices and strategies to support rigorous standards-based language instruction for ELSWDs.
* Build [collective teacher efficacy](https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/) around ELSWD by providing time for educators to collaboratively plan instruction, review student work and performance, monitor student progress, refer to appropriate services, provide interventions, and make placement decisions.
* Provide resources to support adoption and/or development of high-quality [instructional materials](https://www.doe.mass.edu/instruction/impd/) for ELSWDs.
* Identify and change structural (master schedules, lack of time for [collaboration](https://www.erstrategies.org/cms/files/3876-finding-time-for-collaborative-planning.pdf#page=4), etc.) and systemic issues ([IEP development for ELSWD](https://oese.ed.gov/files/2020/10/ccsso_elswd_guide_final_11_11_2017.pdf#page=22)s[[3]](#footnote-3)) that interfere with meaningful access to rigorous content, language, and special education instruction.
* Include ELSWDs in multi-tiered systems of support, regularly monitor and measure student progress on academic achievement and language acquisition and use data to make student placement and program decisions.
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**Instructional Planning Resources**

## **DESE Practical Tools and Resources**

ESL Tools and Resources provides guidance for support effective ESL instruction including the Unit and Lesson Planning Thinking Processes and Templates.

[Guidebook for Inclusive Practice](https://www.doe.mass.edu/edeval/guidebook/) includes tools for districts, schools, and educators that are aligned to the Massachusetts Educator Evaluation Framework and promote evidence-based best practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

[Inclusive Practice Tool: Positive Behavioral Interventions and Supports](https://www.doe.mass.edu/edeval/guidebook/pbis.pdf) presents an overview of the PBIS framework and other essential information such as how it relates to multi-tiered systems of support and how it looks like at the school and classroom levels.

[Social Emotional Learning in Massachusetts](https://www.doe.mass.edu/sfs/sel/?section=sel-equity) provides a hub for resources focused on promoting students’ social and emotional competencies, including SEL definitions, approaches, and competencies, equity considerations, and examples of relevant Massachusetts state guidance, resources, and professional development.

**DESE Guidance**

ESL Best Practices Quick Reference Guides provides guidance on a variety of key topics (formative assessment, racial equity and social justice, early literacy, etc.) as well as English learner student groups (students designated as long-term English learners, English learners with disabilities, etc.).

[Guidance for Supporting English Learners with Disabilities](https://www.doe.mass.edu/ele/disability.html) includes three Quick Reference Guides (QRGs) focused on effectively supporting ELSWDs: QRG A - Identifying English Learners as Students with Disabilities, QRG B - The Special Education Process and English Learners, and QRG C - English Learner Education Programs and Students with Disabilities).

[Massachusetts Blueprint for English Learner Success](https://www.doe.mass.edu/ele/blueprint/blueprint.docx) and related [Blueprint for English Learner Success Quick Reference Guides](https://www.doe.mass.edu/ele/blueprint/dashboard.html) present essential conditions and actions educators can take to provide equitable experiences and outcomes for English learners (see [Pillar 1: School Culture](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b3-classroom.html) and [Pillar 3: Opportunity and Support](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b2-classroom.html)).

[Massachusetts Multi-Tiered System of Support](https://www.doe.mass.edu/sfss/mtss/) provides information for developing an MTSS framework, including how to build necessary systems to ensure that each student has access to high-quality learning experiences.

Next Generation ESL Curriculum Resource Guide provides support for collaborative ESL curriculum development, including collaborative tools, processes, protocols, and resources used in the development of ESL MCUs.

[Tiered Instruction within the MTSS Model](https://www.doe.mass.edu/massliteracy/leading-mtss/tiered-instruction.html) describes the different Tiers of an effective MTSS framework and can help educators develop and/or refine their systems to maximize ELSDWs’ learning.

**Federal Resources**

[Dear Colleague Letter—ELs & Limited English Proficient Parents](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf) provides guidance to help state agencies, districts, schools in meeting their legal obligations to ensure ELs can participate meaningfully and equally in available educational programs and services (see Section F: Evaluating EL Students for Special Education Services and Providing Special Education and English Language Services, p. 24-29).

[English Learner Toolkit](https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf) outlines legal obligations for English learners and provides strategies and ideas districts and schools can use to meet those obligations (see [Chapter 6: Addressing English Learners with Disabilities](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf) and

[Chapter Ten: Ensuring Meaningful Communication with Limited English Proficient Parents](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf)).

[Individuals with Disabilities Education Act](https://sites.ed.gov/idea/policy-guidance/) provides guidance for serving students with disabilities from the Office for Civil Rights and Office of Special Education and Rehabilitative Services on IDEA.

[Using Student Achievement Data to Support Instructional Decision Making](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf) provides guidance for how teachers and administrators can use student achievement data to make instructional decisions to raise student achievement. It focuses on how schools can make use of common assessment data to improve teaching and learning (see p. 9 for summary of recommendations).

**Other Featured Resources**

[Analysis of Student Work Protocol](https://www.wested.org/wp-content/uploads/2018/06/sample-LIDS-VITAL-Analysis-of-Student-Work-Protocol.pdf) presents a process for using focus standards of instruction to analyze student work to inform teaching and learning.

[CCSSO English Learners with Disabilities Guide](https://ccsso.org/resource-library/ccsso-english-learners-disabilities-guide) offers recommendations for policies and procedures about the identification of ELSWDs and development of Individualized Education Programs (IEPs). It focuses on ELSWDs whose language proficiency and disability may be related.

[Considerations for Educators Service English Learners with Significant Cognitive Disabilities](https://altella.wceruw.org/pubs/ALTELLA_Brief%2002_Considerations.pdf) presents for serving English learners with significant cognitive disabilities more effectively that emerged from the ALTELLA project, which examines instructional practices and policies for English learners with significant cognitive disabilities to create an evidence-centered design approach and to establish a framework to inform development of an alternate English language proficiency assessment.

[Culturally Responsive Design for English Learners](https://www.cast.org/products-services/events/2017/11/culturally-responsive-design-english-learners-ralabate-nelson) (webinar) discusses the Culturally Responsive Teaching (CRT) and Universal Design for Learning (UDL) frameworks to help teachers address the needs of English learners.

[Data Analysis Protocol](https://www.nsrfharmony.org/wp-content/uploads/2017/10/DataAnalysis.pdf) provides a structured dialogue process as a technique for managing data discussions and maintaining their focus. It allows participants to look at data with new eyes and includes opportunities to talk about possible implications, next steps, and strategies.

[Data-based Decision Making](https://www.pbis.org/topics/data-based-decision-making) provides a process, tips, and videos for team-based decision-making processes based on data that educators can use to implement and improve Positive Behavioral Interventions and Supports (PBIS).

[Educator Social and Emotional Learning (SEL) Self-Assessment Tool](https://schoolguide.casel.org/resource/teacher-self-assessment-integrating-sel-into-daily-instruction-ost/) provides a rubric educators can use 3-4 times a year to assess their strengths and areas in need of development as they promote student SEL through explicit instruction, integration into academic instruction or programming, and a supportive learning environment.

[Evidence-Based Practices for English Learners](https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf) identifies effective practices for English learners within a multi-tiered system of supports (MTSS) framework in three categories: academic instruction (p. 7-20), monitoring of student progress (p. 20-36), and family-school partnerships (p. 36 - 44). Although overarching recommendations may not be different from what would be recommended for students who are not English learners, sub-recommendations presented are essential for English learners. Appendix A (p. 68-84) provides a rubric for evaluating implementation of each recommendation and sub-recommendation.

[How to Create a Classroom Behavior Matrix](https://www.pbisrewards.com/blog/classroom-behavior-matrix/) explains what Positive Behavior Intervention System (PBIS) behavior matrix is and how it can help establish a common language and identify universal goals for behavior as a foundational element of schoolwide PBIS initiatives. It also includes examples of matrices and guides for developing matrices tailored to specific contexts (elementary, middle school, etc.).

[Identifying ELs with Specific Learning Disabilities](https://wida.wisc.edu/resources/identifying-ells-specific-learning-disabilities) provides practical advice and resources educators can use to prepare for and conduct school team identification meetings for English learners (see Identification Toolkits for ELLs with Specific Learning Disabilities on p. 4, Considerations for Improving School Team Processes on p. 4, and Innovative Ways to Think about Student Data: Advice from a District Multicultural/Special Education Referral Team on p. 4-8).

[Learning for All: A guide to effective assessment and instruction for all students, kindergarten to Grade 12:](http://www.edu.gov.on.ca/eng/general/elemsec/speced/learningforall2013.pdf) provides guidance for developing classroom profiles (p. 34) educators can use to plan effective instruction and assessment.

[Lesson Tuning Protocol](https://www.wested.org/wp-content/uploads/2018/06/sample-LIDS-VITAL-Lesson-Tuning-Protocol.pdf) outlines a process for supporting collaborative educator conversations around the tuning or validation of curriculum, instruction, and assessment resources.

[MTSS for All: Including Students with the Most Significant Cognitive Disabilities](https://nceo.umn.edu/docs/OnlinePubs/NCEOBriefMTSS.pdf) provides suggestions for making multi-tiered systems of support (MTSS) more inclusive of students with the most significant cognitive disabilities (see p. 3-4).

[Progress Monitoring](https://intensiveintervention.org/data-based-individualization/progress-monitoring) presents a process for assessing student responsiveness to interventions and adaptations provided as a key component of a multi-tiered system of support (MTSS).

[SEL and SWPBIS Integration](http://www.delawarepbs.org/online-professional-development-modules/sel-swpbis-integration/) (online module) focuses on integrating social and emotional learning and School-wide Positive Behavioral Interventions and Supports (SWPBIS) approaches. It reviews the SEL and SWPBIS approaches, provides a rationale for integrating and aligning them, and presents practical strategies to support integration in schools.

[Strategies for Scheduling: How to Find time to Intensify and Individualize Intervention](https://intensiveintervention.org/sites/default/files/NCII-Scheduling-508.pdf) presents following strategies that can help educators think about how to find the time for intensifying interventions for students within busy school schedules.

[Universal Design for Learning (UDL) at a Glance](https://www.cast.org/impact/universal-design-for-learning-udl) (video) explains how the UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.

[What is student data?](https://dataqualitycampaign.org/wp-content/uploads/2016/03/What-Is-Student-Data.pdf) presents types of data that can come together to form a full picture of student learning.

 [**For additional resources you may wish to consult, click here.**](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/)

1. To learn more about federal recommendations regarding family engagement to support English learner success, see [Dear Colleague Letter](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf#page=24) and [Chapters 6](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf) and [10](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf) of the [English Learner Toolkit](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html). [↑](#footnote-ref-1)
2. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education - see p. 19. [↑](#footnote-ref-2)
3. Park, S., Martinez, M., Chou, F. (2017) CCSSO English Learners with Disabilities Guide. Washington DC: Council of Chief State School Officers - see p. 21-26. [↑](#footnote-ref-3)