

*Getting  
Started*

*Some big  
questions*

*Outcomes  
for today*

*Activities*

## AGENDA

1. How did we get here?
2. Introductions
  - o How do we identify English language learners (ELLs) who might have a learning disability?
  - o How can ESOL/AS departments collaborate when we have ELLs who also need Academic Support?
  - o What do we know about ELLs with learning disabilities?
- ✓ Discuss indicators for identifying ELLs with a language disability
- ✓ Begin to examine & refine the process of identification within each division.
3. Jigsaw (Jon)
  - a. 4X4 (ABCD > AAAA > ABCD)
  - b. *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* - Genesee, Paradis & Crago (2004)
4. Possible Indicators (Jan)
5. Process of identification in each division (Jan)
  - a. What's working well? >> share
  - b. What might you change or improve? >> share small groups
6. Next steps (Jan)

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## ***POSSIBLE INDICATORS OF LEARNING DISABILITIES IN ELL STUDENTS*** (a working list)

1. Slow rate of learning English, compared to other students;
2. Inconsistency in scores on WIDA, ITBS, PSAT;
3. Inconsistency in academic performance, with poor performance in language-intense areas and good to excellent performance in less language-intense areas (art, music, science, math);
4. Delayed speech development (talking), in any language;
5. Delayed or poor proficiency in first language.