

Supporting MLL Students with Special Needs

From the last meeting...

Some Potential Difficulties Related to Language Learning or to Special Education Needs

Observable Behaviour	Possible Explanation in a Language Learning Context	Possible Explanation in a Special Education Context
Adds or deletes words	May not yet know the word; may not have internalized the words or requires more rehearsal	Has memory/oral language processing difficulties
Is easily distracted	Doesn't understand; is overloaded with new information; requires more visual/concrete support	Has an auditory processing difficulty or ADHD
Has trouble following directions	Doesn't know the vocabulary in the instructions	Has sequencing or memory difficulties
Can complete math calculations but cannot solve word problems	Doesn't know the vocabulary of the math problem; isn't familiar with the currency; has no prior experience with the content	Has processing or abstract reasoning problems; a memory problem; sequencing issue; may not be able to generalize from previous examples
Avoids writing	Lacks confidence or is not comfortable with having multiple drafts of work before the final version	Has fine motor difficulties and limited expressive language
Can't retell a story in sequence or summarize a plot	Is unfamiliar with too much of the vocabulary of the story	Has organization or processing problems

Learn more about the [stages of language acquisition](#) and ways to [support oral language development](#).

[WIDA Can Do Descriptors Grades 9-12](#)

If you suspect there is something more than a language acquisition problem, please consider the following before contacting the school based team.

1. What are the student's specific areas of academic weakness? (e.g. *speaking, listening, reading, writing, something else*)?
2. What remediation/intervention programs has the child participated in outside of MLL services?
3. What additional strategies, accommodations, modifications to assignments and assessments etc... have been tried with this student?
4. Any additional information that may be helpful for the school based team (e.g. the child's abilities in both home language and English/interrupted education/trauma...)

BRAINSTORM OUTLINE FROM MEETING (This will be erased later! :))

FLOW CHART PLANS FOR REFERENCE:

- Start with scenario of student and why suspected
- Pick portion of the Can-do statement to highlight (but the whole rubric will be presented)
- Checklist for teachers
- Outcome from all of the above

***The next PD meeting will focus on the next steps after the steps taken in this meeting and will feature members of counseling**

Question - should we also include MLL gifted student identification at this time?