



## Training for ELL/Special Education Teams

### Training for ELL/Special Education Teams: Meeting the Challenges, Realizing the Opportunities

*Test your knowledge of Special Education for Students with disabilities who are also English Language Learners.*

**True or False**

1. Standardized tests must be used to determine eligibility for special education with a PC label.
2. The special education assessment team is responsible to test children's English language proficiency.
3. A student who is bilingual but speaks English well enough to benefit from classroom instruction may be assessed only in English in all functioning areas.
4. There are valid and reliable assessments tools available for use with all Spanish speaking students.
5. We can be in compliance with OCR and IDEA regulations even though we have no bilingual special education staff involved in assessment and IEP meetings.

Colorado has an increasing number of students who are learning English as a second language. We refer to these students as being English Language Learners (ELL). ELL students with disabilities provide us unique opportunities and challenges.

The challenge is to identify and serve these students appropriately. Our opportunity is to appreciate new cultures and develop new skills in order to answer questions such as:

- How do we assess a child who speaks a language we can't understand or use?
- What tools and strategies give us the information we need? Is it necessary to understand the child's culture?
- If a child has a disability, then what services are appropriate?
- Are there laws other than special education we need to understand?
- Who are partners for collaboration?

These were questions that needed answers in Colorado. In response, Colorado developed guidelines for special Education for students who are English Language Learners and who may have a disability. (See the Special Education Web Page for the publication ***Special Education for Culturally and Linguistically Diverse (CLD) Students: Meeting the Challenges,***

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The purpose of the *Inside Special Education* newsletter is to serve as a medium for the dissemination of information pertaining to special education in the state of Colorado and the activities of the CDE Special Education Unit. This quarterly newsletter is designed to disseminate information on professional issues, procedural changes, and upcoming events to Colorado educators.

All views and opinions expressed in this newsletter are those of the authors and do not necessarily reflect the views of the Colorado Department of Education or the University of Colorado-Denver.

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# Selective Mutism

**What is Selective Mutism?**

It is a beautiful little 4-year-old girl who loves to talk to her dolls...but she cannot speak a word outside the home...It is an adorable 6-year-old boy who runs around boisterously in his back yard...but stands expressionless, staring in to space, when he enters his classroom...Selective Mutism is a child suffering in silence.

Selective Mutism is a complex childhood anxiety disorder characterized by a child's inability to speak in select social settings, such as school. These children are able to talk normally in settings where they are comfortable, secure, and relaxed. Although the etiology of Selective Mutism is varied, the majority of cases are due to sever anxiety, specifically social phobia. These children are so anxious they literally freeze, are expressionless, unemotional, and often socially isolated.

**Why does a child develop Selective Mutism?**

The majority of children have a genetic predisposition to anxiety. They have inherited anxiety from various family members. Very often these children show signs of sever anxiety, such as separation anxiety, frequent tantrums and crying, moodiness, inflexibility, sleep problems and extreme shyness from infancy on. They have developed Mutism as a means of controlling their inner anxiety. They have developed Mutism as a means of controlling their inner anxiety. Approximately 20-30% of SM children have subtle speech and language abnormalities. However, these children have anxiety as their underlying cause for their Mutism.

**Diagnostic Criteria for Selective Mutism**

A child meets the criteria for Selective Mutism if the following are true:

- Does not speak in certain places, such as school or other social events
- But, they can speak normally in settings where the child is comfortable, such as at home
- The child's inability to speak interferes with their ability to function in educational and /or social settings.
- Mutism has persisted for at least one month.
- Mutism is not caused by a communication disorder (such as stuttering), and does not occur as part of other mental disorders (such as autism).

**Treatment:**

The main goal is to lower the anxiety while increasing self-esteem. Some treatment strategies include:

- positive reinforcement
- Cognitive Behavioral Therapy
- socialization
- family involvement

It is important to recognize that children with SM are not being defiant or stubborn by not speaking, they truly CANNOT speak, and with proper diagnosis and treatment, the prognosis for overcoming Selective Mutism in excellent!

*Information for this article was obtained from :*  
*Dr. Elisa Shipnon-Blum, Executive Director/Medical Director*  
*The Selective Mutism Group*  
*Inc. Childhood Anxiety Network*  
*215/887-5748.*

*Article Submitted by: Carol Villa*  
*SMG Parent Advisor—Educational Committee,*  
*For more information contact: villa@na800.net or go to:*  
*http://selectivemutism.org/*



## Training for ELL/Sped Teams, Continued

(Continued from page 1)

**Realizing the Opportunities.**) After the guidelines were distributed across the state it became obvious that extensive training in their use was needed. Now, as we finish the fourth year of training, it is possible to say that:

- Most teams that have taken the information and developed effective systems to identify and serve ELL students with disabilities;
- The training has been well received and as many participants say, "a very enriching experience;"
- Several participants have gone on to take Spanish lessons and expand their cultural knowledge in other countries;
- There is a much closer connection between ELL and Special Education in the districts where the teams are active;
- Some teams report a significant difference in attitude in their communities as a result of their team's efforts to draw in a variety of resources;
- Many teams have hired "cultural mediators/family liaisons to work with families from other cultures and language backgrounds.

Oh, and the answers to the True - False questions? 1 - 4 are false; 5 is true. For more information on special education for English Language Learners, or if **your** Administrative Unit would like to participate in training next year, please notify Lois Adams, 303-866- 6704, adams\_l@cde.state.co.us.

## Report on Youth Violence

**Youth Violence:** A Report of the Surgeon General was released this week. Though the full report has not yet been posted here, Report highlights and the Executive Summary can be found at:

[www.surgeongeneral.gov/library/youthviolence](http://www.surgeongeneral.gov/library/youthviolence)

According to the Surgeon General's Press Release, "In addition to identifying 27 specific intervention programs that have met rigorous scientific standards, the report also challenges false notions and misinterpretations about youth violence and debunks myths about violence and violent youth."

The report confirms that we must continue to expand programs that show positive outcome-based measures and discontinue programs that waste resources and have been found to be the opposite: ineffective. The report also examines the factors that lead young people to gravitate toward violence and reviews the factors that protect youth from perpetrating.

## 2001 Division on Career Development and Transition Conference

**Mark your Calendars  
for the 2001 National  
Division on Career Development and  
Transition Conference!**

**Transition: Exploring New Frontiers**  
October 11- 13, 2001  
Denver, CO – Marriott



**Topics Include:**

- Standards & Educational Reform
- Assistive Technology
- Interagency Partnerships
- & Many More!

For more information, go to:  
<http://www.ed.uiuc.edu/SPED/dcdt>

## *New and Improved!*

Our Special Education Services  
Website has changed!

Please visit our newly renovated site  
for information  
and resources at:

**[www.cde.  
state.co.us/  
cdesped](http://www.cde.state.co.us/cdesped)**



# What's in the News?

## Woodcock Johnson-WJ III Tests of Achievement

The WJ III Tests of Achievement training of trainers was provided to participants from each administrative unit on November 2, 2000. Each participant received a packet of information from Riverside to share with teachers in their districts. Participants were provided with the opportunity to meet with others in their region and begin dialogue about how to support each other throughout their regions.



The initial pilot generated the following feedback from teachers administering the WJ III Tests of Achievement. Positive comments included that the entire test is greatly improved, specifically, the addition of more early items, phonemic awareness subtests,

reading fluency and math fluency subtests provide increased depth of information. Concerns were expressed that the computer scoring program had glitches, the time to administer the tests has increased, the taped subtests are difficult to cue, and the Understanding Directions subtest pictures may need to be laminated to avoid excessive fingerprints.

A videoconference was held on January 17, 2001 in regions around the state to provide guidelines for the use of the new scores in our regression formula as part of identifying students with Perceptual or Communicative Disabilities. For more information on the use of the WJ-III in identifying PCD, contact Jeanette Cornier (303) 866-6698. Additional questions about the test tool itself should be directed to the test publisher.

## Colorado Odyssey Project XIV

The next Odyssey Session "Organization is the Key to Writing a Good Paragraph" takes place in your region on March 12, 2001. The summary conference with Maureen Auman the developer of the "Step Up to Writing" program will be held at the Arvada Center on April 27<sup>th</sup> and 28<sup>th</sup>.



## Multisensory Reading

There continues to be a great interest around the state for providing teachers with training in research-based instructional strategies in reading. Many Special Education Directors are working with their Regional Assistance Centers to coordinate training for their teachers in "Multisensory Reading". Information about Multisensory Reading can be obtained on the CDE Special Education Website under Fast Facts about Literacy.

## ideaDEPOT

An invaluable web-site for every regular classroom teacher, special education teacher, school administrator, and anyone interested in education.

This website contains links to other web-sites on topics such as:

- Curriculum and Instruction
- Early Intervention/Pre-School
- Effective and Promising Practices
- Family and Community
- School Reform
- Safe Schools
- Transition
- AND MANY MORE!

All materials included in *ideaDEPOT* have been reviewed by the U.S. Department of Education's Office of Special Education Programs prior to being posted on this site.



The web-site can be found at  
<http://www.idea practices.org/ideadepot.htm>



## INTRODUCING... FAST FACTS

These helpful 1-2 page fact sheets contain information on various special education topics to assist school professionals, parents, and administrators with the "basics" as well as reference resources and internet links, related to: laws and guidelines, strategies for high student achievement, and addressing barriers.

Some topics include:

- Transition
- Functional Behavioral Assessment
- Multisensory Reading
- School Nursing
- Attention Deficit Disorder



Visit our newly renovated website for all of the Fast Facts!

[www.cde.state.co.us/cdesped](http://www.cde.state.co.us/cdesped)



## Calendar of Events

- April 5, 2001** Northglenn, CO  
Colorado IDEA and Section 504  
For more information, contact Lorman Educ. Services: 715-833-3959
- April 16-18** Denver, CO  
Healthy Communities/Healthy Youth Conference: Strengthening Lives: Asset Champions on the Move. For more information, contact 1-800-958-8875
- April 20** Denver, CO  
Annual National conferences on Violence and Children  
For more information, contact ICARE, Inc., 1-800-574-7438
- April 27** Arvada, CO  
Children's Hospital - Treating the Unmanageable Adolescent Training  
For more information, contact The Children's Hospital, Education Services Department at (303) 861-6160.
- April 27 & 28** Arvada, CO  
Colorado Odyssey Project XIV Conference. For more information, contact Jeanette Cornier (303) 866-6698.
- April 30** Colorado Springs, CO  
Counseling Toward Solutions—A Solution Focused Approach.  
For more information, see page 6 or contact Juliette Cutillo, [jucutillo@ffc8.k12.co.us](mailto:jucutillo@ffc8.k12.co.us) or 719-667-1252
- June 13-15** Breckenridge, CO  
10th Annual Standards and Assessment Conference  
For more information, contact Kristen Sirko at CASE, 303-762-8762 x110
- June 18-19** Littleton, CO  
10th Annual Violence Prevention in Schools and Communities Conference. For more information, contact The CO School Mediation Project, 303-444-7671 or go to: [www.csmp.org](http://www.csmp.org)
- June 22-23** Colorado Springs, CO  
Workshop on the Brief Counseling Strategy: Reality Therapy & the Intensive Therapy Model, Multi-Systemic Therapy. For more information, contact [bsnyder@mail.uccs](mailto:bsnyder@mail.uccs) or call 719-262-4161.

**Calendar of Events  
continued**

- July 8-11** Breckenridge, CO  
7<sup>th</sup> Annual Rocky Mountain Institute 2001  
For more information, contact 1-800-547-6747
- October 4-6** Sun Valley, Idaho  
Western Alliance of School Social Work Organizations Annual Conference. For more information contact Robin Allen at rallen@boistate.edu or 208-426-4290 or the Western Alliance web page at: <http://westernalliance-schoolsocialwork.org>
- October 11-13** Denver, CO  
Division on Career Development and Transition National Conference – Transition: Exploring New Frontiers. For more information go to: [www.ed.uiuc.edu/SPED/dcdt](http://www.ed.uiuc.edu/SPED/dcdt)
- Nov. 2-3** Aurora, CO  
Fifth Annual Collaborative Conference: Achieving New Heights with Assistive Technology. For more information, contact 1-800-255-3477 or go to: [www.uchsc.edu/atp](http://www.uchsc.edu/atp)

**"Counseling Toward Solutions- A Solution Focused Approach for working with students, teachers and parents."**



**COLORADO OPTIONS**

A Handbook of Post-secondary Education Services for Students with Disabilities

Includes information that will assist students with disabilities, and their parents, to determine their readiness for post-secondary education and to begin the search process for the most appropriate school.

Download it for free at:  
<http://www.cde.state.co.us/cdesped>.

For more information contact - Wendy Ulibarri,  
e-mail: [ulibarri\\_w@cde.state.co.us](mailto:ulibarri_w@cde.state.co.us)  
Phone: 303-866-6799



**Presenter:** Dr. Linda Metcalf  
**Objectives:** The objective is to facilitate the use of solution-focused techniques while working with students, teachers and parents. Specific strategies appropriate for use in the school setting will be addressed.  
**Sponsored by:** Colorado Society of School Psychologist's, Fountain-Fort Carson District 8, Widefield District 3, Harrison District 2 and CDE - Special Education Services Unit  
**Date:** April 30, 2001 - Registration 8:00-8:30  
**Place:** Tesla Center - 2560 International Circle, Colorado Springs, CO  
**Registration fee:** \$40.00

For more information contact -  
Juliette Cutillo  
E-mail: [jcutillo@ffc8.k12.co.us](mailto:jcutillo@ffc8.k12.co.us),  
Phone: 719-667-1252



## Resources, Resources, and More Resources.....



### Denver Support Group for Compulsive Hair Pulling (Trichotillomania)

Dear Friends,

I started the Denver Trichotillomania (TTM) Support Group last year to help myself and others with TTM. My goal is to especially help children for I started pulling when I was 12 years old. I found the childhood years to be the most difficult. In 1980, when I started pulling, my parents, family doctor and school did not know hair pulling was an actual disorder with a name. For more information about TTM contact the Trichotillomania Learning Center at:

Trichotillomania Learning Center  
1215 Mission Street, Suite 2  
Santa Cruz, CA 95060  
831-457-1004  
www.trich.org

Please do not hesitate to contact me regarding the Denver Support Group.

Yours truly,  
Julie Dillon

**When:** 2<sup>nd</sup> Wednesday of each month  
Children's meeting 6:15-7:30p  
Adult's meeting 7:00-9:00p  
(Children and Parents are free to stay through the entire adult meeting)

**Where:** South Denver Medical Building, 2465 South Downing Street, Suite 103  
(Across the street from Porter Hospital)

**Group Facilitator:** Julie Dillon 303-777-5961 juliecsou@cs.com



### Guiding Parents in Helping Children Learn

Specially designed for use by professionals who work with parents and other nonprofessionals, this aid consists of a "booklet" to help nonprofessionals understand what is involved in helping children learn. It also contains information about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children's learning and performance.

Finally, it includes additional resources such as guides and basic information parents can use to enhance children's learning outcome. (78pp)

Download it for free at: <http://smhp.psych.ucla.edu/pdfdocs/guiding/contents.pdf>

# Request for Information or Mailing Changes

NAME: \_\_\_\_\_  
TITLE: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
CITY/STATE/ZIP: \_\_\_\_\_  
HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_  
E-MAIL: \_\_\_\_\_

THE MAILING LIST:  
 ADD NAME       REMOVE NAME       MAKE INDICATED CHANGES

## NEWSLETTER FEEDBACK:

(1-revise, 5-fantastic)

Overall Quality	1	2	3	4	5
Overall Appearance	1	2	3	4	5
Overall Content	1	2	3	4	5

## COMMENTS:

## SEND THIS INFORMATION TO:

Attn: Special Education Services Unit—Linda Perkins  
Colorado Department of Education  
201 E. Colfax Ave. Room 502  
Denver, CO 80203



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