

### **Collaborative Planning Example: Planning for Lan**

Lan is an intermediate proficiency English learner in fourth grade, who was an immigrant 2 years prior. She struggles in all content areas, particularly in math, and has made little progress in ESOL over the past 2 years. She had difficulty reading, comprehending, and doing math in her native Vietnamese as well as in English. While she has not been formally identified as having a disability, her teachers find that accommodations provided for English learners, along with support in notetaking and writing, are quite helpful. Lan had interrupted access to education in her native country, and her parents report she received little or no specialized support for her learning needs. For the first 3 months of the school year, Lan's math teacher scheduled her for an additional 30 minutes of math support each day, in which she reviewed basic math facts as well as the prior day's lesson. However, not until November does she realize, during a review of Lan's folder, that she had not completed grade 1 or 2 math in Vietnam, and her attendance at school had been sporadic, with little support available when she did attend. With this new information about her background knowledge in math and her familiarity with school in general, Lan's math teacher designs an intervention to familiarize her with the more basic math concepts she had missed. Lan's team also delay referring her for formal special education eligibility determination, using the principles of multitiered supports to provide the assistance she needs while waiting to make a formal disability determination until they can be sure that her delay is not related to interrupted schooling.