**Pre-Referral Flowchart: Team considerations for use prior to referral of a Multilingual Learner for Initial Special Education Assessment**

- Multilingual learners may experience academic and/or behavioral challenges, in which school-based teams are tasked with reviewing performance data across settings. Multidisciplinary teams play a key role in this referral process. Multidisciplinary team members use an iterative process of reviewing data, identifying needed interventions & supports, and make data-based decisions prior to suspecting a disability & referring a multilingual learner for special education eligibility assessment.

1. **Consider Extrinsic Factors**
   - **(Complete an in-depth cum file review)**
     - Completing an in-depth cumulative file review will help teams obtain information about the student’s demographic information, educational, academic, and social/emotional health history. (Appendix 2 C: Cumulative File Checklist)
   - **(Identify if there are any pre-existing socio-emotional, mental health or psychological factors)**
     - Multilingual students are a diverse population of students. Some may be reported in References to section 300.304 – 305 CFR [C.F.R] sections 300.304 – 305 eligibility for special education receive an... IDEA) requires that a student may be referred for initial assessment to determine eligibility for special education. (Appendix 3.3 English Learner Eligency Factors)
   - **(Identify if there are any pre-existing cognitive or health conditions)**
     - If the team determines that physical/health and/or mental health factors are primary factors to the student’s educational challenges, rather than refer for special education assessment. For more information visit the Improving Outcomes for English Learners website: [http://www.csea.org/eld-ewd](http://www.csea.org/eld-ewd)

2. **Consider Personal & Cultural Factors**
   - **(Identify if there are any personal factors)**
     - Are there other extrinsic factors such as access to culturally & linguistically responsive parenting/educator involvement, education mobility, a history of abuse, trauma, and the student academically and/or behaviorally? For more information: (Appendix 3.4 English Learner Factors)
   - **(Consider cultural factors)**
     - Parents, caregivers, and teachers need to understand the cultural factors that impact learning due to their unique cultural values, beliefs, and practices when working with a student as a barrier, whereby families may need further information and support as to how to communicate with teachers. For more information, please see Appendix 3.5 English Learner Factors.
   - **(Identify Extrinsic Factors)**
     - If the team determines that personal & cultural factors are primary contributors to the student’s educational challenges, rather than refer for special education assessment. Consider completion of an in-depth cumulative file review, and cultural factors that impact educational progress. Parents, caregivers, and teachers need to understand the cultural factors that impact learning due to their unique cultural values, beliefs, and practices when working with a student as a barrier, whereby families may need further information and support as to how to communicate with teachers. For more information, please see Appendix 3.5 English Learner Factors.

3. **Consider Language Development**
   - **(Identify English language proficiency)**
     - The individual English proficiency levels of the student will indicate if he or she needs instruction at Tier I, Tier II, or Tier III. (Appendix 3.1 English Learner Language Proficiency)
   - **(Review ELPA data)**
     - Review English language proficiency assessment data. (Appendix 3.2 English Learner Language Proficiency)
   - **(Examine supports provided to the teacher)**
     - Teachers are often in need of support and additional training to support the educational needs of multilingual learners. (Appendix 3.3 English Learner ELA Curriculum)
   - **(Examine Comprehensive English Learner)**
     - Comprehensive ELI is part of every multilingual learner core curriculum and is a skill shared with all native English speakers. (Appendix 3.4 English Learner Language Proficiency)

4. **Consider Learning Environment**
   - **(Consider Accessibility Resources)**
     - Resources such as English language development resources, cultural, personal, and academic interventions in English language development endeavors, to support implementation of the ELA curriculum, by providing meaningful and engaging tasks in meaningful ways, to this step of the journey, teams need to examine additional, pertinent, and important factors for the student. Observers identify & reflect upon their own expectations and assumptions in English language development (ELD) curriculum. (Appendix 3.5 English Learner Language Proficiency)
   - **(Examine classroom opportunities to language development on primary contributors to educational challenges)**
     - Examining classroom opportunities to language development on primary contributors to educational challenges, rather than refer for special education assessment. (Appendix 3.6 English Learner Language Proficiency)

5. **Special Education Assessment**
   - **A student may be referred for initial assessment to determine eligibility for special education only if there is a suspicion of a disability. The Disability Indicators list has been developed to assist school teams determine if the students are referred for assessment to determine eligibility for special education. (Appendix 3.7 English Learner Language Proficiency)**
   - **Comprehensive ELD**
     - Comprehensive ELD is a Tier I basic core service, for the identification of an English Learner. Comprehensive ELD includes both differentiated and integrated ELD. For more information: [http://www.csea.org/eld-ewd](http://www.csea.org/eld-ewd)
   - **Appendix 4.7 Focus of Observation in ELD**
     - For more information visit the Improving Outcomes for English Learners website: [http://www.csea.org/eld-ewd](http://www.csea.org/eld-ewd)

**Reference Sources:**
- CSEA, “Pre-Referred Multilingual Learner: Initial Special Education Assessment: A student may be referred for initial assessment to determine eligibility for special education only if there is a suspicion of a disability. The Disability Indicators list has been developed to assist school teams determine if the students are referred for assessment to determine eligibility for special education. (Appendix 3.7 English Learner Language Proficiency)”
- CSEA, “Comprehensive ELD”
- CSEA, “Comprehensive ELD is a Tier I basic core service, for the identification of an English Learner. Comprehensive ELD includes both differentiated and integrated ELD.”
- CSEA, “Appendix 4.7 Focus of Observation in ELD”
- CSEA, “For more information visit the Improving Outcomes for English Learners website: [http://www.csea.org/eld-ewd](http://www.csea.org/eld-ewd)"