



Evidence-Based Instruction for Multilingual Learners with Disabilities

October 28, 2025

Featuring Experts in the Field:



[Dr. Melissa Cuba](#)



[Dr. Rebecca Raab](#)

What to Expect from this Learning Opportunity

- Practical strategies for inclusive, linguistically responsive instruction with a focus on vocabulary development
- Guided review of WIDA ACCESS and Alternate ACCESS assessments, highlighting how these tools can inform instruction, intervention, and eligibility decisions
- Choice of afternoon breakout sessions tailored to elementary and secondary needs
- Engage with the PLUSS Framework* for planning evidence-based instruction for MLs
 - Pre-teach critical vocabulary and build background knowledge
 - Language modeling and structured practice
 - Use of visuals and graphic organizers
 - Systematic, explicit instruction
 - Strategic use of native language and teaching for transfer
- Hands-on activities to analyze lessons and plan for real-world applications.

Who Should Attend

School Teams Supporting Dually Identified Multilingual Learners with Disabilities, including general and special educators, as well as administrators and coaches

Event Details

Location: Wytheville Meeting Center

Time: 9:00 am - 4:00 pm (morning coffee/tea service and lunch provided)

Registration: [Link](#) *Registration Deadline:* Monday, October 13th at noon

For More Information Email: Dana McCaleb dmccaleb@vt.edu or Kitty Wade kittywade@vt.edu

Accessibility

To request accommodations, contact ttac@vt.edu or 800-848-2714 (TTY 540-231-3315) at least 10 business days prior to the event.

*Sanford, A. K., Brown, J., & Turner, M. (2012). Enhancing Instruction for English Learners in Response to Intervention Systems: The PLUSS Model. Multiple Voices For Ethnically Diverse Exceptional Learners, 13(1), 56-70.



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