

Sample Referral Procedure #1 Early Intervention FlowChart July, 2022

District:	School:
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It is suggested that the procedure outlined in the following "Early Intervention FlowChart" be used to determine if, in fact, a special education referral is warranted for an EL.

The steps are similar to the steps for native speakers of English, with three notable differences:

- 1. At every point in the process, the EL staff should be involved. It is often the EL staff that best knows the strengths and limitations of the EL, and can help determine if the difficulties the EL is experiencing are excessive when compared to other ELs of similar background.
- 2. Because of the complexity of determining if an EL has a disability, information should be collected from as many sources and in as many ways as possible both at school and at home. All the information together should be used to determine if a referral to special education is warranted.
- 3. As noted in the flowchart, a native-language assessment is often desirable at a certain point in the process. The school must ensure that the evaluations are in the language most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer. It is important to keep in mind, however, that an EL may have lost some proficiency in the native language if he/she has not been learning academics through that language. In fact, some ELs, especially those born in this country may only have oral skills in their native language because they began their schooling in English. However, if it is found that the EL is dominant in the native language, any further testing to determine if the student has a disability will yield more accurate results if administered in the dominant language. A true disability will manifest itself in all languages that the student knows.

Adapted from CAPELL-Connecticut Administrators of Programs for English Language Learners: https://ctserc.org/documents/resources/CT-ELL-and-Special-Education.pdf

EARLY INTERVENTION FLOWCHART FOR ELLS*

