Best Practice:
Separating Difference from Disability
Education Service Center Region 13, 5701 Springdale Road, Austin, TX

DESCRIPTION
The needs of these diverse learners are not being appropriately addressed when “difference” is used to disproportionately place or deny diverse learners special education services. Both classroom and clinical personnel are challenged as they adapt procedures and instruction to meet the educational needs of these diverse learners. This workshop addresses specific issues in disproportionality facing education professionals working with diverse learners with learning and behavior problems, particularly language minority students, and provides guidelines to the assessment, intervention and identification strategies that are most effective in separating difference from disability. Participants will learn best practice strategies to assist teams in determining the degree to which ESL contributes to academic and/or behavioral concerns. Participants will learn what tools and strategies are available and appropriate to use.

REGISTRATION AND CONTACT INFORMATION

Workshop ID: SP1633764
Date: March 30, 2016
Cost: $45.00

This workshop will meet the CPD for Cultural Proficiency Training required for LSSPs.

Register online at http://ecampus.esc13.net or for more information, contact Joy Hunsucker at 512.919.5177 or joy.hunsucker@esc13.txed.net.
**Meet the Presenter:** Dr. Catherine Collier

Dr. Catherine Collier has over 45 years experience in equity, cross-cultural, bilingual, and special education beginning with Civil Rights voter registration in 1964. She completed her Ph.D. with research into the referral of Latino/Hispanic students to special education programs. For eight years, she was a classroom bilingual/ESL teacher, special education resource room teacher, and diagnosticians for the Bureau of Indian Affairs in Arizona and Alaska. She established and directed the Chinle Valley School, *Dine Bitsis Baa Aha Yaa*, bilingual services for Navajo students with severe and multiple disabilities for the Navajo Nation. She was the director of a teacher-training program, *Ikayurikiit Unater* for the University of Alaska for seven years, preparing Yup’ik Eskimo paraprofessionals for certification as bilingual preschool, elementary, and special educators. She was an itinerant (diagnostician/special education) for Child Find in remote villages in Alaska. For eight years, Dr. Collier worked with the BUENO Center for Multicultural Education, Research, and Evaluation at the University of Colorado, Boulder, where she created and directed the Bilingual Special Education curriculum/Training project (BISECT), a nationally recognized effort. She was the Director of Resource and Program Development for the American Indian Science and Engineering Society and is a Sequoyah Fellow.

Dr. Collier is the author of several books and articles on cross-cultural and multilingual special education. She is active in social justice activities for culturally and linguistically diverse learners and families. She started the first bilingual special education programs for the Navajo Nation and the White Mountain Apache. She works extensively with school districts on professional and program development for at-risk diverse learners. Dr. Collier provides technical assistance to university, local, and state departments of education regarding programs serving at-risk cognitively, culturally and linguistically diverse learners. She works with national organizations to provide professional development in the intersection of cross-cultural, multilingual, diversity, special needs issues in education.

She is the director of the national professional development project Curriculum Integration for Responsive, CrossCultural, Language-based Education (CIRCLE) at Western Washington University. She is the principal developer of the screening and software program “Acculturation Quick Screen” and many instruction, assessment and intervention materials for diverse learners. Her most recent publications are a chapter on acculturation in the Multicultural Handbook for School Psychologists, and two books, Response to Intervention for Diverse Learners and Seven Steps for Separating Difference and Disability.