



A division of EBS Healthcare
800-578-7906

Emergent Bilingual Learners: Applying Ecological Evaluations



PRESENTER

June Lucas Zillich, Ed.S.,
Bilingual School Psychologist



DATE/TIME

February 7, 2022
12:30 - 3:00 PM Eastern Time



COURSE ACCESS

Live Virtual Course for New Brunswick School District, NJ



TARGET AUDIENCE

Speech-Language Pathologists and LDTs



REGISTRATION

There is no registration fee for this workshop.

COURSE DESCRIPTION

Emergent Bilingual (EB) students represent a growing population that is often overlooked from current research trends. Although efforts at training educators have been in place for years, dynamics such as applying the science acquisition, familiarity with evidence-based practices, and school practices bring additional challenges when addressing the needs of EB students. This presentation aims at providing both seasoned and novice educators with sound practices to advance their abilities when working with EB students. Participants will collaborate and be immersed in learning the following three aspects: (1) the science of language acquisition for EB students (2) applying strategies and practices of a strength-based tiered approach (3) defining tenets of ecological evaluations for EB students (4) and the process of applying relational teamwork practices inclusive of family and community.

SPEAKER BIOGRAPHY

June Lucas Zillich, Ed.S., Bilingual School Psychologist, is currently serving the Arizona community as a Faculty Associate Professor at Arizona State University, bilingual school psychologist and professional learning facilitator with KOI Education. She previously worked as a supervisor with Montgomery County Public Schools, MD, where she served as principal school administrator overseeing Title I community schools to address whole child perspective with integrative health, social services, and community development. She holds specialty credentials in the area of Cultural and Linguistically Diverse Learners from the state of California and George Washington University and has more than 20 years' experience serving as an ESOL/bilingual teacher, school psychologist, disciplinary hearing officer, and district administrator. She is an active lead member of the National Association School Psychologists' Bilingual Interest Group where she serves as mentor and advisor to school psychologists. She has contributed to TESOL and NEA publications and is currently a doctoral scholar at Bowie State University conducting dissertation research in the area of culturally and linguistically responsive pedagogy and psychological safety in schools.

Financial Disclosure: June is a paid employee of Arizona State University and KOI Education. She is receiving a speaking honorarium from EBS Healthcare for this event.

Non-Financial Disclosure: June is an active lead member of the National Association School Psychologists' Bilingual Interest Group where she serves as mentor and advisor to school psychologists.

COURSE AGENDA

12:30 – 12:40 Participants will review professionalism & virtual expectations, introductions and review agenda/learning outcomes

12:40 – 1:00 Break-out activity that gathers baseline for collaborative discussion- “What Is” activity

1:00 – 1:50 The Science of Language Acquisition – applicable neuroscience research and language learning basics; how it informs curricular needs, interventions, and delineating what is needed before consideration of suspicion of a disability

1:50 – 2:00 10 minute Break

2:00 – 2:30 Applying Ecological Tiered Approach: Basics of Strength-based practices, tiered service delivery framework; and data-collection and intervention practices at Tiers

2:30 – 2:50 Applying referral practices for EB student: Before, During, and After the Ecological Evaluation for EB students

2:50 – 3:00 Homework review & Evaluations

LEARNING OUTCOMES

At the conclusion of this course, participants will be able to:

1. Describe and review the science of language acquisition and how it informs curricular needs, interventions, and practices.
2. Describe essential data gathering strategies to address the needs of Emergent Bilinguals students through a strength-based tiered ecological approach.
3. Discuss of the processes to embark before, during, and after conducting a evaluations.
4. Examine and review the implications of these practices in terms of collaboration and consultation approaches that include tiered service delivery framework that extent to family and community.

CONTINUING EDUCATION:

No partial or variable credit will be offered for this workshop.



ASHA CE
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Introductory Level
.2 ASHA CEUs

At the end of the course, you will be provided a link and instructions to submit your ASHA number and information to be processed for ASHA CEUs.



PARTICIPANT ASSISTANCE

If any participant requires special assistance of any kind, they should contact Jill Glessner, EBS CE Administrator, no later than 10 business days prior to the event: 800-578-7906 x298 or Jill.Glessner@ebshealthcare.com



CANCELLATION POLICY

Should EBS cancel this program for any reason, all registrants will be notified via email or phone.



COMPLAINT PROCESS

Should a participant have a complaint regarding this workshop, they should contact the CE Administrator at EBS University, either verbally or in writing, within 14 business days of the event. You will be notified, in writing, within 14 business days regarding the proposed resolution to the complaint. Send complaints to: EBS University | Attn: Jill Glessner, CE Administrator | 200 Skiles Boulevard, West Chester, PA 19382