

FIGURE 3.2 ● Key Research Findings and Takeaways

WHAT HAS RESEARCH DEMONSTRATED?	WHAT ARE OUR TAKEAWAYS BASED ON SCHOOL-BASED COACHING?	WHAT HAVE YOU FOUND IN <i>YOUR</i> CONTEXT AND WHY DOES IT MATTER TO YOU?
<p>The percentages of students with disabilities who are multilingual learners is a growing population. Through ages 5–21, under IDEA Part B, years 2020–2021, approximately 1.6% of students in the U.S. are dually identified (Office of Special Education Programs [OSEP], 2022, p. 1).</p> <p>The national percentage of school-aged children served under IDEA Part B is 13.74%. The multilingual learner population is 11.78%.</p>	<ol style="list-style-type: none"> (1) Many teachers continue to report less than adequate preparation to address the unique access needs of multilingual learners with disabilities and exceptionalities. (2) In some schools there may be an over-referral and over-representation of multilingual learners in special education. (3) There may be an under-representation or misidentification of multilingual learners in special education. 	
<p>Multilingual learners are more likely to be identified as having a specific learning disability and/or speech and language impairment because these dimensions are more apparent criteria in assessments (OSEP, 2022, p. 6). Additionally, educators who are not familiar with diverse cultures may perceive student vulnerabilities and risk factors that lead to special education referrals (Fergus, 2017).</p>	<ol style="list-style-type: none"> (1) The deficit lens has led to an increase of multilingual learners placed in special education in some schools. Teachers may have a “lack of training, familiarity, and preparedness to teach diverse populations” (Zacarian, 2011, p. 5). (2) New and more accurate assessments need to be developed for multilingual learners being referred for evaluation. (3) Continuous professional development is needed focusing on cultural developmental expressions and culturally responsive schools (Ladson-Billings, 1999; Ladson-Billings & Paris, 2021; Mistry & Wu, 2010). 	
<p>Teacher collaboration is recognized by leading professional organizations (WIDA, TESOL, CEC) and researchers (e.g., Hattie, 2012; Murawski, 2009; Stein, 2023; Jenkins & Murawski, 2024) as an essential practice in education.</p>	<p>Increased collaboration and partnerships in schools may produce a more intentional focus on multilingual learners’ complex cognitive, academic, linguistic, and social development (Dove & Honigsfeld, 2018).</p>	

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<p>The gifted potential of multilingual learners is under-recognized as students are underserved by these programs across the nation (Mun et al., 2020).</p>	<p>There is a need for multilingual learners (and all students) to fully demonstrate what they know and can do through multimodal and multilingual platforms.</p> <p>Researchers, teachers, and psychologists need better understanding of the relationship of bilingualism to giftedness (Mun et al., 2020).</p> <p>UDL principles and practices, as well as other high-leverage practices for both general and special education students, offer enrichment and extension activities to all students.</p>	
<p>Teachers are often reluctant to implement accommodations for multilingual learners who are gifted.</p> <p>Teacher referrals are widely used for the identification of potentially gifted students and/or those students possibly needing special education services. Both rely on teacher observation.</p>	<p>Accommodations for multilingual learners with exceptionalities who are gifted can be part of strategic planning and may require an equity lens.</p> <p>More professional development is needed so that teachers can focus on student strengths and identify aspects of giftedness from often under-represented populations as well as populations including multilingual speakers (Mun et al., 2020; Pereira & Gentry, 2013).</p>	