

Comparison of Language Differences Versus Disabilities

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicators of a Possible Learning Disability
Oral Comprehension/Listening		
		When Compared to Like Peers
1. Student does not respond to verbal directions	1. Student lacks understanding of vocabulary in English but is demonstrates understanding in L1	1. Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
2. Student needs frequent repetition of oral directions and input	2. Student is able to understand verbal directions in L1 but not L2	2. Student often forgets directions or needs further explanation in L1 and L2 (home & School); may be due to an auditory memory difficulty or low cognition
3. Student delays responses to questions	3. Student may be translating question in mind before responding in L2; gradual improvement seen over time	3. Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit
Speaking / Oral Fluency		
		When Compared to Like Peers
1. Student lacks verbal fluency (pauses, hesitates, omits words)	1. Student lacks vocabulary, sentence structure, and/or self-confidence	1. Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
2. Student is unable to orally retell a story	2. Student does not comprehend story due to a lack of understanding and background knowledge in English	2. Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
3. Does not orally respond to questions or does not speak much	3. Lacks expressive language skills in English; it may the silent period in 2nd language acquisition	3. Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit
Phonemic Awareness/Reading		
		When Compared to Like Peers
1. Student does not remember letters sounds from one day to the next	1. Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	1. Student doesn't remember letters sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to due a visual/auditory memory or low cognition
2. Student is unable to blend letter sounds in order to decode	2. The letter sound errors may related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	3. Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
3. words in reading		

Adapted from Jarice Butterfield's ELLs With Disabilities Training Materials

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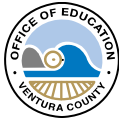
3. Student is unable to decode words correctly	3. Sound not in L1, so unable to pronounce word once decoded	3. Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit
Reading Comprehension & Vocabulary		When Compared to Like Peers
1. Student does not understand passage read, although may be able to read w/ fluency and accuracy	1. Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	1. Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
2. Does not understand key words/phrases; poor comprehension	2. Lacks understanding of vocabulary and meaning in English	2. The student's difficulty with comprehension and vocabulary is seen in L1 and L2
Writing		When Compared to Like Peers
1. Errors made with punctuation/capitalization	1. The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	1. Student consistently makes capitalization and punctuation errors even after instruction or is inconsistent; this may be due to deficits in organization, memory or processing
Handwriting		When Compared to Like Peers
1. Student is unable to copy words correctly	1. Lack of experience with writing the English alphabet	1. Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit
2. Student has difficulty writing grammatically correct sentences	2. Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2 nd language learners (verb tense, use of adverbs or adjectives); improves over time	2. The student makes more random errors such as words omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
3. Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	3. Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2 nd language learners	3. The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits
Spelling		When Compared to Like Peers
1. Student misspells words	1. Student will "borrow" sounds from L1; progress seen over time as L2 proficiency increases	1. Student makes errors such as writing the correct beginning sound of words and then random letters or correct beginning or ending

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		sounds; may be due to a visual memory or processing deficit
2. Student spells words incorrectly; letters are sequenced incorrectly	2. Writing of words if reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	2. The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit
Mathematics		
1. Student manifests difficulty learning math facts and/or math operations	1. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	1. Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems; may have visual memory or processing deficits
4. Student has difficulty completing multiple-step math computations	2. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	2. Student forgets the steps required to complete problems from one day to the next even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit
3. Student is unable to complete word problems	3. Student does not understand mathematical terms in L2 due to English reading proficiency; student shows marked improvement in L1 or with visuals	3. Student does not understand how to process the problem or identify key terms in L1 or L2; may be a processing deficit/reading disability
Behavior		
1. Student appears inattentive and/or easily distracted	1. Student does not understand instructions in English due to level of proficiency	1. Student is inattentive across environments even when language is comprehensible; may have attention deficits
2. Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	2. Student does not understand instruction due to limited English and does not feel successful; student has anger or low self esteem related to 2 nd language acquisition	2. Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
3. Student does not turn in homework	3. Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	3. Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit



Ventura County
 Response to Instruction and Intervention (RtI²)
 MTSS Multi-Tiered Systems of Supports (MTSS)
 Initial Student Review

RtI²/MTSS-Form A

Purpose: This form is completed by the referring general education teacher to bring information about the student to the Intervention Progress Team (IPT^{*})/Professional Learning Community (PLC)/Grade Level Department Team. Attach parent communication logs, universal screening results, data test results, work samples, and/or Behavior Analysis Worksheet.

Section 1: IDENTIFYING INFORMATION

Student: _____ **Date:** _____

Referring Teacher: _____ **Room:** _____ **Grade:** _____ **Subject:** _____

Overall EL Proficiency Level: _____ **Date Identified as EL:** _____ **Yrs.** _____

Native Language Proficiency: _____ **Home Language** _____

CELDT _____, _____, _____, _____

Local Assessment(s): _____ **S** _____ **L** _____ **R** _____ **W** _____

Core Program Design _____ **SEI** _____ **ELM** _____ **Alt** _____
 _____ **TWI** _____ **DLI** _____ **TBE** _____ **DBE** _____ **Heritage** _____

Section 2: STUDENT STRENGTHS

Academic: _____

Social/Emotional/Behavioral: _____

Interests and Talents: _____

Section 3: AREA(S) OF CONCERN

- | | | |
|--|--|--|
| <input type="checkbox"/> Reading Basic/Foundational Skills | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Reading Fluency |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Listening Comprehension |
| <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Math Problem Solving | <input type="checkbox"/> Health |
| <input type="checkbox"/> Social/Emotional/Behavioral | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other _____ |

Description of Concern: _____

Current Performance Score or Behavioral Frequency:	Assessment Tool(s):	How Often Measured and/or Date(s):

Estimated Class Rank in Area (if applicable): _____

Grade Level Expectation (as applicable): _____

Section 4: Tier 1 DIFFERENTIATION STRATEGIES and Instructional Supports teacher has used to address above concerns for the purpose of (Core/Universal Access): _____

Strategies, Universal Tools, Designated Supports, Accommodations	Frequency	Duration

(Team Use Only)

Request completion of **Behavior Analysis Worksheet – Form D**

Complete **Intervention Plan – Form B** in the area(s) of need

Schedule consultation with school support staff

Other recommendations

Date of Meeting: _____ **Team members present (names and titles):** _____

* Refer to the Ventura County RtI² Model narrative for a description of IPT.

Provide multiple means of **Engagement**

Affective Networks
The "WHY" of Learning



Provide multiple means of **Representation**

Recognition Networks
The "WHAT" of Learning



Provide multiple means of **Action & Expression**

Strategic Networks
The "HOW" of Learning



Access

Provide options for **Recruiting Interest**

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for **Perception**

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for **Physical Action**

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for **Sustaining Effort & Persistence**

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for **Language & Symbols**

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for **Expression & Communication**

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for **Self Regulation**

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for **Comprehension**

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for **Executive Functions**

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed