



# MULTILINGUAL SPECIAL EDUCATION:

## Perspectives and Practices to Transform Learning Landscapes

**Day One: Thursday, May 11, 2023**

*8:00 am - 1:00 pm PST / 9:00 am - 2:00 pm MST / 10:00 am - 3:00 pm CST / 11:00 am - 4:00 pm EST*

### *Transforming Learning Landscapes - Exploring Woodlands Ecology*

#### ***Centering the Learner: Our Being, Our Knowledge, Our Potential***

**Dr. Socorro Herrera & Dr. Robin Morales Cabral**

This session will provide participants a roadmap for situating past, current, and future evaluation and practice. The culturally and linguistically diverse learner will be centered through a historical lens, with questions posed focused on IDEA and the caveats/challenges in the interpretation and application for effective practice with diverse populations.

Key research-based practices will be highlighted using video and student artifacts that illustrate how to reach CLD learners from a biography-driven perspective. Participants will engage in discussion surrounding what it takes to move beyond fossilized ways of doing and move toward advocating or re-imagining equity for all learners.

#### **Interactive Panel:**

#### ***Transforming the Ecology for Neurodiverse Multilingual Learners***

**Dr. Socorro Herrera, Dr. Robin Morales Cabral, Cristina Sánchez López & Theresa Young**



# MULTILINGUAL SPECIAL EDUCATION:

## Perspectives and Practices to Transform Learning Landscapes

**Day Two: Friday May 12, 2023**

8:00 am - 1:00 pm **PST** / 9:00 am - 2:00 pm **MST** / 10:00 am - 3:00 pm **CST** / 11:00 am - 4:00 pm **EST**

### ***Welcoming Bilingual Learners with Disabilities***

**John Hilliard** will introduce ***Welcoming Bilingual Learners with Disabilities into Dual Language Programs: Research Implications for programs and practice. Sponsored by Paridad***, this session highlights a white paper developed for the National Dual Language Forum. The paper includes research and guidance for creating inclusive programs and effective practices for multilingual learners with special education needs. The author-presenters will focus on unpacking the principles of intervention and characteristics of learning environments that have been recommended for multilingual learning spaces with a focus on dual language contexts. Time will be taken to explore how these principles are universally applicable across a variety of inclusive program models.

### ***Children's Capacity for Dual Language Learning: The View from Science***

**Dr. Fred Genesee** will address questions that parents and educators often ask about raising and educating bilingual children with developmental disorders and other learning challenges. He curates key findings amidst the recent explosion of relevant research to answer questions about the bilingual experience of children with learning challenges and what this means for parents and educators who care for them. Dr. Genesee will address participant questions.

## ***Transforming Program, School & Classroom Landscapes for Multilingual Learners with Disabilities***

**Cristina Sánchez-López** and **Theresa Young** will summarize characteristics of inclusive programs and practices that welcome multilingual learners with disabilities into all of our classrooms. They will highlight critical features of inclusive programs based on converging research across a range of language learning program models, and approaches to special education. Theresa and Cristina will explore characteristics of interventions that have been found to support students with disabilities, while focusing on how these practices are made especially effective for multilingual learners with disabilities. As practitioners, they will feature examples of strategies, practices and resources for participants to explore, reflect upon, and consider for use in their contexts.

## ***Reflecting on our Learning Environments***

***Discussion with Participants in Dual Language / Bilingual / Immersion / French Immersion / Multilingual / ESL- EAL Settings***

***Q & A with Authors: John Hilliard, Dr. Fred Genesee, Cristina Sánchez-López & Theresa Young***