




While You're Waiting

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February 22, 2022

Individualizing Instruction for Children with Disabilities Who Are Also Dual Language Learners

Host
Jennifer Fung, NCECDTL

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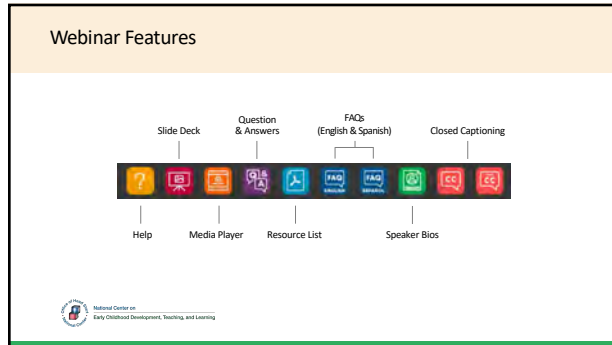
Presenters



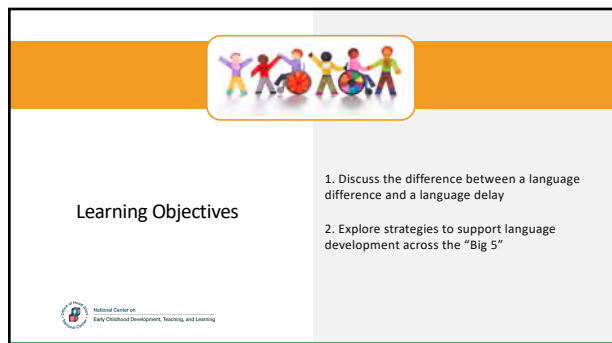

Jennifer Fung Xigris Soto-Boykin



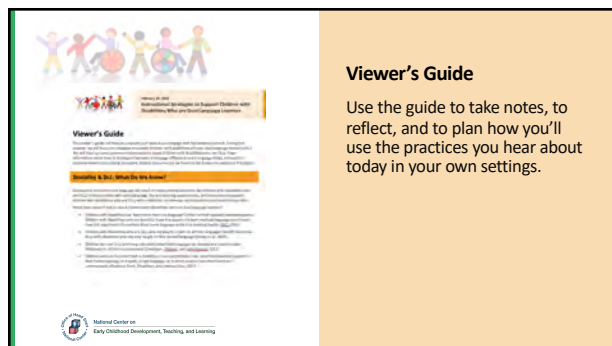

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HSPPS Definition: Dual Language Learner

Dual Language Learner (DLL) means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language.

The term "dual language learner" may encompass or overlap substantially with other terms frequently used, such as bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English (LOTE).






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HSPPS Definition: Equity

Equity means fair and just treatment to all children and families and those who support them, and all have opportunities to reach their full potential.


Equity promotes consistent, systemic, and equitable access to comprehensive services and systems for everyone, including people who are African American, Black, Latino/Hispanic, Indigenous/ American Indian, Alaska Native, Asian American, Pacific Islander and other people of color, members of religious minorities, people who are lesbian, gay, bisexual, transgender, queer, or other sexual orientations (LGBTQ+), people with disabilities, people who live in rural areas, and people adversely affected by persistent poverty and other forms of inequality.

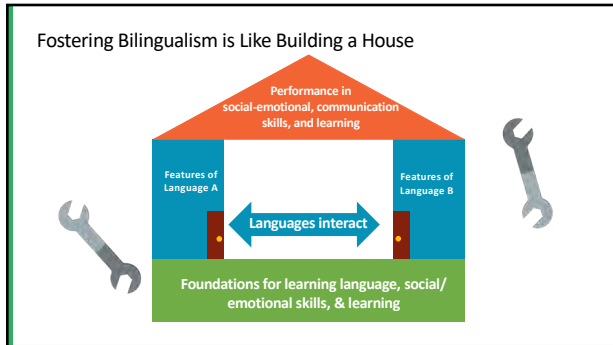
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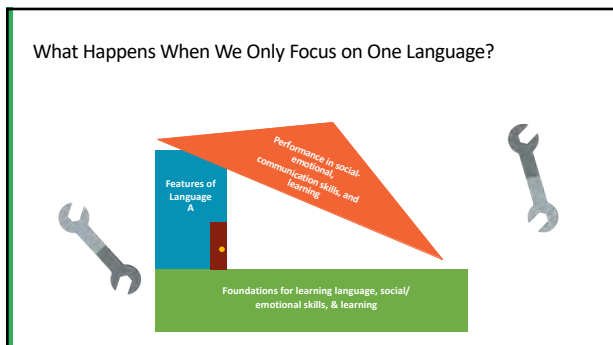
Language Difference or Delay: How Do You Know?



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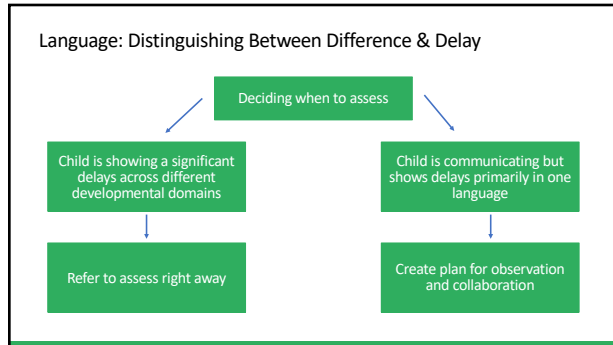
Language: Distinguishing Between Difference & Delay

Gather information from families and caregivers

Assess in both languages, observe

Examine other domains

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What's Your First Step?

What's the first thing your program does when you're concerned that a child who is a DLL may have a disability or delay?

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Reframing Inclusion

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Reframing Inclusion





Inclusion refers to:

- Ensuring **children with disabilities** receive equitable and high-quality learning experiences and instruction alongside children who do not have disabilities

AND

- Ensuring **children's home languages** are supported, even when program staff may not speak that same home language

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**Effective Strategies:
Foundations**

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Learn About Child and Family Home Language

Home language survey questions about languages spoken at home:

Who are the communication partners during the week versus weekend?

- What language(s) do they speak?
- What language(s) does the child respond in and understand?

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Learn About Child and Family Home Language

Information from home language surveys:

- Use language in instruction
- Environmental print in other languages



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Learning About Home Language

Are you currently using a home language inventory with families?



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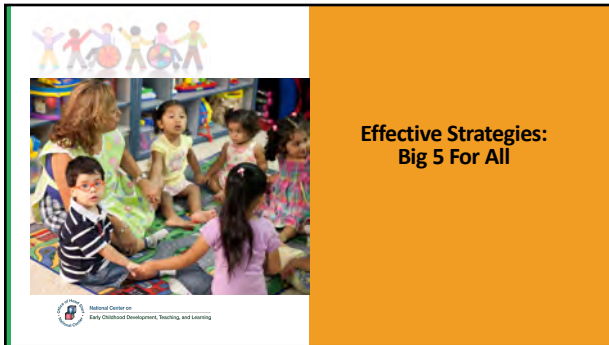
Coordinated Approach

It takes a team!

- Program staff
- Specialists
- Family
- Interpreters
- Dual language experts



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**Effective Strategies:
Big 5 For All**

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Planned Language Approach: Big 5 For All




Big 5 for All:

- Alphabet Knowledge and Early Writing
- Background Knowledge
- Book Knowledge and Print Concepts
- Oral Language and Vocabulary
- Phonological Awareness

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What Strategies?
What's a strategy that you use often to support bilingual language learning for children who are DLLs?

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Effective Strategies: Alphabet Knowledge

Adapt strategies to support individual learning needs:

- Show letters using different modalities
- Present one letter
- Repeat the letter multiple times across the day
- Review letters in small groups and/or individually



Alphabetic Teaching

This is the letter B. In English, B makes the sound /b/.
 In Spanish, the letter B also make the sounds /b/.

Find which letters in English make the same or similar sound in the child's home language. Focus on those first. Ask native speakers of home language for help.



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Effective Strategies: Alphabet Knowledge

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Effective Strategies: Background Knowledge

Adapt strategies to support individual learning needs:

- Show key concepts using visuals or objects
- Teach vocabulary that is key to understanding concepts first
- Review concepts again in small groups or individually



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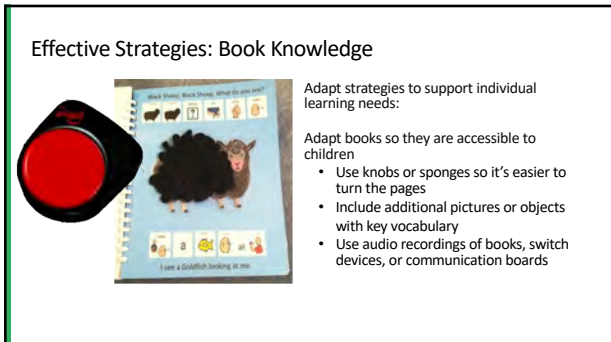


**Effective Strategies:
Background Knowledge**

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Effective Strategies: Book Knowledge



Adapt strategies to support individual learning needs:

Adapt books so they are accessible to children

- Use knobs or sponges so it's easier to turn the pages
- Include additional pictures or objects with key vocabulary
- Use audio recordings of books, switch devices, or communication boards

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Effective Strategies: Oral Language

Adapt strategies to support individual learning needs:


- Incorporate home language in communication devices
- Introduce new words and concepts using various modalities, such as visuals, objects, audio recordings, etc.
- Use evidence-based strategies language learning, including milieu teaching and dialogic reading




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Effective Strategies: Oral Language



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Effective Strategies: Oral Language Video 2




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Effective Strategies: Phonological Awareness

Adapt strategies to support individual learning needs:


- Focus on one skill at a time
- Start with visuals, gestures, then auditory only
- Start with by teaching easier skills, then move to more difficult
- Teach individually or in small groups
- Provide feedback for responses

Spanish blending 2 syllable words





micro

English blending 2 syllables



tiger


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**Effective Strategies:
Phonological Awareness**

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What's Next?
Which of the individualized instructional strategies would you like to try first to support children with disabilities who are DLLs?

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New Resources!

- Big 5 For All Disability Supplement series
- DSCI Recordings

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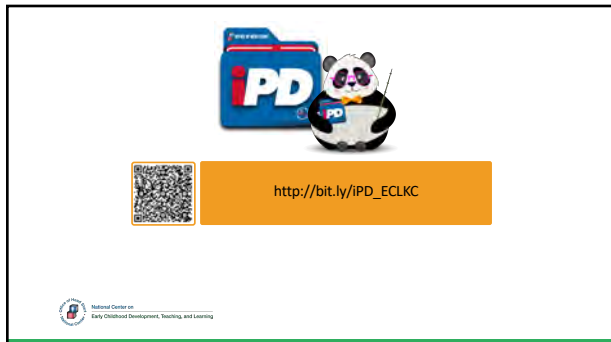
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Questions and Answers

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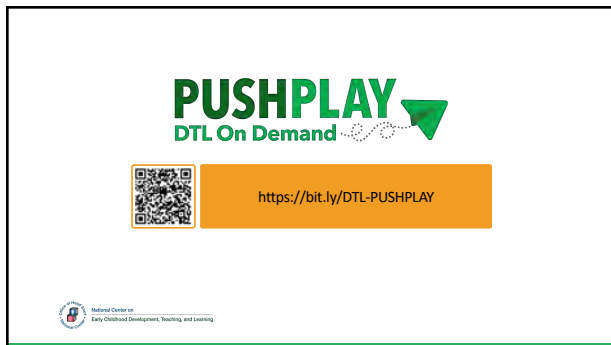


iPD

http://bit.ly/iPD_ECLKC

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PUSHPLAY
DTL On Demand

<https://bit.ly/DTL-PUSHPLAY>

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Thank You!

Join Us For Our Next Episode!

Strategies to Support Social Emotional Learning for Children with Disabilities and Suspected Delays
Tuesday May 24, 3-4pm ET

