Dual Language Learners:
Supporting Young Children in the Classroom

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module offers an overview of young children who are dual language learners. Further, it highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms (est. completion time: 1 hour).
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

- Like a lot of places in the United States over the past 25 years, the small urban community of Benton has undergone a dramatic population shift as growing numbers of families from culturally, linguistically, and ethnically diverse backgrounds have made their homes there.

Notes

Initial Thoughts

- Opinion: Imagine you are Mrs. Raymond. What thoughts come to mind about the new school year?
- What do teachers need to know about young dual language learners with disabilities?
- What are some unique issues related to working with families of these children?
- What strategies can teachers use to support these children?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
    - Describe young children who are dual language learners
    - Describe the importance of maintaining children's home language at the same time they are learning English
    - Understand the importance of collaborating with families of young children who are dual language learners
    - List considerations for screening and evaluating young dual language learners with disabilities
    - Identify strategies for supporting young dual language learners with disabilities
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Young Dual Language Learners with Disabilities

- Definition of "dual language learners"
- The differences between simultaneous and sequential language learners [bullet points]
- Second language acquisition stages [bullet points]
- For Your Information
- Robert Stechuk, an expert in the area of young dual language learners, discusses the use of the term for young children. Next, he describes the distinction between simultaneous and sequential learners, followed by some of the key differences between DLLs and children learning only one language (audios)
- Dual Language Learners with Disabilities
    - Research Shows
    - Note on the module's use of terminology

Notes

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❖ Page 2: Distinguishing Between Disability and Language Difference

- Teachers attempting to distinguish between a disability and a language difference should begin by addressing a few key questions [bullet points]
- For Your Information
  - Link: The National Center on Cultural and Linguistic Responsiveness
- As they consider the answers to these questions, teachers should…
- Audio: Irlanda Jimenez discusses some considerations for determining whether a child has a developmental delay or a language difference
- For Your Information
- Screening and Evaluation
  - The first step in determining whether a child has a developmental delay or disability… [bullet points]
- For Your Information
  - Link: Child Find
- Link: multidisciplinary team [definition]
- Audio: Robert Stechuk highlights three sources of data that can inform the assessment process for young DLLs
- Link: IRIS Interview: Evaluating Dual Language Learners
- DEC Recommended Practices
  - Drop-down menus
    - Link: reliability [definition]
    - Link: validity [definition]
- Audio: Rosa Milagros Santos talks about how the DEC Recommended Practices can support young children's development, including young DLL children with disabilities
- When working with DLLs, especially those with disabilities… [bullet points]

Notes

❖ Page 3: Importance of Home Language Maintenance

- Reasons for maintaining children and families' home languages [bullet points]
- Audio: Robert Stechuk discusses some of the reasons it is important to maintain a child and family's home language
- Audio: Patsy Pierce discusses some of the reasons it is important to maintain a child and family's home language
- Strategies to help families understand the value and benefits of maintaining the home language include… [bullet points]

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- Keep in Mind

Notes

❖ Page 4: Collaborating with Families
- Teachers should collaborate with families because… [bullet points]
- Audio: Rosa Milagros Santos talks about the importance of collaborating with families
- DEC Recommended Practices [bullet points]
- Three strategies that can lead to successful parent-professional collaborations
  ◦ Build and maintain rapport with families
  ◦ Learn from families
  ◦ Create welcoming classrooms [bullet points]
- A look inside Mrs. Raymond's classroom

Notes

❖ Page 5: Environment and Instructional Grouping
- Supportive Environment
  ◦ Link to IRIS Module: Early Childhood Environments: Designing Effective Classrooms
  ◦ DEC Recommended Practices [bullet points]
  ◦ Audio: Robert Stechuk discusses how teachers can help young DLLs who understand little or no English adjust to the classroom environment
  ◦ For Your Information
    ▪ Link: Early Childhood Technical Assistance Center's (ECTA)
    ▪ Link: National Center on Quality Teaching and Learning's (NCQTL)
    ▪ Link: TATS
    ▪ Link: FIN
- Instructional Grouping
  ◦ Types of grouping [bullet points]
  ◦ Audio: Rosa Milagros Santos discusses the importance of providing supports for young DLLs to understand their environment and to access instruction

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- ◦ Link: IRIS Interview: Considerations for Dual Language Learners
- ◦ A look inside Mrs. Raymond's classroom
- Instructional Strategies
  - ◦ Link: evidence based strategies [definition]
  - ◦ Instructional strategies include... [bullet points]
  - ◦ DEC Recommended Practices

Notes

❖ Page 6: Use Visual Supports

- Visual supports can... [bullet points]
  - ◦ Hallway/Pasillo [graphic]
- Audio: Irlanda Jimenez discusses using visual supports for young DLLs in the classroom
- A look inside Mrs. Raymond's classroom

Notes

❖ Page 7: Incorporate Familiar and Non-Stereotypical Materials

- Another strategy that teachers can use to support young DLLs with disabilities is to...
- Families of young DLL children can serve as resources for the classroom
- A look inside Mrs. Raymond's classroom

Notes

❖ **Page 8: Use the Children's Home Language**

- Using the child's home language is another way teachers can support the learning needs of young DLLs with disabilities
- Sources of key classroom words and phrases in languages other than English [bullet points]
- For Your Information
- Audio: Rosa Milagros Santos offers suggestions as to where teachers can find resources for supporting young DLLs in their classrooms
- Audio: Irlanda Jimenez provides tips for teachers who work with young DLLs
- Audio: Carola Matera provides tips for teachers who work with young DLL
- A look inside Mrs. Raymond's classroom

Notes

❖ **Page 9: Promote Peer Support and Interaction**

- Although peers spend a lot of time together, they are often overlooked as a resource
- Three practices teachers can use to promote peer support and interactions [bullet points]
- Audio: Rosa Milagros Santos talks about some benefits of using English-speaking peers to help support young DLLs

Notes

❖ **Page 10: References & Additional Resources**

- Suggested module citation
- References
- Additional Resources

❖ **Page 11: Credits**

- Suggested module citation
- Content Experts
- Module Developers

Dual Language Learners:
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- Module Production Team
- Media Production Team
- Media
- Expert Interviews
- Acknowledgments

Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

Notes

You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Options
- Related Resources [links]