



LANGUAGE DIFFERENCE OR DISABILITY?

Special Ed and ELLs [Colorin Colorado gallery of resources](#)

Difference vs Disability [Key Questions](#)

Comparison Chart: Difference vs. Disability

Language Need vs Learning Disability [Padlet](#)

Learning Disability vs. Language Need [Padlet](#)

Be the Advocate for the Silent - Language Magazine [Itzil Welch](#) offers simple strategies to help English learners get beyond the silent stage when they are often misclassified.

RTI for ELLs [WIDA](#) provides helpful charts and information here

The Best Strategies for Supporting ELLs [YouTube](#)

What ELLs Wish Their Teachers Knew

10 Things for Teachers to Know About Their ELLs

Some More Myths About ELLs and Special Education

Learning Disabilities in ELLs

Helpful Strategies and Tips for Teaching ELLs

Comparison Chart and More

WIDA-Supporting MLLs With Disabilities

Blossoming Bilinguals Conference 2020 (You Tube)

In this helpful webinar, speakers explain tools that can be used to sort out the behaviors of ELLs as those who are acquiring a language vs. students who have a language disability. USDE and NYSED regulations are explained and assessments for evaluating ELLs are provided.

NYSED Guidance Document [Screening for English Language Learner/Multilingual Learner \(ELL/MLL\) Status for Students Who Enter or Re-Enter School with an Individualized Education Program \(IEP\)](#)

Chapter 6 Tools and Resources for Addressing English Learners With Disabilities (ed.gov) [Great Comparison Chart](#)

This is the sixth chapter of the English Learner Tool Kit, which is created to help state and local educators assist in the education of their English Learners (ELLs).

Language Difference or Language Disorder? ELs and Special Education | MAEC, Inc.

This paper provides an overview of the over and under- identification of English Learners (ELs) with disabilities and the contributing factors. Recommendations for appropriate identification are also discussed.

Power Point-Language Difference or Disability

Consider language development and acquisition stages to assist in differentiating between a difference and a disability. • Identify the resources to assist with decision making and student supports.

RESPONSE TO INTERVENTION (RTI)

Before you consider referring an ELL student to special education:

-Compare the student's progress with his True Peers. "True peers" are students who share similar language proficiency, cultural background, and experiential backgrounds, serving as a benchmark for evaluating a struggling student's progress.

-Ensure all other possible interventions have been used already

-Outline the student's history and experiences with formal schooling,

-How many years has the student been learning English?

-Rule out all other possibilities. Talk with parents.

Succeeding in a Diverse Classroom [Newsletter](#) regarding ELLs and Special Education-
Great Charts

USING RTI EFFECTIVELY WITH ENGLISH LANGUAGE LEARNERS



[Challenges of RIT and ELLs](#)

[Using RTI Effectively with ELLs](#)

[Asking the Right Questions: RTI and ELLs](#)

[More Than English](#) Includes RTI Planning Form