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| IRIS Center logo. | **Outline** |

**English Learners with Disabilities**:

Supporting Young Children in the Classroom

Module Home

* Module Description: This module offers an overview of young children who are English learners. Further, it highlights the importance of maintaining children’s 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: 1.5 hours).

Challenge

* Video: Welcome to Benton, a small urban community situated near two of the most populous cities in its region.

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Initial Thoughts

* Imagine you are Mrs. Raymond. What thoughts come to mind about the new school year?
* What do teachers need to know about young English 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?

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Perspectives & Resources

* Module Objectives
* Describe young children who are English learners
* Describe the importance of maintaining children’s home languages at the same time they are learning English
* Understand the importance of collaborating with families of young children who are English learners
* List considerations for screening and evaluating young English learners with disabilities
* Identify strategies for supporting young English learners with disabilities

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* Page 1: Young English Learners with Disabilities
* As you learned in this module’s Challenge, many of the children in Mrs. Raymond’s classroom are from homes where languages other than English are spoken.
* The differences between simultaneous and sequential language learners include… [bullet points]
	+ Link: second language acquisition [definition]
* Second Language Acquisition Stages [table]
* For Your Information
* Audio: Listen as Robert Stechuk, an expert in the area of young English learners, discusses some key differences between ELs and children learning only one language.
* Young English Learners with Disabilities
	+ Link: 13 disability categories [drop-down menu]
	+ Link: Individuals with Disabilities Education Act of 2004 [definition]
	+ Link: developmental delay [definition]
	+ Research Shows

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* Page 2: Distinguishing between Disability and Language Difference
* Delays in social and communication development might occur when children are learning two or more languages.
* Link: social-emotional development [definition]
* 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: National Center on Cultural and Linguistic Responsiveness [web page]
	+ Link: Gathering and Using Language Information That Families Share [PDF]
* Audio: Listen as Irlanda Jimenez further discusses some considerations for determining whether a child has a developmental delay or a language difference.
* For Your Information
* Screening and Evaluation
	+ For Your Information
		- Link: child find [definition]
	+ Link: multidisciplinary team [definition]
	+ Audio: Listen as Robert Stechuk highlights three sources of data that can inform the assessment process for young ELs.
	+ Link: Evaluating English Learners [IRIS Interview]
* DEC Recommended Practices
	+ Include and Support Families in the Screening and Assessment Process [drop-down menu]
	+ Hire Bilingual Staff and/or Qualified Interpreters to Assist in the Screening and Assessment Process [drop-down menu]
	+ Determine the Language to Use During Screening and Assessment
	+ Select an Appropriate Screening and Assessment Tool
	+ Interpret and Present Screening and Assessment Results That Are Meaningful and Accessible [drop-down menu]
	+ Audio: Listen as Rosa Milagros Santos talks about how the DEC Recommended Practices can support young children’s development, including young EL children with disabilities.
	+ When working with ELs, especially those with disabilities, it is important for teachers to understand some unique issues around… [bullet points]

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* Page 3: Importance of Home Language Maintenance
* Whether a family has been in the United States for only a few years or for generations, they speak and pass on their languages and cultural heritages to their children through conversations, stories, music, prayers, and more.
* There are many reasons early childhood and special education professionals and families should work together to help maintain the children and families’ home languages. [bullet points]
* Audio: Listen as Robert Stechuk discusses some of the reasons it is important to maintain a child and family’s home language.
* Audio: Listen as Patsy Pierce discusses some of the reasons it is important to maintain a child and family’s home language.
* Some strategies to help families understand the value and benefits of maintaining the home language include… [bullet points]
* Keep in Mind

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* Page 4: Family Engagement: Collaborating with Families of Students with Disabilities
* The involvement of parents can be a powerful influence on their children’s educational success and as such is regarded as a best practice in early childhood instruction.
* In addition to helping them to understand the importance of maintaining their home language, teachers should collaborate with families because families… [bullet points]
* Audio: Listen now as Rosa Milagros Santos talks about the importance of collaborating with families.
* DEC Recommended Practices
* Some ways they can do this include… [bullet points]
* A Look Inside Mrs. Raymond’s Classroom

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* Page 5: Environment and Instructional Grouping
* By collaborating with families, teachers gain a better understanding of young ELs’ home language and developmental needs.
* Supportive Environment
	+ Link: Early Childhood Environments: Designing Effective Classrooms [IRIS Module]
	+ DEC Recommended Practices
	+ Audio: Listen as Robert Stechuk discusses how teachers can help young ELs who understand little or no English adjust to the classroom environment.
	+ For Your Information
		- Link: Indicators of High-Quality Inclusion
		- Link: Talk with Instructional Staff about Universal Design for Learning in Pre-K Inclusive Environments Part 1 [PDF]
		- Link: Talk with Instructional Staff about Universal Design for Learning in Pre-K Inclusive Environments Part 2 [PDF]
		- Link: TAT’s Administrators’ Walkthrough Checklist for Prekindergarten Classrooms Level 3: Examples of Quality Classroom Settings [web page]
* Instructional Grouping
	+ It is important for teachers to consider the type of grouping that will best support the language and learning needs of the children, including young ELs with disabilities, throughout the day. [bullet points]
	+ Audio: Listen as Rosa Milagros Santos discusses the importance of providing supports for young ELs to understand their environment and to access instruction.
	+ Link: Considerations for English Learners [IRIS Interview]
	+ A Look Inside Mrs. Raymond’s Classroom
* Instructional Strategies
	+ Link: evidence-based strategies [definition]
	+ Teachers can easily implement the following instructional strategies, each of which will be described in more detail on the following pages… [bullet points]
	+ DEC Recommended Practices

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* Page 6: Use Visual Supports
* One of the simplest and most direct ways professionals can support young ELs with disabilities is through the use of visual supports.
* Visual supports can… [bullet points]
* Audio: Irlanda Jimenez discusses using visual supports for young ELs in the classroom.
* A Look Inside Mrs. Raymond’s Classroom

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* Page 7: Incorporate Familiar and Non-Stereotypical Materials
* Another strategy that teachers can use to support young ELs with disabilities is to prominently display and use items reflecting the contemporary cultures of the children represented in the classroom and in the community.
* A Look Inside Mrs. Raymond’s Classroom

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* Page 8: Use the Children’s Home Language
* Using key words and phrases in the child’s home language is another way that teachers can support the learning and language needs of young ELs with disabilities.
* Many sources offer help in learning key classroom words and phrases in languages other than English. These include… [bullet points]
* For Your Information
* Audio: Listen as Rosa Milagros Santos offers suggestions as to where teachers can find resources for supporting young ELs in their classrooms.
* Audio: Listen as Irlanda Jimenez provides tips for teachers who work with young ELs.
* Audio: Listen as Carola Matera provides tips for teachers who work with young ELs.
* A Look Inside Mrs. Raymond’s Classroom

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* Page 9: Promote Peer Support and Interaction
* Although peers spend a lot of time together, they are often overlooked as a resource for supporting the learning and language needs of young ELs with disabilities.
* Below are 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 ELs.
* A Look Inside Mrs. Raymond’s Classroom

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* Page 10: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Credits

Wrap Up

* Summary of the module
* Revisiting Initial Thoughts

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Assessment

* Take some time now to answer the following questions.

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