



Day One: Thursday, May 9, 2024

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 / 4:00 pm - 9:00 pm GMT***

<p>8:00 am PST 9:00 am MST 10:00 am CST 11:00 am EST 4:00 pm GMT</p>	<p style="text-align: center;"><i>Opening</i></p> <p style="text-align: center;"><i>Reflections on the Learning Landscape for Multilingual Learners with Special Education Needs</i></p>
<p>8:30 am PST 9:30 am MST 10:30 am CST 11:30 am EST 4:30 pm GMT</p>	<p style="text-align: center;">Towards Inclusive Multilingualism: Teaching, Learning and Languageing Alongside Students with Disabilities and their Families</p> <p style="text-align: center;">Dr. María Cioè Peña</p> <p>This session will provide participants with an overview of the diverse ways that people, in particular multilingual children with disabilities, use language with a particular focus on unitary translanguaging. Participants will explore some of the historical and social contexts that privilege the languaging practices of some over others and how those impact student placement decisions. Participants will also be given an opportunity to consider the ways in which collaboration with families and students can help disrupt existing exclusionary practices that often deny children with disabilities access to a multilingual education. Finally, participants will learn about a translanguaging universal design for learning (TrUDL), a pedagogical approach to support students' linguistic and disability related learning needs. The aim of this session is to provide participants with an understanding of current education structures, why those need to change and avenues for enacting said change in their own school, community and praxis.</p>

<p>10:15 am PST 11:15 am MST 12:15 am CST 1:15 pm EST 6:15 pm GMT</p>	<p><i>Wellness Break</i></p>
<p>10:45 am PST 11:45 am MST 12:45 am CST 1:45 pm EST 6:45 pm GMT</p>	<p>Interview with Dr. María Cioè Peña, <i>Transforming the Ecology for Neurodiverse Multilingual Learners</i></p>
<p>11:15 am PST 12:15 pm MST 1:15 am CST 2:15 pm EST 7:15 pm GMT</p>	<p>ALL IN: A Collaborative Approach to Supporting Multilingual Learners with Cognitive Disabilities</p> <p>Madison Leech</p> <p>This presentation is dedicated to providing teachers and educational teams with resources and practical approaches to supporting multilingual learners with cognitive disabilities. We've found that this is a growing area of need for many districts and aim to support educators in the way they work together to support students and approach the content they teach. During our time together, we will explore the Advancing ALTELLA Toolkit No. 1 and use these tools to develop an asset-based learning profile for your students, build lessons, and provide a fresh perspective on the best ways to support, engage, and empower multilingual learners and the teams that support them.</p>
<p>12:45 pm PST 1:45 pm MST 2:45 pm CST 3:45 pm EST 8:45 pm GMT</p>	<p>Q & A Wrap Up</p>



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8:00 am **PST**
9:00 am **MST**
10:00 am **CST**
11:00 am **EST**
4:00 pm **GMT**

Welcome Back
Centering Voices

<p>8:20 am PST 9:20 am MST 10:20 am CST 11:20 am EST 4:20 pm GMT</p>	<p style="text-align: center;">Language Friendly Schools: Creating a Multilingual Landscape for Exceptional learners</p> <p style="text-align: center;">Dr. Jim Cummins</p> <p>In the past (and unfortunately still today) multilingual learners with special needs (e.g., dyslexia) have frequently experienced monolingual diagnostic assessment and monolingual remedial instruction that have ignored their emerging communicative abilities in two or more languages. Many education and medical professionals have also advised parents and caregivers to use only the school language (e.g., English in most of North America) in their communication in the home with their child in order to avoid the possible confusion that exposure to two or more languages might cause. These practices have been widely debunked and repudiated by researchers who have advocated strength-based assessment and instructional practices, and active collaboration between school and home in order to create a supportive ecology to foster students’ academic growth. The presentation will describe what a supportive teaching/learning ecology for multilingual learners with special needs could (and should) look like in the context of research and theory underlying the implementation of <i>language-friendly schools</i> (Le Pichon & Kambel, 2022) and the expansion of this concept into <i>literacy-friendly schools</i>. Within this instructional ecology, multilingual learners benefit from intervention that addresses their learning challenges; however, they are defined not by these challenges, but by their potential for linguistic, intellectual, and creative accomplishments.</p>
<p>10:15 am PST 11:15 am MST 12:15 pm CST 1:15 pm EST 6:15 pm GMT</p>	<p style="text-align: center;">Wellness Break</p>
<p>10:45 am PST 11:45 am MST 12:45 pm CST 1:45 pm EST 6:45 pm GMT</p>	<p style="text-align: center;">Conversation With Dr. Jim Cummins:</p> <p style="text-align: center;"><i>Creating a Multilingual Landscape for Exceptional learners</i></p>

<p>11:15 am PST 12:15 pm MST 1:15pm CST 2:15 pm EST 7:15 pm GMT</p>	<p style="text-align: center;">The Mountain Valley Landscape: Welcoming Bilingual Learners with Disabilities - Transforming Perspectives and Practices</p> <p style="text-align: center;">Cristina Sánchez-López and Theresa Young</p> <p>Like the mountain valley ecology provides protection for rich biodiversity and enriches the surrounding environments, we too can create rich and vibrant learning environments for multilingual learners with disabilities. Research shows us that instruction and intervention that is comprehensive, coordinated, cohesive while engaging students with a focus on specific learning goals, optimizes learning for multilingual learners with special education needs. Our hosts will share classroom-based examples of multi-faceted instruction and intervention and a checklist to consider in designing and refining intervention practices. Participants are invited to reflect on the research, tools and resources shared during this symposium mountain valley trek through an interactive forum as we consider next steps in developing culturally and linguistically sustaining and inclusive programming, classrooms, schools and systems.</p>
<p>12:15 am PST 1:15 pm MST 2:15 pm CST 3:15 pm EST 8:15 pm GMT</p>	<p style="text-align: center;"><i>Reflections with Colleagues</i></p>
<p>12:50 pm PST 1:50 pm MST 2:50 pm CST 3:50 pm EST 8:50 pm GMT</p>	<p style="text-align: center;"><i>Closing and Celebration</i></p>

******Video recordings will be made available for registered participants.***

******Participants will be eligible to receive a certificate of participation for 8 hours of professional development for this virtual symposium.***