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Autore	Vega Desiree
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Nota di contenuto	Section I. The Educational Experiences and Needs of Emergent Bilingual Students -- Chapter 1. Who Are Emergent Bilingual Students? -- Chapter 2. Instructional Programming for Emergent Bilingual Students

-- Chapter 3. Acculturation Considerations in the Prereferral and Assessment Processes -- Section II. Implementing Multitiered Systems of Support with Culturally Adapted Interventions -- Chapter 4. Culturally and Linguistically Responsive Multitiered Systems of Support -- Chapter 5. Engaging in Family-School Partnerships Through Multitiered Systems of Support -- Chapter 6. Culturally Adapted Interventions to Support the Social-Emotional and Behavioral Needs of Emergent Bilingual Students -- Chapter 7. Culturally Adapted Interventions to Support the Literacy Needs of Emergent Bilingual Students -- Chapter 8. Culturally Adapted Interventions to Support the Math Needs of Emergent Bilingual Students -- Section III. Utilizing Culturally Responsive Assessment Practices -- Chapter 9. Assessment of Emergent Bilingual Students for a Specific Learning Disability -- Chapter 10. Assessing Social-Emotional and Behavioral Functioning of Emergent Bilingual Students -- Chapter 11. Assessment of Emergent Bilingual Students for an Intellectual Disability -- Chapter 12. Assessment of Emergent Bilingual Students for Speech-Language Impairments and Collaboration with Speech-Language Pathologists -- Chapter 13. Assessment of Emergent Bilingual Students for Autism -- Chapter 14. Assessment of Emergent Bilingual Students for Dyslexia -- Chapter 15. Best Practices for Working with Interpreters in the Intervention and Assessment Process.

Sommario/riassunto

This book addresses the general and special education needs of emergent bilingual students from intervention that supports their academic and social-emotional needs to assessment for special education services. It provides contextual information about emergent bilingual students' opportunities for academic success and language development. The book describes the application of a culturally and linguistically responsive multitiered system of supports (MTSS), including specialized considerations related to their literacy /language and math needs and the importance of culturally adapted behavioral, social-emotional, and academic interventions. In addition, the book offers guidance on the evaluation process for special education and related services, including considerations for differentiating language, culture, and disability across various eligibility categories, such as speech and language impairment, specific learning disability, intellectual disability, and autism. It also discusses opportunities for collaboration with families, speech-language pathologists, and interpreters during the assessment and intervention processes. Key areas of coverage include:

- The educational experiences and needs of emergent bilingual students.
- Implementing a multitiered system of supports (MTSS) with culturally adapted interventions.
- Using culturally responsive assessment practices to differentiate between language differences and disability.

Culturally and Linguistically Responsive Intervention and Assessment Practices with Emergent Bilingual Students is a must-have resource for professionals, clinicians, and educational and behavioral health therapists as well as graduate students, researchers, and professors in school psychology, teacher and teaching education, speech-language pathology, bilingual education, clinical child psychology, developmental psychology, clinical social work, public health, school counseling, and all interrelated disciplines.
