

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Special Education
Special Education 552
DUAL LANGUAGE DEVELOPMENT AND INTERVENTION FOR ENGLISH
LANGUAGE LEARNERS WITH SPECIAL NEEDS

Spring, 2010

Professor: Veronika Komonczy
(logopedus@yahoo.com)

Monday, TBD
Gaige Hall , Rm164

Phone: 456-8024 (dept., message only), 837-8265
Office Hours: by Appointment, HM 051, Wed. PM

Course Description:

Students practice assessment procedures for distinguishing speech and language differences from delays/disorder. Language intervention techniques are applied in classroom settings. 1 credit hour. **Prerequisite:** Certification in special education and concurrent enrollment in SPED 552, or consent of department chair. Offered fall.

Relationship to The Professional Program:

In this focused practicum students apply the knowledge and skills acquired in their course on dual language development and intervention. They analyze the language development and proficiency characteristics of bilingual students with and without disabilities, documenting learner characteristics and learning context factors that are affecting language development. Students construct protocols to distinguish language differences from language disorders, work with translators and interpreters to conduct assessments and plan intervention, plan responsive intervention programs and collaborate with families to promote language development in children.

Course Texts:

Ariza, E.N., Morales-Jones, C.A., Yahya, N., & Zainuddin, H. (2006). Why TESOL? Theories and Issues in Teaching English as a Second Language for K-12 Teachers. (3rd Ed.) Dubuque, IA: Kendall/Hunt Publishing Co.

Roseberry-McKibbin, C. (2008). *Multicultural students with special language needs. Practical strategies for assessment and intervention.* 3rd Edition. Oceanside, CA: Academic Communication Associates.

Course Outcomes:

Students will be able to:

1. Document the language history of a bilingual student with disabilities. In doing so, account for the factors that influence language acquisition, including the biological, neurological, cognitive, affective, linguistic, and psychological characteristics of learners and those related to the learning conditions (sociocultural and educational factors). **CEC 2 & 6; Knowledge: Domain-Specific Knowledge; Practice: Diversity of Practice; RIPTS 1, 4; TESOL Standards: 1.a; 1.b. & 2.a.**
2. Evaluate the language proficiency of an English language learner. **CEC Standard 8; Practice: Evidence-Based Decision Making; RIPTS4; Standards 4.a.; 4.b.**
3. Distinguish speech and language differences from disabilities; accurately identify language delays/disorders in bilingual/multilingual populations. **CEC Standard 6 & 8; Knowledge: Domain-Specific Knowledge; Contextual Perspective; Practice: Evidence-Based Decision Making; RIPTS 3, 9; TESOL Standard 1.a; 1.b.; 2.a.; 4.a.; 4.b.**
4. Plan interventions (RTI or IEP) and select specialized methods and materials that enhance dual language development. **CEC Standard 7 & 8; Practice: Evidence-Based Decision Making; RIPTS 2, 4, 9; TESOL Standard 1.a; 1.b.; 2.a.; 3.a.; 4.a.; 4.b.; 5.a.; 5.b.; 5.c.**

Course Requirements: [Cross-referenced to course objectives as listed above]

1. Select an exceptional bilingual student with a disability as case study student. Conduct a language learning history. Submit the history together with the protocol that was developed or modified to collect all of the needed information. Investigate home language use and document parental concerns about the student's language development. (Course Outcomes 1,2)
2. Prepare a protocol or comprehensive list of questions that must be addressed to determine if a referral to special education is warranted for a bilingual student. (Course Outcomes 2,3,4)
1. Conduct a comprehensive language proficiency assessment using the Bilingual Classroom Communication Profile. Work with a translator or interpreter as necessary to complete the document. (Course Outcomes 2)
2. Work with your colleague(s) from your building/district to develop a protocol that must be addressed to assist in making special education referral decision in your building/district. You are encouraged to share the protocol with your RTI team and administrators (Course Outcomes 2,3,4).

Grading: Your practicum grade will be based on:

Four field assignments	20 points each
Seminar Participation	20 points

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63

- Week 1 **Initial Seminar**
Overview of the Practicum Experience and Practicum Requirements
Small Group Discussions
- Week 2 **Focus on Classroom-based Assessment**
Conducting Observations in Classrooms
Conducting Interviews with Students
Evaluating Language Learning Opportunities and Sociocultural
Factors that Affect Language Learning
- Week 3 **Focus on Conducting a Language Proficiency Assessment in the Native and
Second Languages using the Bilingual Classroom Communication Profile**
Documenting Formal and Informal Assessment Results
Documenting Teacher Concerns
Distinguishing Speech and Language Differences from Delays/Disorders
- Week 4 **Focus on Collecting Comprehensive Language Histories and Language
Development Data**
Working with Translators and Interpreters
Communicating with Language Minority Families
Documenting Parental Concerns Regarding Their Child's Language
Development; Conducting Language Histories
- Week 5 **Focus on Language Intervention and Program Planning**
Writing State-of-the Art Goals and Objectives in Students' IEPs
Determining Optimal Program Placement and Services
Recommending Language(s) of Intervention
- Week 6 **Focus on Specialized Intervention Techniques**
Observing Language Intervention Sessions
Planning Intervention Strategies and Selecting Specialized Materials
Planning Family-Involvement in Dual Language Intervention
- Week 7 **Culminating Seminar**
10/21 Sharing of Practicum Experiences Among Participants

RIC Polices

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities:
<http://www.ric.edu/disabilityservices/faq.php>

