

Alignment of Evidence-Based Practices (EBPs) for English Learners and Students with Autism Spectrum Disorders (ASD)

Some English learner students with disabilities have Autism. These teaching and learning strategies are adapted from California's ELA/ELD frameworks and align with EBPs for students with ASD.

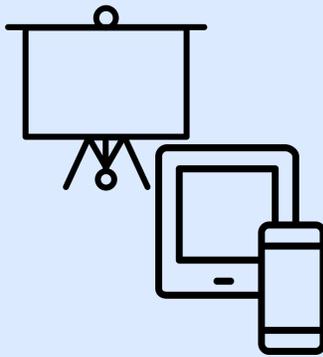
As of Fall 2018, the percentage of English Learners was 19.3% of total enrollment and students with Autism was 15.9% of total students with disabilities population.

EL/SWD Strategies

EBPs for ASD

1

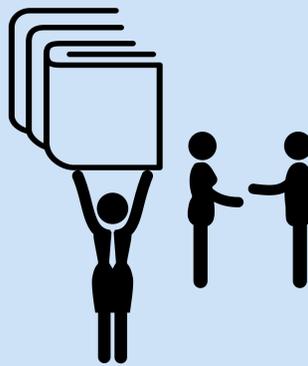
LEVERAGING BACKGROUND KNOWLEDGE



Video Modeling (VM) & Visual Supports (VS)

2

SCAFFOLDING COMPREHENSION OF COMPLEX TEXTS



Prompting (PP) & Modeling (MD)

3

FOSTERING VOCABULARY DEVELOPMENT



Visual Supports (VS) & Naturalistic Intervention (NI)

4

SCAFFOLDING WRITING AND LANGUAGE AWARENESS



Visual Supports (VS) & Prompting (PP)

5

COLLABORATIVE DISCUSSIONS



Scripting (SC) & Peer Mediated Instruction and Intervention (PMII)

6

SEQUENCING LEARNING TASKS



Task Analysis (TA) & Modeling (MD)

Sources:

Adapted from: California Department of Education. 2019. California Practitioners' Guide for Educating English Learners with Disabilities. Sacramento, CA: California Department of Education.

Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., Schultz, T. R. (2013). Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.