



Name

Date

Module 1: Factors in Equitable and Appropriate Education: Note Catcher

Essential Question: What are cultural and linguistic factors that should be considered when providing instruction to Native American students and to those who also have exceptionalities?

Learner Profile: Dakota

Dakota is a 4th grader who is identified as ELL based on their home language survey indicating that their family uses both Ute and English in the home. Dakota spends a lot of time with a grandmother who is bilingual, but Dakota speaks only English and says they don't know Ute. Dakota has struggled in the classroom in the areas of written communication and comprehension. They often struggle with sentence structure in their writing and, as the progression of complex ideas related to content-specific information, lack of comprehension has become noticeable in the classroom. Dakota is often disengaged in school, and just doesn't seem to work hard or want to do well. Teachers have tried to work with the family, but they don't seem to understand how important it is for the family to prioritize Dakota's education.

Generalizations vs Potential Patterns:

Identification Challenges:

Disproportionality and Trends in ESS:

Sumaayvich(i) Pause and Reflect:

How might cultural and linguistic differences contribute to inappropriate referrals and identification in Special Education?





Ableism:

- Cultural view:

- Comparative views:

Language:

- Dialect:

- Social Status:

- Native American English

Languages as an Asset:

Schools as Cultural Spaces:

Connecting with Families:

Non-Native Educator:





Learner Profile: Kerry

Kerry is a 7th grader who has always struggled academically and has been identified as having learning disabilities in the area of written and oral communication. They are attentive in classes and seems to work hard on academics. However, Kerry is absent regularly, so teachers feel it is hard to help them catch up. Kerry is respectful and gets along well with their peers but has trouble making headway on grade-level expectations. Kerry's parents try to be involved in supporting Kerry's school work, despite being busy professionals.

