Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Sample Referral Procedure #1
Early Intervention FlowChart
July, 2022

District:

School:

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*

STEPS

ELL experiences difficulty in the classroom.

Teacher attempts a variety of strategies to resolve the student's difficulty. Teacher documents student's progress, behavior, contacts parents, and uses interpreters as needed.

1.

ELL shows progress.

ELL continues to experience difficulty after various interventions are implemented.

2.

Teacher continues to implement effective interventions and monitor student's progress.

ELL teacher or other personnel interviews parent using *Sample Parent/Caregiver Interview Form* in appropriate language. (See following document)

3.

Teacher requests assistance from the in-school problem-solving team which must include the ELL teacher and input from the parents or family (including information from the *Sample Parent/Caregiver Interview Form*), and interpreter, as needed. Parents may be invited to this meeting.

4.

ELL shows progress.

The in-school problem-solving team develops intervention plan, time frame for intervention, and follow-up meeting.

5.

Teacher continues to implement effective interventions and monitor student's progress.

ELL continues to experience difficulty after team-generated interventions are implemented.

6.

In-school problem-solving team reconvenes, reevaluates intervention plan, and assesses student progress.

7.

ELL shows progress.

In-school problem solving team modifies or expands intervention plan and establishes adjusted time frame.

In-school problem-solving team requests language assessment in both languages (if possible) to determine language proficiency in both languages..

8.

Teacher continues to implement effective interventions and monitor student's progress.

In-school problem-solving team reviews results from language assessment and arranges for Pupil Personnel Team (PPT) meeting (must include the ELL teacher).

9.